

**Tertiary Education
Commission**
Te Amorangi Mātauranga Matua



Plan Guidance

For TEOs submitting Plans for funding
from 1 January 2023

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Every effort is made to provide accurate and factual content. The TEC, however, cannot accept responsibility for any inadvertent errors or omissions that may occur.



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Chief Executive's foreword

Last year was again one where COVID-19 created opportunities and challenges for the delivery of tertiary education. I know you have used the experience gained in 2020 to adapt quickly and move learning online where possible. The TEC commends you for the way you have prioritised your learners and responded to these challenges.

This Plan Guidance sets out our requirements and expectations for the investment round. It is primarily there to guide the content of your Plans and explain how we assess Plans. The information on our priorities for investment is relevant to all TEOs and will help you plan and design your programmes.

The importance of learner success is evident throughout this year's Plan Guidance. Your Plan is an opportunity to tell us how your organisation is adopting the Learner Success Framework and using it to make a real difference for your learners. Going forward, this will be a key determinant of our investment decisions.

I and the team at TEC are looking forward to working with you again in the year ahead to continue to deliver an effective tertiary sector that provides study and career pathways for all New Zealanders, while also meeting the future skills needs of our economy.

A handwritten signature in blue ink, appearing to read 'Tim Fowler', with a stylized flourish at the end.

Tim Fowler,
Chief Executive

Introduction

Plan Guidance (this document) describes the information we at the Tertiary Education Commission (TEC) expect to see in your Investment Plans (Plans) and tells you how we will assess this information.

Your Plan explains your mission and role, strategic intentions, the activities and programmes you will carry out, and how your performance will be measured. These are critical public accountability documents for tertiary education organisations (TEOs), and by extension for us.

All Plans should have a three-year planning horizon. We will approve Plans for one, two or three years depending on a range of factors, including the quality of your Plan and our assessment of your organisational capability.

Our commitment to learner success is at the heart of our approach

In December 2021 we published [Preparing for Investment 2023](#). In that document we set out the central importance of learner success. We want to repeat that key message here. In this Plan Guidance you will see how learner success sits over all our investment priorities and decisions.

Learner success is integral to our Tertiary Education Strategy (TES), the new Unified Funding System (UFS) and our investment cycle. We expect to see TEOs approaches develop and mature, and both our updated Learner Success Plans (LSPs) and the new Disability Action Plans (DAPs) reflect this. The TES was released in late 2020. It sets out the objectives and priorities for the tertiary education system. The TES has a significant focus on **how** TEOs and government agencies can make real changes for learners and their whānau.

The TES has a strong emphasis on creating learner-centric education environments, where all learners can succeed. Building on discussions TEC has been having with TEOs on learner success, you will need to meet the key expectations of the TES by providing evidence that you have your own pathway that aligns to the elements of the learner success framework. This will include evidence of a whole-of-organisation approach to implementing a learner success operating model. We are rolling out these expectations progressively.

One key indicator of learner success outcomes is parity of participation and achievement for Māori and Pacific learners and we want to see improvements in your Educational Performance Indicators (EPIs) as guided by the information in our Investment Briefs.

The Learner Success Plan Information Sheet provides guidance on how each TEO can assess itself against the seven key capabilities of a learner success operating model. This will require you to think differently about how your organisation works and where you direct your effort.

We will take into account a TEO's approach to implementing a learner success operating model, and therefore the TES, when making investment decisions. Where organisational shifts are not occurring at the rate or scale we expect, this will have implications for future investment decisions.

Some of you will need to develop a road map approach to a learner success operating model in 2022. We have started discussions with those of you this applies to already. This approach will be progressively rolled out and we will keep you informed when we require you to do this.

Over the past four investment rounds we have used LSPs to focus TEOs on the importance of improving outcomes for learners, particularly those who have historically been under-served by the tertiary education system. You need to provide evidence of a strong understanding of our learner success expectations and how you are responding to them.

LSPs provide a guideline for TEOs to develop a whole-of-organisation approach to learner success. While not all TEOs will need to submit a LSP this year we encourage you to use the template to evaluate and improve your organisation's performance in this area.

The content of your LSP, your response to the TES, and your mission and role should tell a cohesive story about your organisation's commitment and actions. The LSP template is now part of the template for Strategic Intent and Learner Success Plan sections of Investment Plans.

Our Plan Toolkit supports you to create your Plan

Plan Guidance is one part of the Plan Toolkit – a suite of information that supports your Plan development. You will need to review all parts of the toolkit relevant to your provision when you develop your Plan.

Further information relating to the Plan round will be released in upcoming months. Keep an eye on our website for new information.

Figure 1. Plan Toolkit – the information that supports the development of your Plan

Plan Toolkit	
Gazette notice for Plans 2022	This shows the requirements for Plans.
Investment Toolkit	<p style="text-align: center;">Investment Briefs</p> <p>The investment briefs explain why we fund foundation, vocational and higher education. They identify key areas that need to be considered when developing your Investment Plan. The briefs encourage you to analyse your own performance data to see where you can make improvements to raise system performance. Additionally, the briefs ask you to provide an evidence base for the outcomes your provision aims to achieve. There are three investment briefs for investment in 2023.</p> <ul style="list-style-type: none"> » Investment Brief for Foundation Education (for 2023). » Investment Brief for Vocational Education (for 2023). » Investment Brief for Higher Education (L7 degree+) (for 2023).
	<p style="text-align: center;">Templates</p> <p>The Strategic Intent and Learner Success Plan template</p> <ul style="list-style-type: none"> » This template guides you to provide all the information we need to assess these parts of your Plan. If you would prefer to create your own document please consider using the provided headings to guide your submission. <p>The New Provider Form</p> <ul style="list-style-type: none"> » This form must be completed by any TEO who is requesting on-Plan funding for the first time (or who has not received on-Plan funding in the last 12 months).
	<p style="text-align: center;">Information Sheet</p> <p>Learner Success Plan Information sheet for 2023</p> <p>This information sheet explains the Learner Success Framework and provides information that supports you to complete your Learner Success Plan.</p>

Throughout 2022 we will provide more information and details about the Plan requirements for the transition to the new UFS in 2023.

We need to prioritise our investment

We prioritise investment based on performance, demand and priority areas. For vocational education, advice we will receive from Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs) will inform our decision making.

In this current high-demand environment, your Plan content is more important than ever. It helps us decide where funding should be allocated. Your Plan needs to tell us how you will help your learners succeed and how you are responding to our priorities for investment.

Part A.
Plan Basics

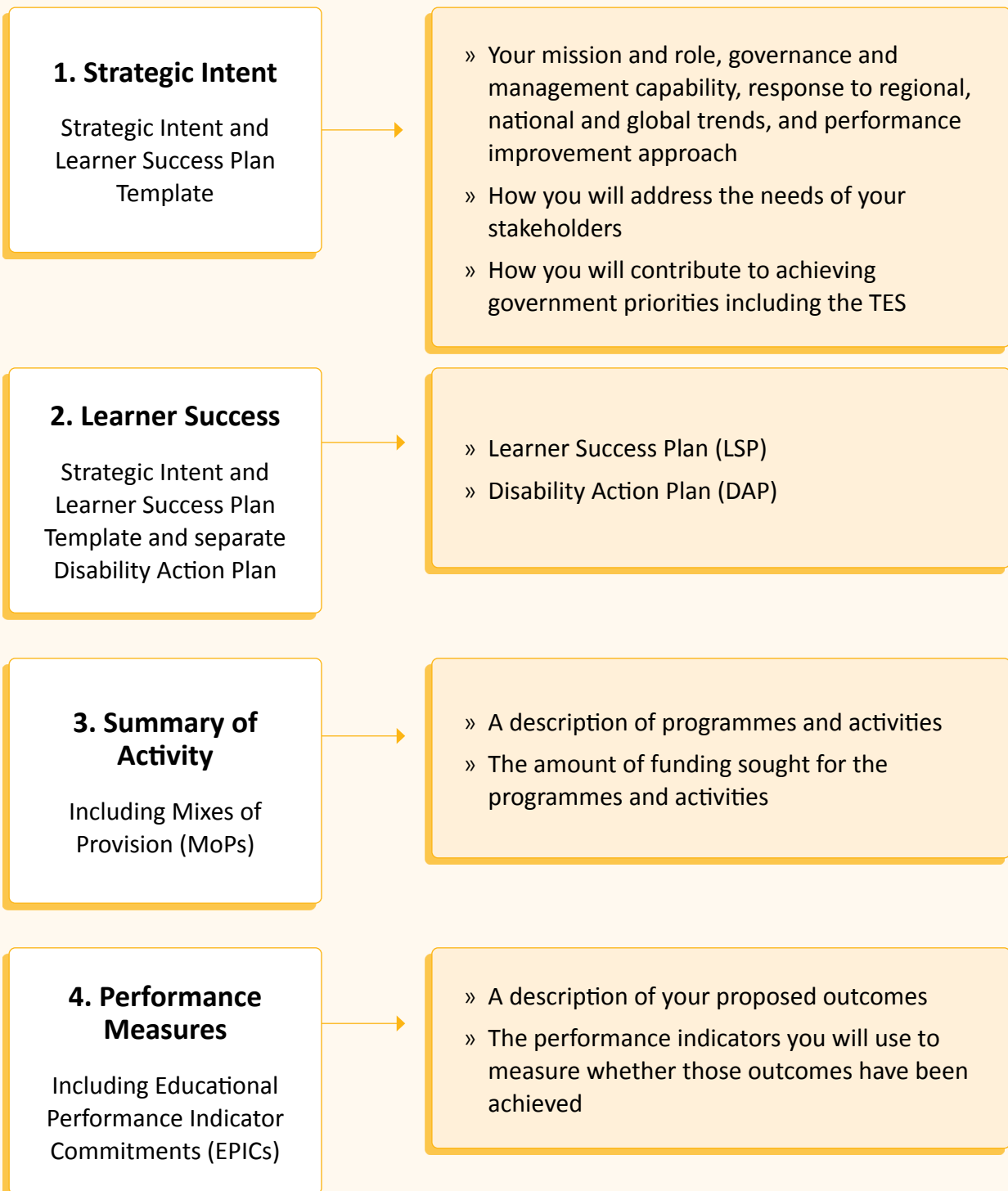


What are the components of a Plan?

An Investment Plan has four components, which need to tell a cohesive story.

This is illustrated in Figure 2 below.

Figure 2. The components of a Plan



Which components of a Plan do you need to submit?

Not all TEOs need to submit all Plan components every year.

The factors that impact what you need to submit include:

- » the amount of on-Plan funding you receive
- » whether you already have an approved Plan
- » whether there are any performance concerns (including External Education Review [EER] ratings and financial concerns).

You recently will have received confirmation of your Plan status for 2023. Please note that subsequent EER ratings can change your status.

This table clarifies what you need to submit. If you need more information, contact your Relationship Manager or our Customer Contact Group.

Plan Component	How the requirement to submit is decided	How to submit
<p>Strategic Intent</p>	<p>The volume of funding you receive.</p> <p>» TEOs who receive \$5 million¹ 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.</p>	<p>We recommend using the Strategic Intent and Learner Success Plan template to submit this information to us. This ensures that you provide us with the information we need to make investment decisions. If you would rather create your own document, we suggest you use the headings provided.</p>
	<p>Your performance.</p> <p>» Where we have concerns about your performance (including financial or quality concerns) we may ask you to submit a Strategic Intent, even if you are funded at less than \$5 million and/or are mid-cycle. All Category 3 or 4 (EER rated) TEOs² must submit a Strategic Intent.</p>	
	<p>If you already have an approved Plan.</p> <p>» If you have already had a Plan approved for 2 or 3 years you are considered mid-cycle and will not have to submit a Strategic Intent unless there are performance issues.</p>	

1 The \$5 million threshold is decided based on the final funding allocation you were given for 2022 as confirmed to you by letter in late 2021.

2 If your EER rating is likely to change in either direction close to the Plan round we recommend you get in touch to confirm your Plan requirements.

Plan Component	How the requirement to submit is decided	How to submit
Strategic Intent	<p>If you are new to on-Plan funding.</p> <p>» TEOs who have not received on-Plan funding in the last 12 months will need to submit a Strategic Intent.³</p>	<p>We recommend using the Strategic Intent and Learner Success Plan template to submit this information to us. This ensures that you provide us with the information we need to make investment decisions. If you would rather create your own document, we suggest you use the headings provided.</p>
Learner Success Plan (LSP)	<p>For all TEOs if you are required to submit a Strategic Intent, you are also required to submit a Learner Success Plan.</p>	<p>We recommend using the Strategic Intent and Learner Success Plan template to submit this information to us. This ensures that you provide us with the information we need to make investment decisions. If you would rather create your own document, we suggest you use the headings provided.</p>
Disability Action Plan (DAP)	<p>The volume of funding you receive.</p> <p>» TEOs who receive \$5 million⁴ or more in TEC on-Plan funding AND are submitting a full Plan (including a Strategic Intent and Learner Success Plan) must also submit a Disability Action Plan.</p>	<p>There is no set template for your Disability Action Plan. Instead, use the Disability Action Plan Guidance to create your own document.</p>

3 If you are a new provider you will need to submit a full Investment Plan (including the Strategic Intent and Learner Success Plan) and complete the New Provider Application as well as attaching the necessary supplementary financial information.

4 The \$5 million threshold is decided based on the final funding allocation you were given for 2022 as confirmed to you by letter in late 2021.

Plan Component	How the requirement to submit is decided	How to submit
<p>All TEOs will need to submit the following:</p>		
<p>Summary of Activity (MoPs)</p>	<p>All TEOs are expected to submit MoPs every year.</p> <p>» For many TEOs submitting 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.</p>	<p>The MoP templates will be uploaded to Workspace 2 closer to the Plan submission date.</p>
<p>Performance Measures (EPICs)</p>	<p>If you do not already have EPICs in place for 2023 these will be required.</p> <p>» For many TEOs submitting EPICs will fulfil this requirement. However, you may submit additional information to explain your targets, especially if your current EPICs are below sector averages.</p>	<p>The EPICs template will be uploaded to Workspace 2 closer to the Plan submission date.</p>
<p>Please submit all Plan files to us through Workspace 2.</p>		

Part B.

Plan Assessment



This section describes the main things we look for when we assess your Plan.

We invest public funding in a TEO based on our assessment of how effectively its Plan will contribute to meeting stakeholder needs and government priorities. These stakeholders include, but are not limited to, learners, communities, iwi/Māori, employers and industries. We want to support you to make informed plans for your organisation based on a good understanding of our goals for the system, performance expectations and investment intentions.

For vocational education in 2023 the advice we receive from WDCs and RSLGs will inform our decision-making.

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)
 - » performance
 - » organisational and financial data;
- » TEO Annual Reports and strategic plans;
- » quality assurance bodies' information and reports;
- » Plan engagement (where applicable);
- » national and regional demographic and economic data; and
- » information about the post-study outcomes of learners.

We look for certain things in each part of your Plan

Plan component	Description	How we will assess
<p>1. Strategic Intent</p>	<p>1.1 Your mission and role</p>	<p><i>A clear description of your mission and role</i></p> <p>Your Plan should be clear about your mission and role within the tertiary education system.</p> <p>We want to understand your proposed contribution to the system, including:</p> <ul style="list-style-type: none"> » the learners you support » your mix of New Zealand Qualification Framework (NZQF) levels » your discipline specialisation and industries you target » your regional engagements » your modes of provision, and » your research intensity and specialisation. <p>Be as specific and clear as possible.</p> <p>We will look for evidence that your mission and role has shaped your proposed activities and how you plan to build and maintain your organisation’s capability.</p> <hr/> <p><i>Evidence of strong governance, management and academic leadership capability</i></p> <p>Well-informed and engaged governing bodies are essential for sustainable educational success – for you as a TEO, and for your learners and the communities you serve.</p> <p>In your Plan, we will look for evidence of the capability and diversity of your governing body and senior leadership.</p>

Plan component	Description	How we will assess
		<p><i>Evidence that you're well-placed to respond to regional and national trends</i></p> <p>You and your stakeholders operate in a dynamic environment affected by regional and national trends. When we assess your Plan, we'll look for evidence that you are flexible, innovative and in touch with your stakeholders' needs, and that you are planning for the future.</p> <p>It is important that you are equipped to support under-served learners, who have been most impacted by COVID-19.</p> <p>Where applicable, we will also look at your awareness of the priorities of WDCs and RSLGs, and how you have engaged where relevant.</p> <hr/> <p><i>Evidence that you continue to improve your performance</i></p> <p>To get a clear picture of your contribution to the community, the region and the network of provision, we will look for commentary in your Plan about:</p> <ul style="list-style-type: none"> » an assessment and reflection on your previous performance (including against the commitments you made in your previous Plan if you had one) to show continuous improvement (acknowledging the impact of COVID-19) » changes or planned changes in provision, and how these will improve your performance » improvements that support better outcomes for learners » the findings of any quality assurance reviews and your response to these. <p>You should also let us know about any changes to your organisation that could have a significant impact on your future performance.</p> <p>Where relevant we also want to see that you have delivered within your allocated provision and have not over-delivered without receiving approval.</p>

Plan component	Description	How we will assess
	<p>1.2 How you will address the needs of your stakeholders?</p>	<p><i>Evidence of stakeholder engagement</i></p> <p>We will look for evidence in your Plan that you know who your stakeholders are, what they need and expect of you, and how you’re going to respond.</p> <p>We expect some of your stakeholder engagement to target under-served learners. This may involve working with learner groups, community groups, disability groups, iwi/Māori organisations and Pacific community groups.</p> <p>Where applicable, we will also look at your awareness of the priorities of WDCs and RSLGs, and how you have engaged where relevant.</p> <p>For relevant provision we also want to see connection to regulators/professional bodies.</p> <p>Learners are critical stakeholders. We want to see evidence of how you are reviewing and expanding opportunities for learner voice within your TEO. We want to see how what you learn from learner engagement impacts the development and improvement of programmes, processes, policies and the learning environment.</p> <p>We will look for evidence that your assessment of stakeholders’ needs has shaped your proposed activities.</p>

Plan component	Description	How we will assess
	<p>1.3 How you will contribute to achieving government priorities?</p>	<p><i>Evidence of actions that support government priorities</i></p> <p>The Education and Training Act 2020 also requires that TEOs' Plans explain how they will contribute to achieving the government's priorities.</p> <p>Part C of this Plan Guidance outlines the priorities for investment for 2023 in detail.</p> <p>The TES sets out the government's current and medium-term priorities, and long-term strategic direction for tertiary education. These priorities show clear alignment with the Ōritetanga Learner Success approach, which you will be familiar with.</p> <p>We expect your Plan as a whole to tell the story of how your organisation will respond to the TES objectives and priorities. This will be through both your Strategic Intent and LSP. Note that you do not need to duplicate any information included in your LSP in your Strategic Intent and vice versa.</p> <p>One measure of LSP that we will consider is parity for Māori and Pacific learners.</p> <p>We expect your planned provision and performance commitments (MoPs and EPICs), as well as any additional funding requests, to align with the government priorities as outlined in Part C.</p>
	<p>1.4 How you give effect to Te Tiriti?</p>	<p>For all TEOs we want to see how your organisation gives effect to Te Tiriti o Waitangi (Te Tiriti).</p> <p>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.</p>

Plan component	Description	How we will assess
	<p>1.5 (Where relevant) how you will meet the requirements for apprenticeships</p>	<p>The Education and Training Act 2020 requires additional information to be included in the Plans of TEOs that deliver apprenticeships. See page 29 for details.</p>
<p>1B. Learner Success</p>	<p>Learner Success Plans</p>	<p>In assessing Learner Success Plans, the TEC will be looking to see:</p> <ul style="list-style-type: none"> » a well-articulated statement of your vision of what learner success looks like for your TEO » clear commitment from governance and senior management to improving outcomes for all learners, and particularly for under-served learner groups in your TEO » a clear and detailed understanding of current issues and problems which are resulting in poor outcomes for your learners, or a clear commitment to building this understanding (including how you will achieve this) » a coherent road-map for how you will implement your learner success approach, from the present to the next 3-5 years. This should include deliverables, timeframes, resourcing and performance measures. This roadmap should demonstrate clear linkages to the TEC’s Learner Success Framework and capabilities. <p>When assessing LSPs we will take into account the size and composition of your TEO.</p>

Plan component	Description	How we will assess
	<p>Disability Action Plans</p>	<p>As this is the first year TEOs will submit DAPs, our priority is to support the implementation and success of these plans within your organisation to ensure benefits for disabled learners. Over time we expect to see changes from the implementation of DAPs. These may include:</p> <ul style="list-style-type: none"> » increased participation levels for disabled learners » higher levels of achievement by disabled learners » increased employment outcomes for disabled learners » noticeable changes in TEO staff’s understanding of disability discrimination issues » improvements in the physical accessibility of education facilities. <p>A DAP must include:</p> <ul style="list-style-type: none"> » clear evidence of use of the Kia Ōrite toolkit and the best practice standards described in it » goals and targets » evaluation strategies » allocation of responsibility » communication of policies and programmes.

Plan component	Description	How we will assess
<p>2. Summary of activities</p>		<p>This section includes the Mixes of Provision (MoPs).</p> <p>In assessing your programmes and activities, we will compare your Plan with our data, priorities, industry and regional demands, and advice from WDCs and RSLGs (where relevant) to determine whether:</p> <ul style="list-style-type: none"> » you will be able to successfully deliver your proposed programmes and activities given past delivery levels » your programmes and activities will support the goals set out in your Strategic Intent » your programmes and activities will support the success of all learners, especially those who have been traditionally disadvantaged » you have provided accurate information in your Plan about all of your planned programmes and activities, including those undertaken through a subsidiary, and any sub-contracting arrangements » your proposed programmes and activities show innovation and adaption, responding to the needs of stakeholders » your proposed vocational education programmes respond to industry and employers’ needs, including needs communicated through WDCs and RSLGs » your proposed programmes and activities are consistent with regional and national tertiary education needs. <p>We expect the changes you make to your programmes and activities to align with our priorities (see Part C).</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 we expect the funding to be used in that area and not reallocated to other provision without our prior approval.</p>

Plan component	Description	How we will assess
		<p>For Private Training Establishments (PTEs) who will take over arranging training functions from Transitional ITOs (TITOs) during 2022, we will contact you directly and work with you to determine your MoP requirements.</p>
<p>3. Performance measures</p>		<p>This section includes the Educational Performance Indicator Commitments (EPICs).</p> <p>For many TEOs, EPICs form a substantial part of the performance measures component of your Plan. EPICs should be achievable and reflect your consideration of the cohorts and programme represented. Your Plan may contain more detailed commentary about performance commitments. Where these are proposed in your Plan please ensure they are:</p> <ul style="list-style-type: none"> » relevant, achievable and complete; if your current performance is below parity we recommend setting EPICs with annual progress of between 0.5 and 2 percent as this is achievable for most TEOs. For TEOs with particular learner success performance issues, expectations of change may be higher. » a meaningful improvement on your past performance, showing a journey of continuous improvement, particularly with respect to outcomes for priority learner groups. <p>For larger TEOs your regular engagement with your Relationship Manager should inform your EPICs.</p>

Learner success requirements

We are updating Learner Success Plans

We know that the current tertiary education system does not work well for many Māori, Pacific, disabled, neurodiverse and learners from low income or low prior achievement backgrounds. Our aim is parity in participation and achievement for all learners, especially Māori and Pacific learners.

Over the past three years, we have been collating robust evidence about what really makes a difference. This shows that effective investment in learner outcomes requires an intentional, sustained, whole-of-TEO commitment to action, a commitment to put learners at the centre of everything you do.

We have designed a Learner Success Framework based on evidence from international and local best practice and have tested it with partners from the university, polytechnic, PTE and wānanga sectors. Research shows that you will receive a significant return on investment from implementing the Framework.

We are now looking to implement this approach at scale. As part of this we are updating the requirements for the Learner Success Plan (LSP). We are doing this to make the LSP more forward-looking rather than a snapshot of the here and now. We are asking you to tell us your plans to improve outcomes for your learners. We expect that these plans will align with the TEC's Learner Success Framework as outlined in the Learner Success Plan Information Sheet. We want to see specific milestones and goals.

The LSPs, and progress towards achieving these milestones will form an important part of our engagement with you.

The expectation is all TEOs, including PTEs, develop LSPs that reflect the Learner Success Framework. We would like to see the template used to assess your current work and plan your next steps for improvement. If you are not submitting a LSP this year we still expect you to engage with this work as it is key to all TEC funding.

We expect public tertiary education institutions to lead the way in learner success

We expect tertiary education institutions (TEIs) to lead the way in becoming truly learner-centric. We are rolling out these expectations progressively, starting with universities, Te Pūkenga and the wānanga. In the future, we will take into account each TEIs approach to implementing a learner success operating model (and therefore significant aspects of the TES) when making investment decisions.

Our new Learner Success Plan template reflects this strengthened approach which seeks to drive whole of organisation cultural shifts. This new LSP will look like an implementation plan for the Learner Success Framework with measures of success at various future points.

We are wanting all TEIs to develop a plan that shows a well-developed Learner Success roadmap with clear milestones and progress measures. For Plan-required Universities, wānanga and Te Pūkenga a Learner Success Plan is a requirement to submit as part of your Plan. We recommend you use the Learner Success Plan template as a guide. We will work with you to support the development of these plans. We will engage with mid-cycle TEIs individually around your development of your Learner Success roadmap.

We require Disability Action Plans from some TEOs

For 2023 investment we are requiring TEOs that receive more than \$5m in on-Plan funding and that are Plan required (will submit a Strategic Intent) to submit Disability Action Plans (DAPs) for the first time.

This requirement will encourage and support TEOs to take a strong and proactive approach to improving outcomes for disabled learners. This is important as part of the government's move to ensure TEOs meet their responsibilities under the United Nation's Convention on the Rights of Persons with Disabilities. Creation and implementation of a DAP and the subsequent improvement in outcomes for disabled learners will also help TEOs give effect to the TES – specifically Objective Two: Barrier free access.

Understanding all learners, their needs and aspirations is fundamental to our learner success approach. Developing and implementing the DAP will play a critical role in ensuring organisations fully understand the needs of disabled learners.

A DAP is a strategy for changing practices that might result in discrimination (intentional or unintentional) against disabled people, and for improving outcomes for disabled learners in their education journey.

A DAP helps TEOs to identify good practices and offers a blueprint for change. The DAP sits alongside other Investment Plan requirements, including LSPs designed to improve outcomes for historically under-served learner groups.

Our detailed DAP Guidance supports you to develop your own DAP and suggests ways to use the Kia Ōrite toolkit (guidance for how to be a disability-capable organisation) as part of your development.

For the first few years, DAPs will be assessed by a group of disability subject matter experts, to support TEC in developing this requirement. Having them as stand-alone documents will assist with this process. Note that the DAP documents you create should be available and easily accessible to the public on your website.

Other requirements and relevant information

We will welcome providers new to work-based learning from 2024

The Reform of Vocational Educational (RoVE) is the largest change programme that New Zealand's tertiary education system has seen and 2023 is first year of the new UFS. Operationalising these changes during a pandemic has created additional challenges for all the organisations involved.

These changes come with expectations of high quality delivery and outcomes in vocational education with greater support provided for learners. During 2023, we will expect providers to focus on building their capability and relationships. We know this capability building will take time so we expect very limited opportunities for any new providers in work-based learning for 2023. As a result we are unlikely to fund new providers to offer work-based training for the first time in 2023.

The 2023 work-based provision will be primarily to providers named in TITO transition plans (or who are already delivering work-based training).

During 2023 TEC will advise the process for new providers seeking funding for work-based learning from 2024. TITOs and providers continue to work hard to ensure the changes do not negatively impact learners and industry as we move towards a strong, unified, sustainable vocational education system.

TEOs offering apprenticeships have an additional Plan requirement

If you will be delivering New Zealand Apprenticeships or Managed Apprenticeships in 2023, your Plan needs to include specific information about how you will complete 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
- » ensuring that the training code 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.

We need to know about Corrections provision

If you are delivering programmes for people in Corrections' care we need to know the details of this provision. 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 it's expectations for the year ahead.

There are special requirements for tertiary education institutions (TEIs)

TEIs (Te Pūkenga, universities and wānanga) have the capacity and statutory obligation to make contributions of regional and national importance. This includes community engagement, knowledge-sharing activities and a focus on understanding and meeting in-demand skill and research needs. You are required by statute to include a forecast Statement of Service Performance (SSP) annually. We expect the content of your SSP to align with your Plan.

We no longer require a summary of Plan shifts

In some years we have required you to complete a summary of Plan shift template before submitting your Plan. The purpose of this document was to signal to us early major changes that you were planning to make to your provision. For 2023 we will not require you to submit a summary of Plan shifts.

For larger TEOs that have a dedicated Relationship Manager, we expect you to have regular conversations over the next few months to discuss any significant changes.

For smaller TEOs who do not have a dedicated Relationship Manager, please get in touch with our Customer Contact Group if you intend to:

- » make significant changes to your business model
- » considerably increase or decrease provision
- » change delivery locations for large amounts of your provision
- » begin or end sub-contracting arrangements
- » submit requests for additional funding.

We may ask for additional financial information

For any TEO, we may also ask you to provide 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.

Additional funding request guidance will be available later

Later this year we will advise the process for additional funding requests for 2023 investment, which will be subject to the availability of funding. Typically we accept additional funding requests for the year ahead at the same time as Plans are submitted.

We let you know when we confirmed your funding for 2022 that there was significant growth in some areas in 2020 and 2021, and we responded by fully allocating all available funding. This situation contrasts with the previous years, where available funding considerably exceeded demand so we were able to readily support requests for additional funding across the sector.

We will monitor enrolment and delivery patterns closely throughout 2022, recognising that there is significant uncertainty relating to COVID-19 which may have direct and indirect impacts on enrolments. We do not yet know whether there will be continued growth exceeding available funding, or whether growth will have slowed.

Because of this uncertainty, we have not yet determined the process for seeking additional funding for 2023 (if any exists). If additional funding is available, allocations will be focused on areas of high priority, quality and demand. When we have more details of the funding available we will provide information on our website. We recommend that you plan on the basis that additional funding may not be available to your organisation.

Part C.

Understanding TEC's priorities
for investment



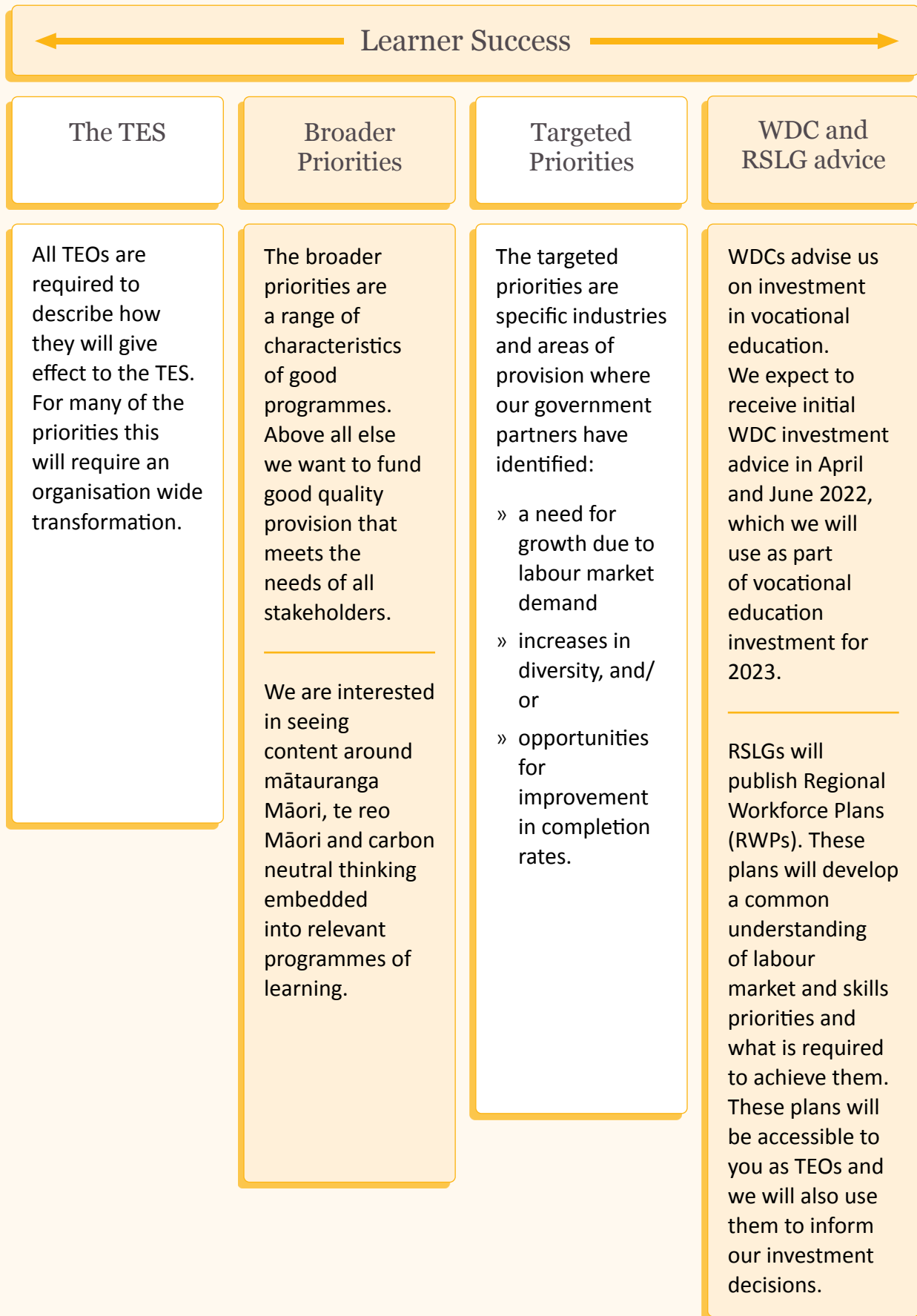
Our priorities inform our investment decisions

Each year we publish our priorities for Investment. These help us to decide what provision, delivered by who, to invest in. We do this to ensure we have a healthy system to give effect to the TES, to respond to the needs of learners, communities, industries and regions, and to contribute to the social and economic prosperity of New Zealand.

The information you include in your Plan, and the information that you provide to support any additional funding requests helps us assess how aligned your proposed provision is with government's priorities.

Our overarching priority is learner success and ensuring the provision we fund supports this goal. Beyond this there are four main categories of priorities that inform our investment decisions:

Figure 3. TEC’s priorities for investment



We consider quality learning with good outcomes above all, and expect all TEOs to align all provision with our strategic goals and TES objectives and priorities.

We will consider provision that is not in targeted priorities areas for growth if it meets the broader priorities, the TES priorities, or there is sufficient evidence of stakeholder demand. We do not consider learner choice on its own, or the support of a single employer sufficient evidence of stakeholder demand.

We will continue to reduce investment in poor performing provision. We will contact TEOs directly when their provision falls into this category.

Responding to the TES means putting learners at the centre

The Education and Training Act 2020 requires that your Plan explains how you will contribute to achieving the government’s priorities as described in the [Tertiary Education Strategy](#).

The TES has a strong emphasis on creating learner-centric education environments, where all learners can succeed. To meet the key expectations of the TES, you will need to provide evidence that you have your own learner success pathway that aligns to the elements of the Learner Success Framework (see the Learner Success Plan Information Sheet). This will include evidence of a whole of organisation approach to implementing a learner success operating model. We want to know that you understand your learners’ needs and aspirations and have in place ways to support these.

We want you to assess yourself against the seven key capabilities of the Learner Success Framework in the Learner Success Plan Information Sheet. This will require you to think differently about how your organisation works and where you direct your effort. You will need to consider how your overall systems and resources support learners’ wellbeing and safety, including reducing racism, discrimination and bullying as well as supporting disabled learners and neurodiverse learners to succeed. Having continuous improvement processes in place to support quality teaching and leadership and identifying any gaps in capability is key to assisting learners and their whānau on their journey.

Beyond learner success, we want you to think about and prepare to respond to other aspects of the TES. For example:

- » For the TES Priority Five – *meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning* – we encourage you to look at your own practices and capability and investigate how you can embed, or further embed, tikanga Māori and te reo Māori. [Ka Hikitia](#), the Māori Education Strategy and [Tau Mai Te Reo](#), the Māori Language in Education Strategy are key foundation documents to support you to meaningfully incorporate te reo Māori and tikanga Māori. Educator development opportunities in tikanga Māori and te reo Māori, ideally, should be Māori-led, and we encourage you to work with local iwi to ensure learning is relevant to local practices.

- » For the TES Priority Seven – *collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work* – we want to see engagement and collaboration with industry to ensure learners succeed in work. Good employment outcomes are an important goal for most tertiary study. The knowledge and skills developed need to meet the current and future needs of employers and industry. Evidence suggests work experience supports learners to make informed choices. As such, you may want to highlight any work experience initiatives your organisation currently has under way or is intending to roll out.
- » For the TES Priority Eight – *enhance the contribution of research and mātauranga Māori in addressing local and global challenges* – we expect you, where relevant, to focus on how you are supporting mātauranga Māori and Pacific research to align to changes to the Performance-Based Research Fund (PBRF). We expect you to include some light narrative in your Plans about how you are approaching the next Quality Evaluation if you are receiving PBRF funding. For TEOs that host Centres of Research Excellence this priority is also relevant. In responding to this priority, you should discuss how you are building a diverse research workforce, and how you are contributing to innovative approaches to solving local and global challenges through collaboration and through using mātauranga Māori.

For further guidance on the TES we recommend you review the *Actions for TEOs* in the TES document.

The broader priorities focus on quality provision with good outcomes

There are priorities that apply to our assessment of all provision. We will prioritise investment in programmes that show these characteristics.

Where appropriate we will also consider the effort TEOs have made to embed other government priorities into their programmes. For these areas we are looking for content embedded into learning programmes rather than learning programmes where these elements are the main focus.

We are conscious the outcomes for some vocational study, especially in the period following COVID-19, are poorer. For these industries and careers we are more likely to support work-based learning (where learners are already employed) than provider-based learning. We are unlikely to prioritise funding for vocational programmes where there are limited opportunities to progress into related work.

Broader Priorities		
Category	The goal	Key Success Indicators What we want to see in your Plan
Māori and Pacific learners	Parity of participation for Māori and Pacific learners and parity of achievement for Māori and Pacific learners	<ul style="list-style-type: none"> » Understanding of and responses to your data for Māori and Pacific learners' participation and achievement » Organisation-wide commitment demonstrated to improve participation and achievement rates for Māori and Pacific learners <p><i>*evidence for this priority should be provided in your Learner Success Plan</i></p>
Disabled learners	Increased participation and/or achievement of learners who are disabled, including neurodiversity or long-term mental health challenges	<ul style="list-style-type: none"> » Understanding of and responses to your data for disabled learners' participation and achievement » Organisation-wide commitment demonstrated to improve participation and achievement rates for disabled learners <p><i>*evidence for this priority should be provided in your Disability Action Plan</i></p>
Post-study outcomes	Provision with good post-study outcomes	<ul style="list-style-type: none"> » Evidence of analysis of outcomes from the provision » Growth of provision in areas with better outcomes » Reduction of provision in areas with poorer outcomes
Employer/industry needs	Provision that responds to employer/industry needs	<ul style="list-style-type: none"> » Correlation between the programmes offered and the evidenced needs of employers and/or industry » Evidence of engagement with and/or uptake of advice from Workforce Development Councils (WDCs) where appropriate
Regional needs	Provision that responds to specific regional needs and aspirations	<ul style="list-style-type: none"> » Correlation between the programmes offered and the evidenced needs of the region » Evidence of engagement with and/or uptake of advice from Regional Workforce Skills Leadership Groups (RSLGs)

Broader Priorities		
Category	The goal	Key Success Indicators What we want to see in your Plan
Innovative and flexible programmes	Flexible, innovative and efficient delivery models that respond to the needs of learners, employers, industry and community	<ul style="list-style-type: none"> » Programme design and delivery that responds to evidenced needs » Evidence of trialling innovative approaches
Secondary –tertiary transitions for Pacific learners	Increased successful secondary to tertiary transitions for Pacific learners, especially in South Auckland, West Auckland and Porirua	<ul style="list-style-type: none"> » Evidence of analysis of current trends and data » Successful secondary to tertiary transition for Pacific learners considered and responded to in engagements with schools, information materials, information/orientation sessions, bridging programmes and support offerings
Mātauranga Māori	High quality programmes that deliver traditional Māori concepts of knowledge and knowing.	<ul style="list-style-type: none"> » Evidence that programmes are guided and supported by iwi and/or kaumātua
Category	Description	Examples
Embedded te reo Māori	Te reo Māori embedded in non-language specific programmes	Health programmes with embedded te reo learning and resources
Embedded mātauranga Māori	Programmes which integrate mātauranga Māori into other disciplines	Urban planning programme that consider mātauranga Māori knowledge and values
Embedded carbon neutral content	Programmes that support the development of skills that will support New Zealand’s environmental sustainability and movements towards being carbon neutral	Engineering programmes which take into account environmental issues, resource allocation and sustainability

The targeted priorities highlights specific industries and areas of provision

The targeted priorities are specific industries and areas of provision where our government partners have identified:

- » growth due to labour market demand,
- » a need for increases in diversity, and/or
- » opportunities for improvement in completion rates

Quality and relevance will be our first consideration, along with distribution across regions to ensure access.

Decisions on investment in growth will not be only based on just meeting the targeted priority.

Targeted Priorities		
Category	Areas of study	NZQA Level / Qualification and Goal
Construction	All	<p>Growth in enrolments in Levels 4 and above</p> <ul style="list-style-type: none"> » New Zealand Apprenticeships (Level 4) » Levels 5-6 provision related to management capability in the construction sector » Construction sector-specific degree programmes » Construction sector-specific Levels 8-10 programmes <p>Increased diversity</p> <ul style="list-style-type: none"> » Programmes that support women to enter into construction careers and continue to develop and upskill » Programmes that specifically support increased participation and achievement for Māori and Pacific peoples
Food and Fibre (Primary Industries)	All	<p>Growth in enrolments in Level 4 and above</p> <ul style="list-style-type: none"> » New Zealand Apprenticeships (Level 4) » Levels 5-6 provision related to management capability in the food and fibre sector » Food and fibre sector-specific degree programmes » Food and fibre sector-specific Levels 8-10 programmes
New Zealand Apprenticeships	All New Zealand Apprenticeships	Growth of New Zealand Apprenticeships (Level 4) where aligned to WDC advice

Targeted Priorities		
Category	Areas of study	NZQA Level / Qualification and Goal
Health	Medical Laboratory Technicians	Growth in specific provision – Level 7 degree + » Bachelor of Science with a relevant major in biological science
	Medical Laboratory Scientists	Growth in specific provision – Level 7 degree + » Bachelor of Medical Laboratory Science » Graduate Diploma in Science » Postgraduate Diploma in Medical Laboratory Science
	Addiction Practitioners (Drug and Alcohol Practitioners)	Growth in specific provision – Level 7 diploma + » See dapaanz for a full list of qualifications that will lead to registration
	Medical Imaging Technologists	Growth in specific provision – Level 7 degree + » Bachelor of Medical Imaging » Bachelor of Applied Science (Medical Imaging Technology) » Bachelor of Health Science (Medical Imaging)
	Anaesthetic Technicians	Growth in specific provision – Level 7 degree + » Bachelor of Health Science (Perioperative Practice)
	Podiatrists	Growth in specific provision – Level 7 degree + » Bachelor of Health Science with a major in podiatry
	Medical Laboratory Scientists	Growth in specific provision – Level 7 degree + » Bachelor of Science with a relevant major in biological science
	Pharmacists	Growth in specific provision – Level 7 degree + » Bachelor of Pharmacy
	Registered nurses	Growth in specific provision – Level 7 degree + » See the Nurses Council for a full list of qualifications that will lead to registration

Targeted Priorities		
Category	Areas of study	NZQA Level / Qualification and Goal
Health	Midwifery	Growth in specific provision – Level 7 degree + » See the Midwifery Council for a full list of qualifications that will lead to registration
	Social workers	Growth in specific provision – Level 7 degree + » See Social workers Registration Board for a full list of qualifications that will lead to registration
	Clinical Psychology	Growth in specific provision – Level 8 + » Postgraduate Diploma in Clinical Psychology » Masters in Clinical Psychology » Doctor of Clinical Psychology
STEM	Science, Technology, Engineering, and Maths (STEM) and Information Technology innovation skills	Growth in enrolments – Level 7 degree + » Level 7 degree in relevant fields ⁵ » Priority Engineering course classification » IT innovation
STEM pathways	Science, Technology, Engineering, and Maths (STEM) and Information Technology innovation skills pathways	Growth in enrolments for programmes below Level 7 where there is a clear pathway to STEM
Te reo Māori	Immersion/ Māori medium programmes that build high-level proficiency	Growth in enrolments » Level 4-6 » Degree-level

5 This include programmes under the broader NZSCED O1, O2, O3

Targeted Priorities		
Category	Areas of study	NZQA Level / Qualification and Goal
Education	Homebased Early Childhood Education (ECE)	<p>Level 3 provision replaced with Levels 4 and 5</p> <ul style="list-style-type: none"> » Level 4 ECE qualifications, and Te Ara Tuarua, Level 5 kōhanga reo qualifications <p>We expect to see a reduction of provision at Level 3, especially where the provider cannot evidence good rates of progression to the Level 4 qualification</p>
	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>Increased diversity</p> <ul style="list-style-type: none"> » We want to see more Māori, Pacific and Asian teachers
	Primary Initial Teacher Education (ITE) provision	<p>Maintained level of provision only</p> <ul style="list-style-type: none"> » No growth of Primary ITE is supported for 2023
	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 enrolments 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>Increased diversity</p> <ul style="list-style-type: none"> » We want to see more Māori, Pacific and Asian teachers

Workforce Development Councils are the voice of industry in the vocational education system

WDCs will give industry a greater voice in the vocational education system to ensure the future workforce needs are met. They work with their industries to develop and maintain a strategic view of the skills industries require now and in the future, and analyse these requirements to form advice on what the vocational education system needs to deliver. WDCs also advise us on investment in vocational education. We are required to use and respond to that advice.

Vocational education providers will be expected to engage with WDCs to ensure your proposed provision aligns with the advice we receive.

We expect to receive initial WDC investment advice in April and June 2022, which we will use as part of vocational education investment for 2023. As WDCs mature the advice we receive, and the system-wide response, will continue to develop in the years ahead.

Regional Skills Leadership Groups insights inform us around regional needs

RSLGs are independent advisory groups which are locally based and regionally led. They are focused on regional workforce and labour market demands. RSLGs' insights will relate to all levels of tertiary education, as they are relevant to labour market needs. We will use RSLG reports and plans to inform our investment in each region.

RSLGs will publish Regional Workforce Plans (RWPs). These plans will develop a common understanding of labour market and skills priorities and what is required to achieve them. This intelligence is then shared with key stakeholders, such as education agencies (including TEC), TEOs and WDCs. RSLG insights are intended to also inform learners' and workers' (looking to upskill) decision-making on which skills are in demand and what programmes to take.

As well as RWPs, Local Insights Reports are published [on the MBIE website](#) as a means to engage with RSLGs. These are available for all regions so providers that sit across multiple regions can make use of as many reports as are relevant.

You will need to engage with your local RSLG(s) to better understand the tertiary education and training needs identified in the relevant RWPs and how these needs might best be met.

RSLGs will start to consult with regional stakeholders and partners on draft RWPs in the first half of 2022. Initial RWPs are expected to be produced by the end of June 2022 and refreshed annually.

We will fund provision that enhances the breadth and depth of Māori language in education

We are wanting to invest in high quality te reo Māori programmes with a focus on provision that leads to proficiency. Revitalising te reo Māori language provision is important to honour Te Tiriti. The 2016 Te Ture mō Te Reo formally recognised the need for the revitalisation of Te Reo Māori.

The Government’s approaches and priorities are outlined in Ka Hikitia, the Māori Education Strategy, and Tau Mai Te Reo, the Māori Language in Education Strategy. These strategies align well with the TES and we expect you to respond to them. Along with the TES, these strategies provide frameworks and guidelines to support Māori learners and te reo Māori in tertiary education.

We also encourage you to consider both Maihi Māori, the language strategy developed by iwi Māori (2017–40), and Maihi Karauna, the Crown’s strategy for Māori language revitalisation (2018–23).

We want you to:

- » increase the use of te reo Māori in your organisation and programmes;
- » design and deliver programmes for learners to use te reo Māori appropriately and proficiently in a variety of settings; and
- » support the delivery of programmes at Level 4 and above that lead to proficiency.

Part D.

Other information that informs
our investment approach



Information on skills shortage and labour market demand can support your Plans

We encourage you to consider labour market demand and skill shortages when planning your provision.

New Zealand's labour market has largely recovered following the initial impacts of COVID-19. Most headline measures have returned to pre-COVID-19 levels. The recovery has varied across sectors and regions. However, there is continuing demand for workers.

Job advertisement numbers have returned to pre-COVID-19 growth, and firms are reporting increasing difficulty in finding skilled and unskilled labour. However, demand for labour varies widely between and within industries.

To inform your planning we recommend the following sources of information:

- » [Immigration NZ](#) provides lists of skills shortages by industry sector. Some areas are facing long term shortages and many of these are reflected in the targeted priorities. Not all skills shortages are reflected in our priorities as there are some jobs listed that do not rely on a tertiary qualification. We encourage you to be aware of these lists where they are relevant to your region and provision.
- » [RSLG reports](#) identify labour market needs by region. The RSLGs identified skills shortages across the regions. The industry skill most in need across the highest number of regions is construction. We encourage you to view the reports for your region regularly.

Good outcomes for learners include access to quality careers services

For us at TEC, investment in tertiary education and high-quality careers services sit side-by-side. We are working to build a careers system that provides careers education, information, advice, and guidance, and that empowers every person to find their pathway to meaningful work. As part of this we are delivering the [Inspiring the Future programme](#), and [Online Career Planning Solution](#), and data and insights to support our partners.

As TEOs, you also have an important role to play in the careers system. In line with the TES actions we already expect you to be working with schools and communities to support learners to transition successfully to tertiary education. We recommend you use these services to support learners, to make good decisions about work and further study.

To support the development of the careers system, we want to understand more about career services delivered by TEOs.

Increasingly we want to understand more about the careers services you provide, including how many learners you support and how you promote your services. We want to feel confident that you are delivering good quality careers services that support your learners to build a pathway to meaningful work and achieve their goals.

Currently we do not collect careers related activities or data as part of the Plan round. Here we are signalling that we want to understand more about your careers services and may request additional information in the future.

Part E.

Unified Funding System



A new Unified Funding System for Vocational Education and Training

The Reform of Vocational Education (RoVE) will create a strong, unified, sustainable vocational education system that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive. Underpinning RoVE the Unified Funding System (UFS) will incentivise and support providers to make relevant work-based training available for more learners and employers, and provide greater individualised support for learners. It will address national and regional skills priorities to better support employers in their businesses.

In December 2021, Cabinet approved the final design of a new single unified funding system for vocational education and training. It will unify funding for provider-based study at levels 3 to 7 (non-degree) and for all industry training.

The new system will put learners at the centre of the system by providing greater flexibility to access training that is right for them.

The new funding system has three components

The new funding system has three components:

- » the delivery component (previously called the funding category component),
- » the learner component
- » the strategic component.

During 2022 further operational requirements will be developed to enable the transition to the new funding system from 1 January 2023. The next sections outline what these are, and when you can expect further information.

Over 2022 we will decide on changes and communicate these to enable the transition to the new funding system to begin from January 2023.

The delivery component

This component will support education delivery in a new way. It will be volume-based and consider not only the subject of the delivery, but also how it is delivered (for example: at a provider, in the workplace, or online). The delivery component comprises the bulk of the funding system.

This component aims to enable more learners to have opportunities to learn in the workplace, including opportunities to earn while they learn. This shift will also ensure that both learners and employers are supported through the vocational education system regardless of the setting (or “mode of delivery”) they are in.

For 2023 funding, we will continue to use Equivalent Full-time Students (EFTS) and Standard Training Measures (STMs) as the basis to calculate this. Over this time we will work closely with the sector to develop a new shared unit of funding that is fair and transparent and supports the new system. In the new system there will be five modes of delivery:

- » **Provider-based:** For learners undertaking courses without any formal on-the-job learning. The provider undertakes all teaching and learning, and is responsible for all learning support and pastoral care.
- » **Provider-based – extramural:** This is a subset of the ‘Provider-Based’ definition based on the current Single Data Return (SDR) definition of extramural for 2023. Learners mainly study away from a campus setting but not in the workplace. This definition will be further refined for 2024.
- » **Work-based:** For learners who are already employed and learning in the workplace. This learning is supported by the provider and the employer.
- » **Work-based – pathway to work:** For learners who start their learning in Provider-Based delivery and are then supported by providers into relevant employment and to establish their work-based learning.
- » **Assessment and verification:** For learners being trained in-house by their employer, with provider support limited to assessment and verification.

The delivery component supports education and training in providers and the workplace. There will be different rates to reflect the setting they are in and the kinds of support they receive.

Further funding information, including funding rates by mode and delivery category, will be shared with the sector from April 2022. These will be used to determine your indicative allocation for 2023.

For your Plan, we will want to know the mode of delivery for your proposed provision. We will let you know how to communicate this to us closer to the Plan submission date.

In most cases you should collect and report data in the same way as previously. From 2023, changes to current reporting and some additional reporting for mixed-mode funding, means some delivery will need to be reported differently. Information on reporting requirements will be available later in 2022.

The learner component

The learner component will improve how the system works for learners, particularly those who have been under-served by the education system. It recognises that there are higher costs to education delivery and support in order to meet some learners' needs.

You will be allocated funding primarily based on the number of your previous years' learners who were disabled or had low prior qualifications. Further funding will be allocated for Māori and Pacific learners recognising the need to ensure the system is designed to enable their success. For 2023 this will be calculated by us. You do not need to submit anything additional in your Plan.

These are broad categories to determine overall funding for each TEO. You will be expected to identify the unique needs of *all* your learners, make decisions about how to support them, and allocate funding accordingly.

This component substantially increases funding to reward and encourage delivery to previously under-served learners.

We will also work with you to identify and set performance expectations for part of the Learner Component through your LSP. We want the performance expectations to be relevant and tailored to TEOs and the needs of your learners. Over time funding will reward providers that meet and exceed these expectations.

The strategic component

The strategic component provides non-volume based funding to support providers to respond to key challenges within the system.

This component is available to Te Pūkenga (through the Plan process) and PTEs (through a contestable process). Details on this component will be released in due course. We will engage with wānanga separately. Over the next 2-3 months we will be working with Te Pūkenga and the PTE sector on how this component will be operationalised.

The strategic component has two parts:

- » *Supporting programme development and maintenance*: Funding to support the costs of programme development and maintenance, including for extramural programmes. Programmes that are innovative and flexible will be prioritised. This aligns with the objectives of the reforms to vocational education. You can apply for time-limited funding to trial new programme approaches. Proposals could come from you as an individual TEO, partnerships between TEOs, or collaborations between TEOs and third parties, such as industry, employers or iwi. This is available for Te Pūkenga, wānanga and PTEs.
- » *Responding to regional and national skills priorities for vocational education*: Funding to create a sustainable network of vocational education. It is likely this will be allocated on a longer-term basis than the funding for new approaches. The national and regional priorities for vocational education will be agreed with WDCs, RSLGs and iwi in the first quarter of 2022. Initial priorities will be available in April, with further refined priorities available on our website in June.

Appendix 1 – The Plan Round Timeline

It is important to meet the Plan submission deadlines. Any delays in submitting the required elements of your Plan may lead to delayed funding decisions.

Figure 5. The Plan Round Timeline

Activity	Timing
TEC publishes notices in the New Zealand Gazette setting out requirements for Plan content, timetable, assessment, and Plan summaries	By March 2022
TEC releases Plan Guidance and Plan engagement begins	March 2022
Government announces Budget	May 2022
TEC provides indicative allocations and releases Mix of Provision (MoP) and EPI Commitment (EPIC) templates	By 1 June 2022
TEC releases Supplementary Plan Guidance to reflect any policy or Budget changes (as required)	June 2022
TEOs submit proposed Plans, including Mix of Provision (MoPs) EPI Commitment (EPICs), Learner Success Plans (LSPs) Disability Action Plans (DAPs)	8 July 2022
TEC reviews proposed Plans and has further discussion with TEOs as needed	July – October 2022
TEOs notified of decisions in writing	From November 2022
First payments made against Plans; Plan delivery begins	January 2023



**Tertiary Education
Commission**
Te Amorangi Mātauranga Matua