

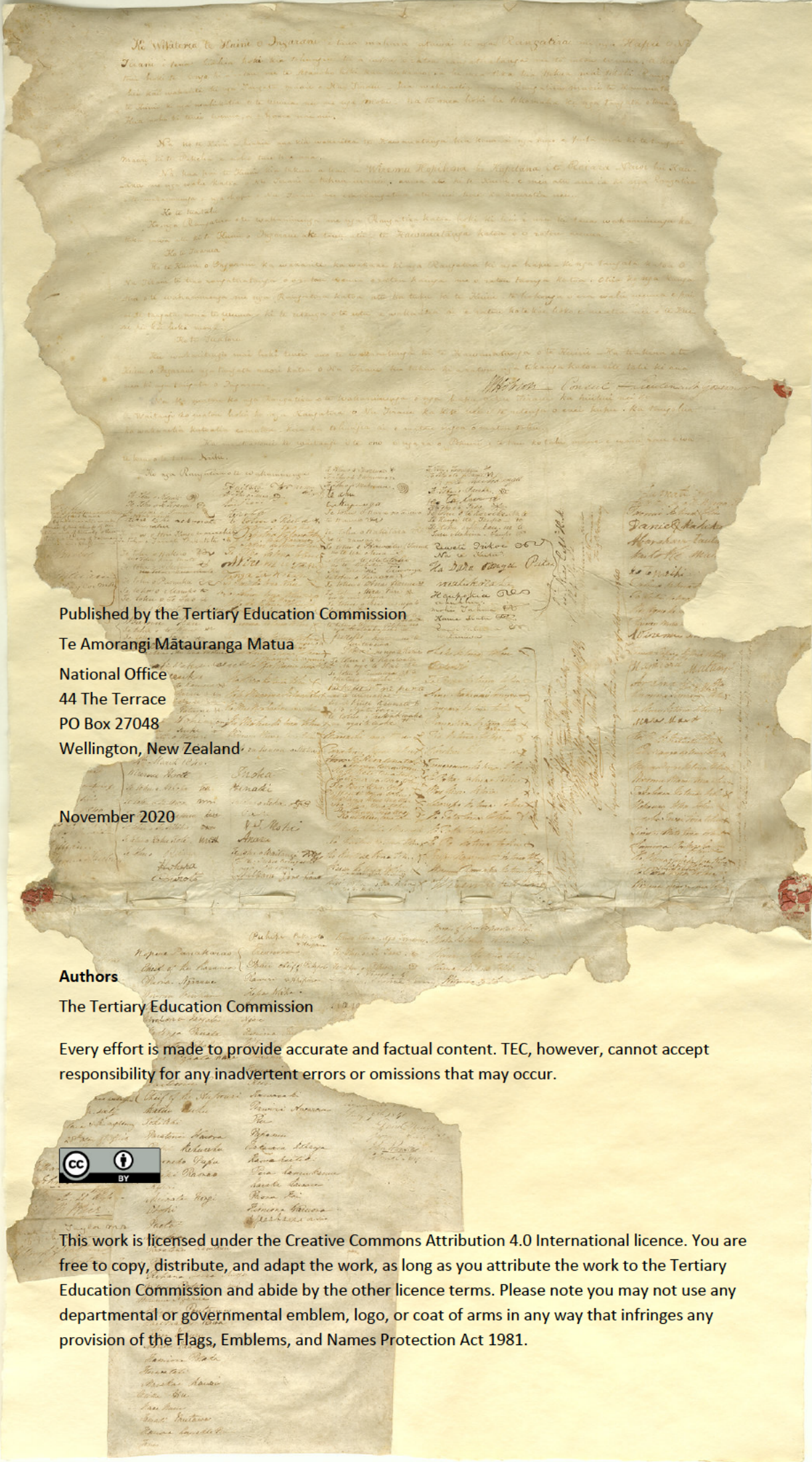


Tertiary
Education
Commission
Te Amorangi
Mātauranga Matua



Ngā Tohutohu mō te Minita Mātauranga Tomo Mai
Briefing for the Incoming Minister of Education

November 2020



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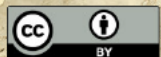
Wellington, New Zealand

November 2020

Authors

The Tertiary Education Commission

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Ngā Ihirangi

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Wāhanga tahi – Ngā kupu matua

Part one – Key messages

The world is changing rapidly, and we need an education system that can respond to this level of change...

To adapt and thrive New Zealanders need to be continually equipped with new skills and knowledge. We need a system which has flexibility and sustainability built in, so it can provide for a highly diverse and changing set of needs, and respond to new challenges and opportunities as they arise.

The COVID-19 pandemic presents us with both the burning platform and an unparalleled opportunity to change the tertiary education system. Many of the challenges facing the tertiary education sector are not new, but the impact of COVID-19 has added to these and accelerated some that already existed.

The system works well for many learners, but not for all...

The tertiary education system does not deliver good outcomes for everyone. There have been long-standing issues with equity for particular groups of learners in the system for many years and these have not been addressed effectively in the past by the TEC or providers. An economic as well as a moral imperative exists: changing demographics mean that New Zealand will rely on Māori and Pacific graduates to meet an increasing proportion of future national skill needs.

We need to build a tertiary education system that puts more of the decision-making power back into the hands of learners, so they are able to make real choices about how and where they receive the education they and their whānau need, whether it's at home, on campus, in work, or a mixture of all three. The system also needs to appreciate and recognise that learners can also gain knowledge and skills in informal ways.

We're already leading significant change programmes across the sector...

We are heavily focused on the implementation phase of several key transformation projects. This includes the Reform of Vocational Education (RoVE), reinventing our careers response, and supporting transformational change in the sector to put learners at the centre of the system.

Leveraging off RoVE, Te Hono Wānanga provides an opportunity to enhance our relationship with the wānanga sector and engage in a range of long-standing issues, including research funding, governance arrangements and the status and funding of te reo Māori and mātauranga Māori provision.

Universities are also looking for opportunities to build greater flexibility and responsiveness into their operating models in order to provide learning experiences that ensure success for a greater range of learners and that adapts their business models following COVID-19. With support from the TEC, universities are keen to start this conversation across the sector.

The scale and breadth of change across the sector comes with risk, which we need to manage...

One of the most important ways of doing this is to ensure we have buy-in and support from across the sector and all our stakeholders and partners. Our focus remains on continuing a high level of engagement across the sector, delivering system-level change that will provide high-quality and sustainable education, and of course delivering our business as usual to a high level.

Wāhanga rua – Ngā take hei āronga māu ā ngā marama kei te tū mai

Part two – Matters for your attention over the coming months

Delivering the Reform of Vocational Education changes

The Reform of Vocational Education (RoVE) is a significant multi-year program of work which will change the entities, funding system and focus of the vocational education system. Delivering the required changes will require resourcing beyond 2020/21 and

§ 9(2)(f)(iv)

Order in Councils to establish the six Workforce Development Councils

Workforce Development Councils (WDCs) will enable industry to influence vocational education. To do this, providers will need to collaborate with WDCs and industry, ensuring that their programmes deliver industry needs.

The six interim Establishment Boards (iEBs) have drafted proposals for their Orders in Council that will establish WDCs in statute. § 9(2)(f)(iv)

Change in Delegation Letter to enable funding to be used for the establishment of Workforce Development Councils

In June 2020, you signed a delegation letter enabling the funding of up to \$4m for WDCs to establish themselves.

§ 9(2)(f)(iv)

Additional discretion for TEC over the use of funds

While longer-term work on the unified funding system continues, in the interim, § 9(2)(f)(iv)

This will allow us to incentivise TEOs to innovate and to improve learner outcomes. It is needed to:

- › start guiding the TEOs to think differently so as to align with the Government’s new vision for tertiary education, the Tertiary Education Strategy (TES)
- › address some persistent issues more effectively, such as parity in education outcomes for Māori and Pacific learners, so as to improve the overall quality of education.

§ 9(2)(f)(iv)

Demand for Industry Training Fund courses is expected to increase

During Budget 2020 we reduced the Industry Training Fund (ITF) by \$35m per year for 3 years, as we forecast a reduction in in-work training. Due to government support for apprenticeships and vocational training and to lower un-employment forecasts we now expect that demand for ITF courses will be higher than the available funding. While there is still considerable uncertainty within the forecasts, our preference is to ensure funding is available for in-work training should the demand eventuate in 2021. § 9(2)(f)(iv)

The impact of COVID-19 for international education

Given the high levels of uncertainty currently, most TEOs are undertaking a range of scenario modelling exercises based on assumptions around the timing and number of international students that can arrive in New Zealand.

Most TEOs have modelled scenarios based on a significant reduction in international students arriving in 2021. Depending on the assumptions used, there is a wide variability in expected profitability.

Te Pūkenga

Te Pūkenga has developed a range of scenarios looking at various levels of border restrictions in 2021. This includes a downside scenario where no international students enter New Zealand in 2021. Under this scenario, Te Pūkenga forecast that full-fee international EFTS would fall by around 58% in 2021 to approximately 3,700 EFTS.

If this forecast was to eventuate, full-fee international EFTS would be 65% or around 6,900 EFTS lower than 2019 levels. As a result, revenue from full-fee international students is expected to fall from \$169 million in 2019 s 9(2)(ba)(i)

s 9(2)(ba)(ii)

Although it should be noted that operationally they are not directly interchangeable because of differences between domestic and international students in what they study and where.

s 9(2)(ba)(ii)

inclusive of the benefits of TEC not recovering under-delivery in 2020. If no, or very few, new international students are able to enter New Zealand in 2021 the deficit is likely to rise, and some subsidiaries will face liquidity issues.

University sector

s 9(2)(ba)(ii)

Most universities have undertaken forecasts based on no, or very few, international students being able to physically enter New Zealand in 2021. Based on such a scenario, full-fee international revenue is expected to fall a further s 9(2)(ba)(ii)

This income would mainly be earned through students already in New Zealand and continued online delivery to offshore students. Pre-COVID-19 international fee revenues were steadily growing meaning this scenario has a gap relative to where universities expected to be in 2021 s 9(2)(ba)(ii).

On the back of such a scenario, the sector is expecting to report a further deficit, likely greater than that reported in 2020. The size of the deficit will depend on the range and extent of mitigations implemented, including restructuring of staff and other operational

savings, and the extent to which domestic demand increases.

PTE sector

While the PTE sector is reasonable flexible, they are susceptible to external factors such as the COVID-19 pandemic. We have identified approximately 25 PTEs (out of 200+ funded) which are most at risk of failure due to the current environment and associated challenges. Recently announced funding to support international education providers will assist some PTEs, but there has been criticism from the sector about the level of funding provided.

While some PTEs may not remain viable through the current challenges, other PTEs are financially sound and high-performers in the system and will be able to respond to opportunities to fill any gaps in provision.

We will continue to monitor this area closely and keep you fully apprised of its flow on impacts on TEOs financials and their likely response.

Te Tiriti o Waitangi

There are several important Tiriti related matters ahead of the tertiary education sector over the next couple of years. These matters, set out below, will require your support in various ways.

Most of the work programmes will require stronger partnership relationships than we have at present. The education agencies, including the TEC, will need to strengthen our engagement with Māori and iwi. There will be operational and capacity implications for the TEC and tertiary education sector as a whole. The leadership and advisory support of Te Taumata Aronui will also be key to taking a partnership approach to the work.

The Education and Training Act 2020

The Crown has acknowledged its duty to actively promote and protect Tiriti rights and to develop education settings in a way that reflects Māori-Crown relationships. Section 4 of the new Education and Training Act states that the purpose of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. The act sets a clearer and higher standard for Te Tiriti than previous social policy legislation. It provides a greater emphasis on the role of education agencies and the education sector as a whole in giving effect to Te Tiriti o Waitangi.

Through our stewardship and monitoring role for the tertiary education and careers systems we will work on your behalf, to ensure that all TEOs are giving effect to Te Tiriti o Waitangi as a condition of their

funding and delegated roles and powers from the Crown.

Wānanga Sector Work Programme

There have been two longstanding and consistent types of Treaty based concerns raised by the wānanga sector - a lack of formal recognition, support and funding for the unique role and contributions of wānanga, resulting in perceived inequities; and the Māori-Crown relationship, particularly the different ways in which Treaty based concepts such as Kāwanatanga and Tino Rangatiratanga manifest within the wānanga operating context.

A mutual Māori-Crown understanding of issues and concepts such as these will be fundamental to developing appropriate solutions with the wānanga sector. Many of the solutions that will be tabled for discussion will necessitate your support for legislative and regulatory change.

Mātauranga Māori and Mātauranga ā-iwi

One of the most powerful themes in any education dialogue with Māori and iwi communities is the importance of Māori and iwi knowledge systems. The wānanga and others consistently challenge the Crown to more effectively address Tiriti based responsibilities to actively protect mātauranga Māori and the systems that will ensure it flourishes.

The TEC believes that it is time to explore a specific work programme in relation to mātauranga Māori and mātauranga ā-iwi as unique knowledge traditions in Aotearoa – New Zealand. Mātauranga Māori has the potential to be a powerful and unique source of research knowledge, and economic and social advantage to New Zealand.

The education agencies will need your leadership support for this work which will require consideration of unique and dedicated funding support and possible legislative change.

Growing Te Reo Māori

Supporting the growth of te reo Māori has been a priority for successive governments. TEOs also report surging demand for te reo Māori. The New Zealand school system and state sector as a whole require significantly more Māori language speakers. We are working with the MoE to provide you with policy options to more adequately support te reo Māori through the tertiary education system.

Making Ministerial appointments is a statutory function for you as Minister

Each year, around 30 appointments fall due in the sector for you to consider.

Priority appointments in the first quarter of 2021 will include an outstanding appointment to the governing council of Te Pūkenga and Ministerial appointments to the WDC Establishment Boards. We do not yet know how many Ministerial appointments will be required for the WDC Establishment Boards but the window is small for making these appointments, given the requirement for the WDC Establishment Boards to be in place by 31 March 2021.

Also due for you to consider will be an appointment at Lincoln University that was deferred from 2020 and six appointments across the councils of the Wānanga. In the second half of the year eight appointments on University councils will need to be considered.

We will provide more detailed briefings on these to you in due course.



Wāhanga toru – Mō TEC

Part three – Introducing the TEC

The Tertiary Education Commission Te Amorangi Mātauranga Matua (the TEC) helps all New Zealanders prosper through tertiary education and training, and careers services

Our purpose and vision

Tō mātou kaupapa/Purpose

Tāreia te pūnaha kia hihiri, ko te ako taumano te hua – kia rite ai ngā ākonga, ngā hapori me ngā kaituku mahi mō te angitu.

Our purpose is: to shape a dynamic system that delivers lifelong learning and equips learners, communities and employers for success.

We need a system that enables every person in New Zealand – from all backgrounds, through every chapter of their life – to acquire the skills and knowledge they need to advance their wellbeing through education and employment. Importantly, we make sure that the system reflects and delivers to New Zealand’s growing diversity and engages those who are currently underserved.

Delivering on our purpose requires us to continually understand the changing needs of learners, communities and employers. We use this insight to shape an interconnected and responsive system that delivers world-class education, training and research.

Tō mātou tirohanga whakamua/Vision

Kia tū aumangea, kia taurikura ā Aotearoa – kei a te katoa ngā pūkenga, te mātauranga me te whakamanawa e tipu ai te mauri ora.

Our vision is: a resilient, prosperous New Zealand – where every person has the skills, knowledge and confidence to create a fulfilling life.

Our measure of success is an inclusive system that makes New Zealand a fairer and more prosperous society. Skills and knowledge will provide our communities and industries with the resilience to adapt and thrive in changing times. When everyone is on a lifelong learning path, their participation will propel social mobility, fuel innovation and drive economic growth.

We are stewards of the tertiary education and careers system

Our job is to shape the system by investing in tertiary education, creating connections, sharing information and insights, and leveraging partnerships to deliver lifelong learning and equip learners, communities and employers for success.

We deliver quality career services and invest in education and research that equips New Zealanders to succeed in life – whatever success looks like for them.

Our commitment to Te Tiriti o Waitangi

The TEC recognises and affirms our responsibility to give effect to Te Tiriti o Waitangi:

- › We will give practical effect to Te Tiriti o Waitangi in our work across the tertiary education and careers system.
- › We will ensure that our work is consistent with Te Tiriti o Waitangi-related goals of the Education Work Programme, the Tertiary Education Strategy and Ka Hikitia.
- › We acknowledge our responsibility to Te Tiriti o Waitangi in its entirety including taking into account the interests of whānau, hapū, iwi and Māori.
- › In particular, through our Ōritetanga Learner Success work programme, we will give effect to the Crown’s Third Article Treaty obligations to ensure equitable outcomes for Māori as learners. We will work to ensure that all Māori learners receive what they need to be successful, through the intentional design and stewardship of the tertiary education system.
- › We will support the Crown to meet its duties to actively protect the taonga of te reo Māori, mātauranga Māori and a strong wānanga system of tertiary educational delivery.

We are the Government's key agency for investing in tertiary education, training and careers services

We are a Crown agency under the Crown Entities Act 2004 and we are governed by a Board of Commissioners appointed by the Minister of Education. We lead the Government's relationship with the tertiary education sector in New Zealand and provide career services from education to employment. Our investments support more than 700 tertiary education organisations across New Zealand to provide all forms of post-secondary school education, including foundation education, vocational education, higher education and research.

OUR ROLE IS TO:



FUND TERTIARY EDUCATION
ORGANISATIONS, **GROW**
THEIR CAPABILITY AND
MONITOR
THEIR PERFORMANCE



COLLECT AND
PROVIDE INFORMATION
ABOUT STUDY AND
WORK OPTIONS



PROVIDE INFORMATION
& **SERVICES** TO
HELP CAREER SEEKERS
prepare to move to **WORK**
OR **FURTHER STUDY**



STRENGTHEN THE
CONNECTIONS **FROM**
EDUCATION
to employment

**ADVISE THE MINISTER ON
TERTIARY EDUCATION ORGANISATIONS
AND SECTOR PERFORMANCE AND ON THE
OPERATIONAL IMPACT OF POLICY**

In 2019/20 we invested over \$3.3 billion in the tertiary education and careers systems

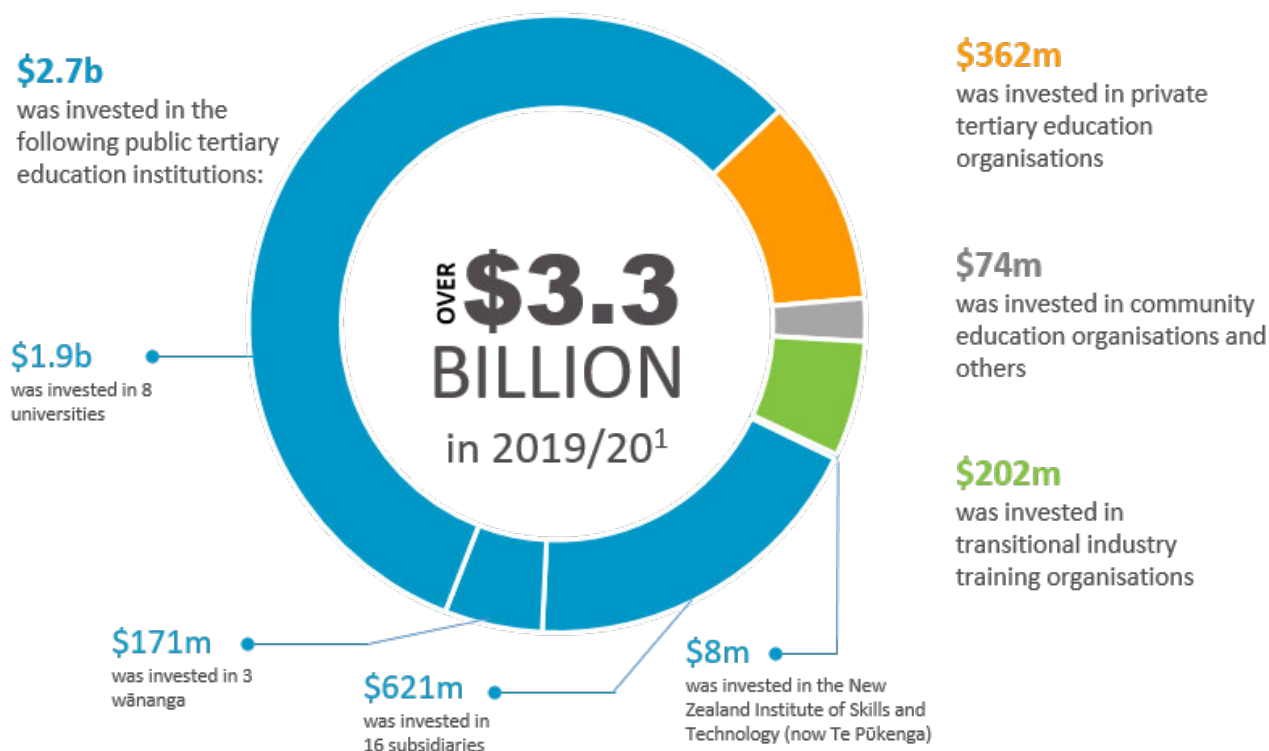
Our investment in the tertiary education system supports more than 700 tertiary education organisations across New Zealand to provide all forms of post-secondary-school education, including foundation education, vocational education and higher education (including research).

Our investment helps to ensure a network of provision which meets the needs of different learners and communities.

The scope and breadth of our careers work has expanded to better support the changing nature of work and the future career needs of all New Zealanders between the ages of 7 and 70+. The focus is to help prepare New Zealanders for the future of work and the post-COVID challenges that lie ahead.

Over the coming years we will focus on equipping New Zealanders with the skills and capabilities to make them career confident and resilient. For our customers this means providing information, tools and support to inform and enable good educational and employment decisions.

TEC-funded tertiary education organisations



1. These figures exclude a \$1.112b COVID-19-related accounting adjustment. For further information refer to the Financial Statements in the Annual Report 2019/20.

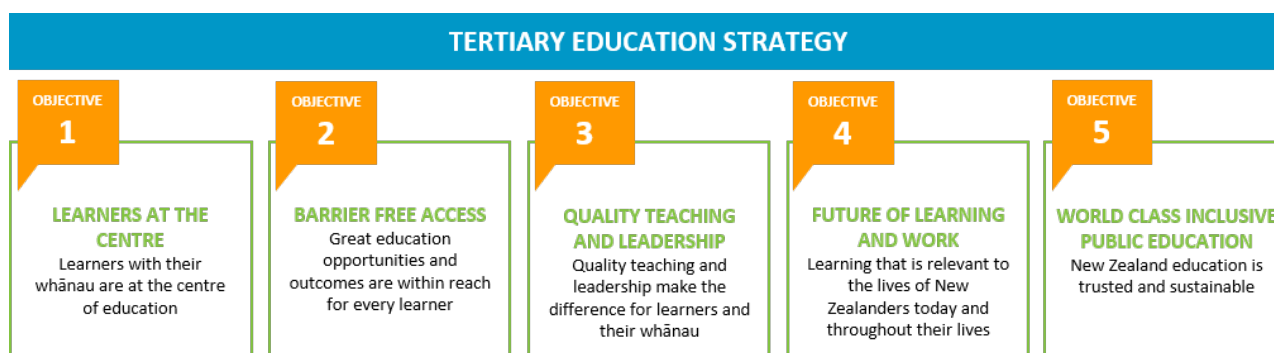
We are required to give effect to the Tertiary Education Strategy (TES)

The Tertiary Education Strategy (TES) sets out the Government's current and medium-term priorities and long-term strategic direction for tertiary education. It is intended to address economic, social and environmental goals, and the development aspirations of Māori and other population groups.

Cabinet approved a new TES on 10 August. This is now ready to be published. Subject to your approval for release, we are beginning work on how we will implement the new strategy.

The new TES is distinctive in a number of ways. For the first time, the TES has been integrated with the Statement of National Education and Learning Priorities (NELP) to ensure strategic alignment across the education system, from early childhood through to tertiary. It has a strong emphasis on creating education environments that are learner-centred, and where more of our learners, especially the most disadvantaged learners, can succeed. In addition to setting high-level objectives and priorities for the tertiary system, this TES includes an action plan to help guide the government agencies and education providers implementing it.

The new TES reinforces much of the work we are already doing (including creating a more responsive careers service, reforming the vocational system and supporting success for underserved learners) and aligns closely with our strategic direction as an organisation (see Section 4, below). We have begun to review our work programme to ensure alignment to the new TES. We have also begun preparing Plan Guidance for the 2021 Plan round (for funding from 2022), which will begin our engagements with the sector around how we can work together to give effect to it.



We publish guidance on the content and criteria for assessment of TEOs' investment plans, and determine and allocate the amount of funding to TEOs (tertiary education organisations). We also have a role in building the capability of TEOs as part of giving effect to the TES.

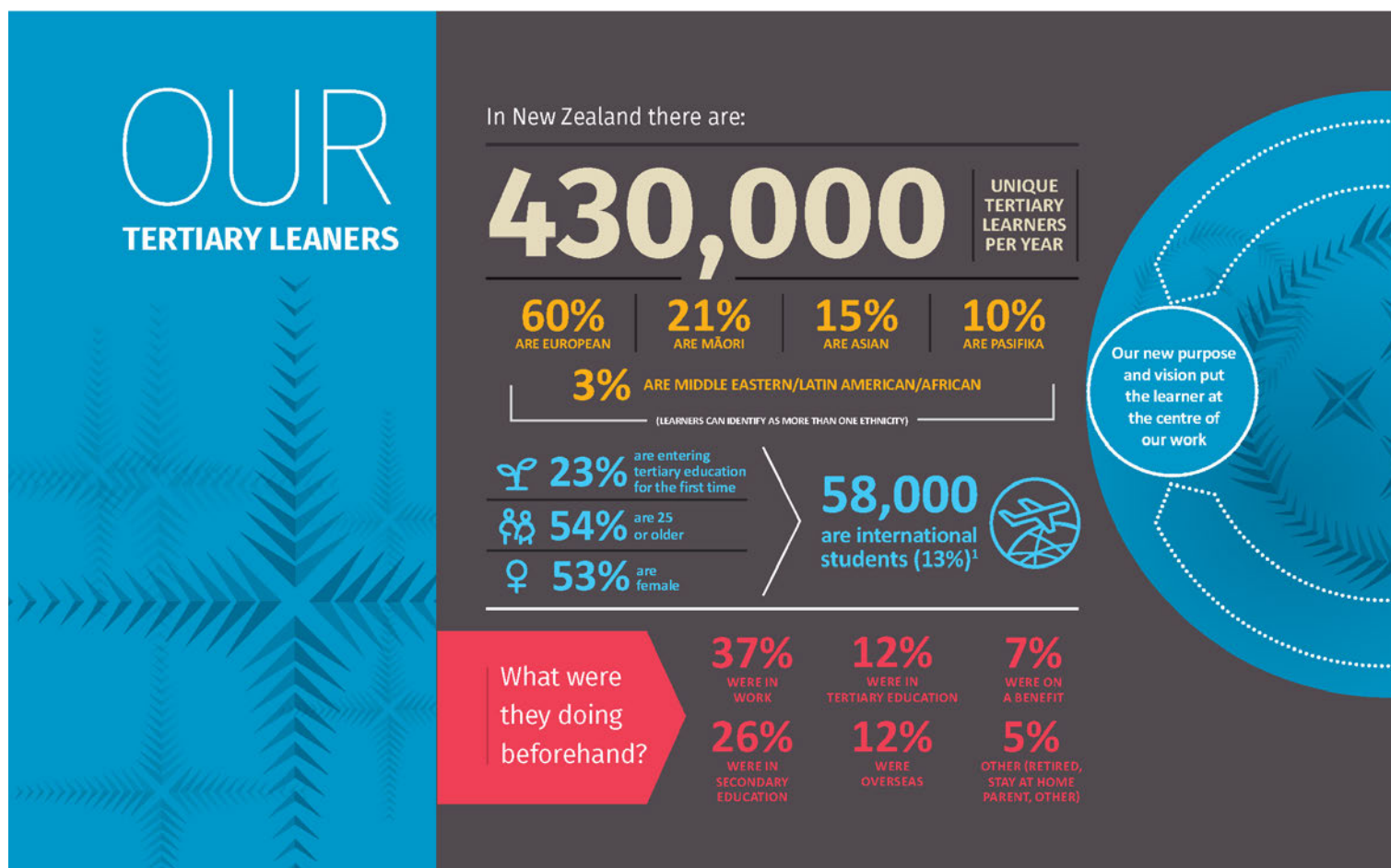
The TEC has an important role in monitoring the governance and performance of tertiary education institutes

In addition to our performance monitoring of the tertiary education sector as a whole, our Chief Executive is required to report to you on performance of universities, wānanga and Te Pūkenga – formally the New Zealand Institute of Skills and Technology (NZIST), the tertiary education institutes (TEIs) reflecting your ownership interest (on behalf of the Crown) in all 12 TEIs.

We use a number of frameworks and functions to fulfil these obligations and operate a continuum of monitoring, auditing and investigation activities that respond to the level of risk. Intelligence from all of our monitoring work informs our advice to you as Minister, to other agencies on the performance of the tertiary education system, and to the sector on specific issues.

The TEC also advises you on TEI governance matters including council appointments

TEIs are autonomous institutions, governed by councils, whose roles and functions are set out in legislation. We provide advice to you on governance matters, including Ministerial appointments and council members' fees, and provide information and support to councils to enhance governance capability.



We're here for learners, communities and employers

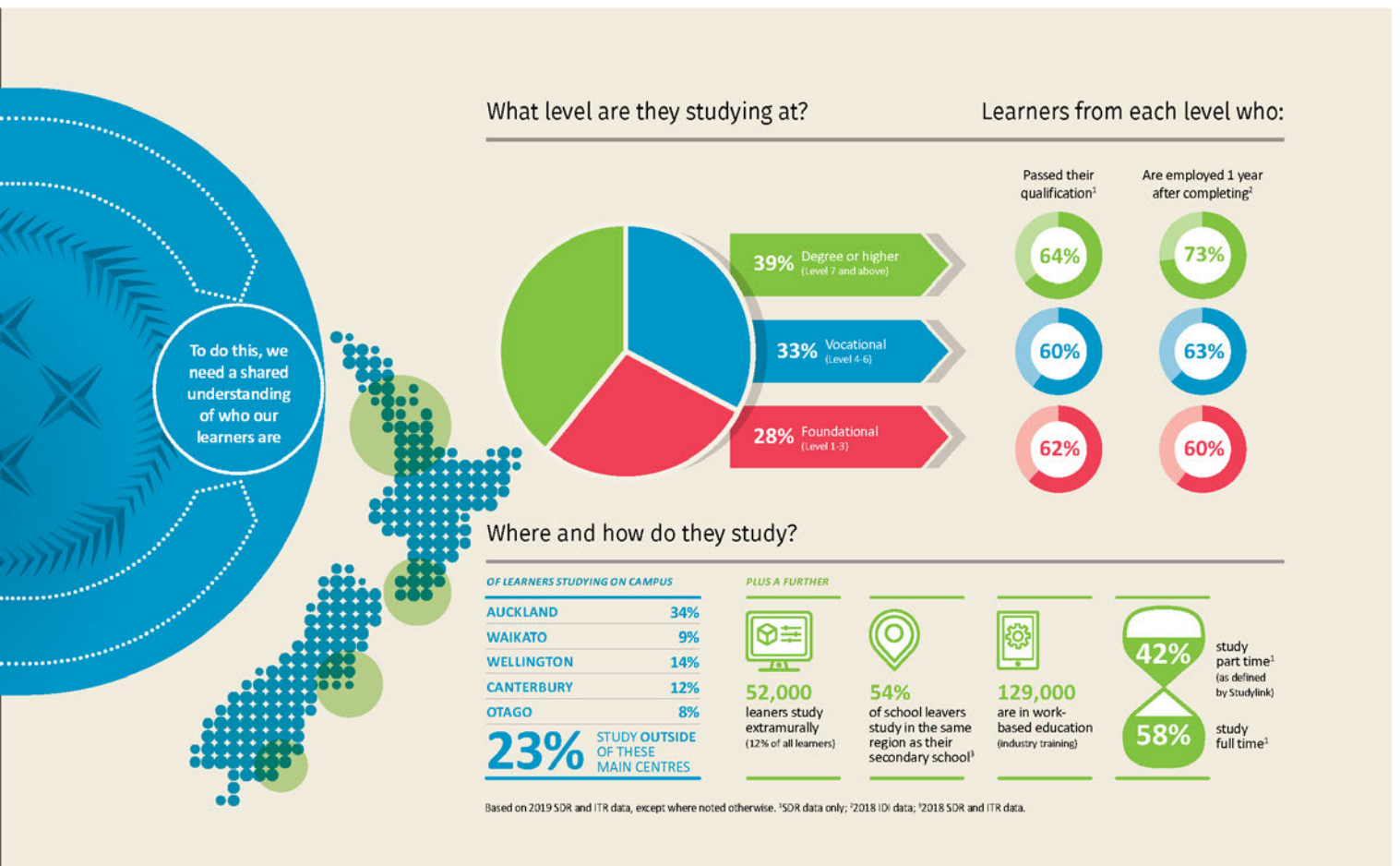
We believe that if we deliver for learners, learners will deliver for New Zealand.

Through our work we support learners to understand and take hold of the lifelong opportunities they have to upskill, reskill and adapt to new challenges.

Delivering for learners also means delivering for communities and employers. We do this by working with these groups to make sure learners are equipped with the skills, knowledge and confidence needed to contribute to thriving and resilient communities and an innovative and sustainable economy.

We can't get there alone. We rely on partners – the tertiary education organisations – into which we invest over \$3.7 billion annually. We also work with other partners across the public and private sectors to deliver information and services to our customers and providers. Our key partners include the MoE, the Ministry of Business, Innovation and Employment (MBIE), the Ministry of Social Development (MSD), Education New Zealand (ENZ) and the New Zealand Qualifications Authority (NZQA).

We also work with public and private entities across New Zealand to ensure the tertiary education and careers system is responsive to regional and national need. This includes the Career Development Association of New Zealand (CDANZ), Business New Zealand and a number of regional organisations. The Workforce Development Councils (WDCs) and Regional Skills Leadership Groups (RSLGs) established through the Reform of Vocational Education (RoVE) will also be key partners, allowing us to build quality connections with employers to ensure the tertiary education system delivers for the regions and industries these bodies represent



How we work with you

The TEC Board of Commissioners

As a Crown entity we are governed by a Board of Commissioners (profiled in Appendix A) whom you appoint. The TEC Board currently has seven members, chaired by Jenn Bestwick. You can influence the direction of the TEC through your appointments to our Board.

The TEC Board:

- › sets our strategic direction, makes decisions about funding allocations and provides guidance on our operations
- › monitors the performance of the Chief Executive and the organisation
- › oversees management of strategic risk.

Chief Executive and Executive Leadership Team

Tim Fowler was appointed to the role of Chief Executive in 2013. The Chief Executive is supported by the Executive Leadership Team, which currently comprises five Deputy Chief Executives (profiled in Appendix A).

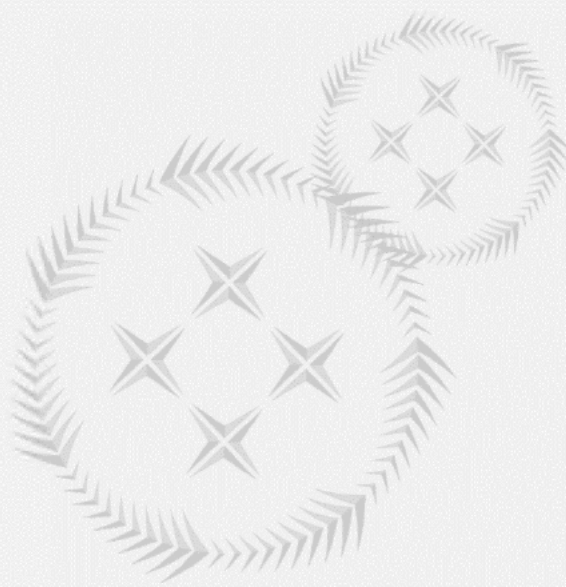
Monitoring of TEC performance

The MoE leads the monitoring of TEC's finances and performance on your behalf. It is also supported by MBIE.

MoE and MBIE ensure your priorities and directions for the education sector and the outputs you purchase from the TEC are properly reflected in the TEC's governance and accountability documents. They also provide you with assurance that the TEC is meeting its public accountability obligations, such as publishing a Statement of Intent, Statement of Performance Expectations and Annual Report.

The starting point in the TEC's planning cycle is your Letter of Expectations. The Letter of Expectations outlines your key priorities and expectations for the forthcoming year. This is prepared by MoE, with the TEC's involvement.

The TEC reports quarterly to you against its Statement of Performance Expectations. These reports inform you about financial, strategic and operational progress over the quarter.



Inclusive, equitable and connected learning



Learners and their whānau are at the centre of everything we do

Employers • Iwi • Education leaders and professionals • Communities

Regional Skills Leadership Groups & Workforce Development Councils • Kāhui Ako • Profession associations and peak bodies

Education New Zealand • Tertiary Education Commission • New Zealand Qualifications Authority • Ministry of Education • Education Review Office • Education Payroll Limited • Network for Learning • Teaching Council

Wāhanga whā – Te horopaki

Part four – Our context

The world is changing rapidly. To adapt and thrive New Zealanders need to be continually equipped with new skills and knowledge

Education is the key to unlocking the future economic and social wellbeing of every New Zealander. To achieve this we need to take a holistic approach to learner success. To create a tertiary education system that works for everyone, we must all play our part.

In the current COVID-19 environment, it's more important than ever that our education system delivers skills and capabilities that allow all learners to succeed, build resilience and contribute to a thriving society.

The system works well for many learners ...

Our system currently delivers well for the majority of people, but not for those who have more complex needs or are from culturally diverse backgrounds. We need the system to have the flexibility and customisability to work for everyone, and provide holistic support to all learners.

In many ways we have a truly world-class tertiary education and careers system:

- › We have healthy levels of participation.
- › High numbers of New Zealanders attain tertiary qualifications.
- › All our universities are internationally ranked.
- › Employment outcomes are good for all New Zealanders, particularly for those with higher levels of tertiary education.
- › Investment in tertiary education compares well internationally.
- › We have relatively high levels of research publications and citations.
- › New Zealand qualifications are internationally recognised.

... but it does not deliver good outcomes for everyone

However, our current tertiary education system does not always deliver an education experience that meets the needs of a large group of learners:

- › Māori and Pacific students are less likely to enrol in and complete courses at higher levels.
- › Over 400,000 New Zealand adults have low literacy and numeracy skills.
- › Disabled people are less likely to participate in higher-level tertiary study.
- › Income returns for qualifications in New Zealand are lower than average compared with other OECD countries.
- › Foundation programmes are not supporting progression to higher-level qualifications or employment.
- › New Zealand employer investment in their employees' skills is high, but focuses on short-term training and training for the higher skilled, and is not well connected to tertiary education.

There have been long-standing issues with equity for particular groups of learners in the system for many years, and these have not been addressed effectively in the past by the TEC or providers.

Over the past few months, the system has been stretched and challenged, and while in many ways it has responded well and quickly, it hasn't done this for all learners. COVID-19 has exacerbated many of the issues already in the system, and heightened our commitment to address them.

The TEC is taking a lead role in setting greater expectations and accountability in the system, for more equitable outcomes for all learners.

Wāhanga rima – Tā mātou rautaki

Part five – Our strategy

Our strategy is built around empowering every learner to succeed in their lifelong learning and employment journey. A key element of learner success is ensuring they are equipped with the skills needed by employers and communities to help them recover from COVID-19 and grow.

COVID-19 has not fundamentally changed what we're here to do, but has increased the urgency of our work, and given us new opportunities

We've been doing the right things, but there are still significant issues to resolve around equity, skills and employability, and system responsiveness.

COVID-19 – impact and response

The COVID-19 pandemic presents us with both the burning platform and an unparalleled opportunity to change the tertiary education system. Many of the challenges facing the tertiary education sector are not new, but the impact of COVID-19 has added to these, and accelerated many that already existed:

- › Tens of thousands of people have lost jobs. Māori and Pacific peoples are three times more likely to have been displaced as a result of COVID-19. Research suggests impacts on women may be greater, especially for those with caring responsibilities. Many of these people will want to upskill and retrain, looking for short and specific pieces of training rather than full qualifications. Agencies will need to be responsive in working with TEOs to develop and deliver new courses and packages of learning that might be “outside the box”.
- › Many people will also need reliable careers advice and support to find employment, and to understand how their skills might be transferrable across different sectors. Our new online careers planning solution will help all users to identify their next career step, particularly those impacted by COVID-19 job losses who need help identifying and planning long-term career goals.
- › The majority of students and TEOs were forced to move to some form of online learning, virtually overnight, during COVID-19 Alert Level 4. This came with a number of technological and pedagogical challenges. There will be increased demand for online and other new modes of

delivery. We need to support TEOs to make these changes in response to demand from learners for new ways of working, and to provide consistent quality education across all modes of delivery. Te Pūkenga (formally NZIST) will need to develop advanced capability in online delivery in order to ensure consistent high-quality delivery of education all across the country.

- › COVID-19 has changed the economic and social landscape in which Te Pūkenga is establishing itself. Its network of subsidiaries will most likely experience an increase in enrolments over the next two to three years from the combined effect of increased demand and our Trades and Apprentices Training Package. We will continue to invest in Te Pūkenga to ensure its network is effective and sustainable when unemployment returns to lower levels.
- › While our borders remain closed, NZ's international education offerings have already been significantly impacted. s 9(2)(ba)(ii)

TEOs – especially universities – will need to find ways to respond and adapt to this financial situation.

While most universities have significant reserves, the Government may be asked to consider providing financial support in the medium term.

As liquidity pressures increase COVID-19 will further impact the financial pressure on some of the Te Pūkenga subsidiaries, but the Government has already set funding aside to support Te Pūkenga in responding to viability issues across its network. Nevertheless, if the borders do not open in 2021, Te Pūkenga subsidiaries will also need to find ways to respond, including by cutting costs.

To deliver for learners we have identified five mutually supporting actions

We're already doing work under each area, but COVID-19 increases the importance and urgency of these five interconnected strategic actions.

We've identified five interconnected strategic actions

5. Build a learner-centric funding system

Ensure the system is learner-centred, and that it incentivises and rewards learner-centricity

Partner with MoE to collaboratively design an integrated, human-centred, outcome-focused funding system that delivers the skills learners, communities and employers need.

4. Deliver a vocational education system for the future through RoVE

Create an industry and community-driven vocational education sector that provides a platform for wider system change

Build a strong, unified and sustainable vocational education system and leverage workforce development councils (WDCs), regional skills leadership groups (RSLGs) and the unified funding system to inform changes to the wider funding system.



1. Deliver a skills- and equity-focused careers response

Help New Zealanders build the confidence and knowledge to understand their purpose and develop and use their skills

Launch a system-wide careers response that blends information, advice and guidance to empower every person to find their purpose and use their skills to find meaningful work.

2. Create responsive skill development opportunities

Build connections to ensure fast, effective and cost-efficient delivery of the skills learners and employers need

Partner with NZQA to create responsive opportunities to develop and recognise skills through increasing connections with employers, more in-work learning and modular/stackable qualifications, and enhancing the recognition of prior learning

3. Build sector capability

Build TEO capability to create transferrable knowledge and deliver equitable, culturally responsive and learner-centric education environments

Build TEO capability to embed equity-driven learner-centricity through an expanded and augmented Ōritetanga Learner Success programme, while supporting TEOs to continue to generate transferrable knowledge that benefits learners, communities and employers.

The five actions are supported by some strategic enablers

These reflect some new ways of working we are adopting to deliver the strategy. They are:

- › develop a longer-term, more strategic investment process and a strategic risk appetite
- › leverage our convening power strategically
- › introduce systems thinking and make better use of our data and insight capabilities
- › streamline our investment processes.

1. Deliver a skills- and equity-focused careers response



Our *skills- and equity-focused careers response* is based on blended, mutually supporting delivery of advice, information and guidance. The underlying themes are:

Inspire – Challenge biases, broaden horizons and empower learners to develop their sense of purpose. This will include the Drawing and Inspiring the Future initiatives, strengthened by stronger community engagement and a targeted emphasis on underserved groups and regions.

Guide – Enable informed decisions by providing blended, skills-focused careers information, advice and guidance through integrated capabilities as well as public and private partnerships. This will include the Online Careers Planning Solution, and an expanded TEC careers mandate.

Connect – Build connections between TEOs and the world of work, and align the funding and careers systems. This may include creating career touchpoints at different life stages, and building TEO capability to provide learners with skills-focused careers information so they can maximise return on education investment.

Across these themes we will ensure that careers products are tailored, culturally affirming and integrated into a framework that provides the platform for a strategic, unified careers sector.

Key actions include:

- › fast-tracking the delivery of the Online Careers Planning Solution platform to help New Zealanders understand how they can leverage and develop their skills to find sustainable employment
- › continuing our work on the Inspiring the Future programme, which will help give young New Zealanders the confidence to pursue aspirational education and employment goals
- › expanding our careers mandate to include direct advice and guidance, and working with partners such as CDANZ to offer targeted career support to underserved groups and those disproportionately affected by COVID-19.

2. Create responsive skill development opportunities



Creating *responsive skill development opportunities* will help us shape the system to deliver more relevant skills more effectively and efficiently.

Relevance includes increasing the connection to employment and employers, improving accessibility and availability of opportunities, and strengthening the connection to immediate and longer-term skill needs.

Key actions include working with NZQA and other partners to:

- › increase connections with employers in the development and delivery of qualifications – directly, through TEOs, and with the workforce development councils (WDCs) and regional skills leadership groups (RSLGs)
- › improve the incentives for work-based and work-integrated learning
- › shift some of the system’s emphasis away from qualifications and towards transferrable skills
- › support the development and delivery of more modular, flexible and stackable qualifications and micro-credentials
- › enhance the recognition of prior learning system to increase access and decrease costs.

3. Build sector capability

Enhancing *sector capability* will help create culturally affirming, equity-minded learning environments, and ensure that the tertiary system continues to create transferrable knowledge that benefits all New Zealanders.

Learner-centric tertiary environments will improve outcomes for all learners, especially underserved groups such as Māori, Pacific peoples and disabled learners. Expanding and augmenting the Ōritetanga learner success programme will be a key enabler of this response.

We will also use our monitoring, reporting and convening capabilities to ensure the tertiary system is supported to generate transferrable knowledge that drives innovation, increases productivity and moves our society forward.



Key actions include:

- › building TEO capability for learner-centric, equity-minded and culturally affirming delivery through an expanded and augmented learner success programme
- › working with the sector, NZQA and other partners to focus on teaching and learning quality, including in online, remote and work-based delivery
- › providing support to Te Hono Wānanga with the purpose of creating a more lasting and authentic partnership between the wānanga and the Crown
- › improving our understanding of learner-centricity in a work-based environment and of what support employers require
- › improving system measures of good outcomes for learners and providers, and connections to careers
- › using our reporting, monitoring and convening capabilities to identify and take opportunities to support the sector to enhance knowledge creation.

4. Create a vocational education system for the future

Delivering a *vocational education system for the future* (through RoVE) will provide the TEC with greater influence in the VET system, and opportunities to support other parts of the system.



Key actions include:

- › establishment of six WDCs
- › transition of 140,000 apprentices and trainees to new providers
- › creation of a unified funding system
- › design and implementation of changes to how we and other government agencies support and enable the unified vocational education system to function.

5. Build a learner-centric funding system

To deliver for learners throughout their lives we need to make structural changes to the *funding system*. The right structural changes will embed and accelerate the changes we wish to make by increasing the flexibility and discretion we and our partners have to ensure learning is more responsive to the needs of learners, communities and employers.

We will make these structural changes by building a learner-centric funding system. We need to design a collaborative, innovative and human-centred system built on the needs of learners, communities and employers.



Future work may include:

- › continuing to review and refine Educational Performance Indicators (EPIs) to ensure the system is delivering in the right areas and there is shared understanding of what it should be delivering
- › introducing flexibility in some funding settings to place a greater emphasis on learner outcomes, rather than the volume of learners in the system (this would complement the work on the unified funding system being developed as part of RoVE, above)
- › simplifying the funding system to reduce compliance costs
- › creating more positive incentives for TEOs to drive innovation and productivity.



Wāhanga ono – Ngā mea tuatahi hei mahi mā mātou

Part six – Our priority work programme

Our work programme sets out our current key pieces of work as we continue to respond to today’s challenges as well as enduring priorities

Learner success

We need transformational change to achieve a system-level shift

Developing a tertiary system that works well for all learners is complex, as it requires coordination across a wide range of areas. While we have a specific focus on Māori, Pacific and disabled learner achievement, the Ōritetanga learner success approach will identify and support all learners at risk because it is based on a range of nuanced indicators to identify specific learners’ needs.

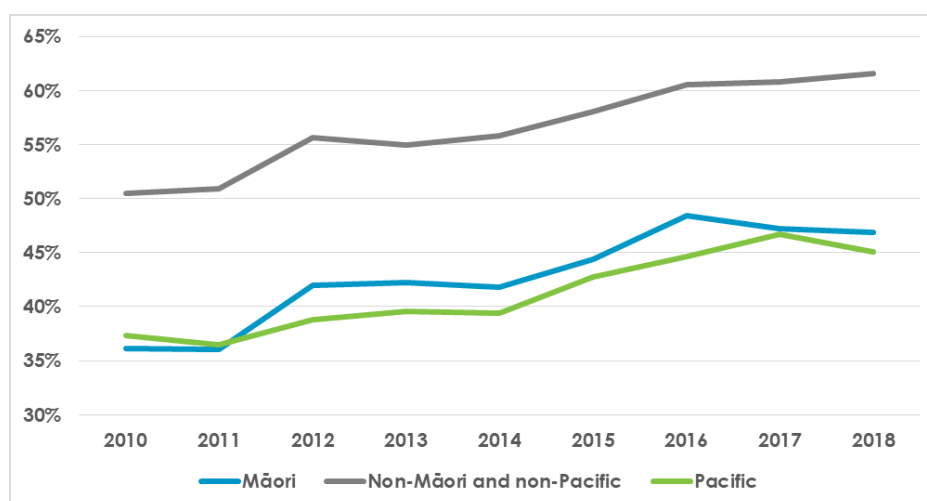
In order for TEOs to make a difference for all learners, we need to see a shift from individual interventions and pockets of focus to a systemic learner focus in all aspects of their operations. To achieve this goal, a holistic approach is required, involving several key elements:

- › strong leadership within TEOs and in relationships with key partners (including employers, family, whānau, iwi)
- › systems and processes designed with the learner in mind, including teaching and learning environments
- › a ‘guided pathways’ approach that makes it clear to learners before they enrol what they need to do to gain a qualification and where their qualification will lead them
- › data and technology solutions that can be used to appropriately track learner progress and support learner success.

Our Ōritetanga learner success approach is at the heart of what we do. It is about understanding all learners and their needs and aspirations, and supporting TEOs to intentionally redesign their businesses with learners at the centre. There are compelling domestic and international examples that show we can make a significant difference in learner success. Based on this evidence, we have developed a Learner Success Framework for the New Zealand context.

The Learner Success Framework provides TEOs with a blueprint for putting learners at the heart of what they do, and is designed to address the bias and disparities that have resulted in the system underserving certain learner groups. The approach is designed to deliver on our commitment to equity and to ensure all learners can succeed.

We are nearing the end of our initial pilot projects with TEOs to test the Framework. Lessons will be used to refine the Framework and build a plan for rolling out this approach across the sector through 2021.



Six-year qualification completion rates (level 7 degrees)

Reform of Vocational Education

In 2019, the Government agreed to create a fundamentally new vocational education system, with a different set of institutional arrangements, new and different roles and relationships, and a unified funding system. The reforms will create a strong, unified, sustainable vocational education system that is fit for the future of work and delivers the skills learners, employers and communities need to thrive. The TEC is leading this work across multiple agencies including MoE, NZQA and MBIE.

The Reform of Vocational Education (RoVE) includes seven key changes:

1. Create Workforce Development Councils

The Workforce Development Councils (WDCs) will help industry take a lead by having a forward, strategic view of the future skills needs of industries. They will set standards and ensure these standards are being met by learners. Through skills leadership plans they will set a vision for the workforce and influence the vocational education and training system.

2. Establish Regional Skills Leadership Groups

Regional Skills Leadership Groups (RSLGs) will provide advice about the skills needs of regions to the TEC, WDCs and local vocational education providers. They will better manage the changing skills and workforce needs in our regions and cities, and support the recovery of labour markets. The RSLGs feature regional industry leaders, economic development agencies, iwi, and government representatives who will contribute their knowledge and local expertise.

3. Establish Te Taumata Aronui

The purpose of the group is to work with and provide independent recommendations and advice to Ministers and officials on how tertiary education can respond better to the needs of Māori learners and communities. The focus of Te Taumata Aronui is to help design an education system that reflects the Government's commitment to Māori Crown partnerships.

4. Create a New Zealand Institute of Skills and Technology (now Te Pūkenga)

Te Pūkenga brings together the existing 16 institutes of technology and polytechnics into one organisation, and over time will develop the capability to support work-based, campus-based and online learning as a unified system.

5. Transition the role of supporting workplace learning from industry training organisations to providers

The new institute and other providers would support workplace-based on-the-job training, as well as delivering education and training in provider-based off-the-job settings, to achieve seamless integration between the settings and to be well connected with the needs of industry.

6. Establish Centres of Vocational Excellence

Centres of Vocational Excellence (CoVEs) will play a significant role in driving innovation and excellence in vocational education by strengthening links with industry and communities. They will support the growth of quality vocational education through sharing high quality curriculum and programme design.

7. Unify the vocational education funding system

A unified funding system will apply to all provider-based and work-integrated education at certificate and diploma qualification levels 3 to 7 (excluding degree study) and all industry training.

To date, the RoVE programme has enabled and supported the development of the new Education and Training Act to provide for the changes envisaged by the reform and the establishment of Te Pūkenga.

Over the next few years it will lead and support the establishment of six WDCs, the transition of 140,000 apprentices and trainees to new providers, the creation of a unified funding system and the design and implementation of changes to how we and other government agencies support and enable the unified vocational education system to function.

Unified funding system

As part of RoVE it was agreed to develop a unified funding system to apply to all provision at qualification levels 3 to 7 (excluding degree study) and all industry training.

The current dual funding approach for work-based and provider-based learning fails to deliver a high-quality, well integrated and sustainable vocational education system. A new funding system is an essential element of the reformed vocational education system, to enable the integration of provider-based and work-based learning, ensure learners can access more work-relevant and tailored support, and enable new models of education delivery that are more responsive to employer and industry demand.

The unified funding system is currently being designed based on three components:

- › category component – to subsidise education delivery and support to work-based learners
- › learner success component – to recognise different learner needs and encourage equity of access, achievement and outcomes
- › strategic component – to encourage innovation and increase sector responsiveness to national and regional skills priorities.

Agencies are undertaking related work to ensure that long-term settings for fees and employer contributions support the incentives that the unified funding system is looking to drive. The direction set by the unified funding system also has the potential to influence medium- and longer-term funding reform for both higher education and foundation education.

In the near term we will be engaging closely with the sector to finalise design of each of the components. We are planning to implement the new funding system from 2023.

TEC's operational readiness for RoVE

As a result of the changes arising from creating the new RoVE system, the TEC (and other government agencies) will need to look at some areas of their operations to enable and support the system. The RoVE blueprint is being developed to provide operational guidance as to how the system will function and how all entities interact within and across it, across a range of functions. It will highlight changes and impacts on the TEC and other agencies.

Goals for the blueprint

- › Define how the future system will operate in practice, and how each entity will function as part of the whole system, including how they interact with each other.
- › Highlight any duplication, gaps, unintended consequences or potential 'derailers' in the system, which could put the vision at risk.
- › Provide the 'one source of truth' for consistency and alignment within the system.
- › Help to make design decisions and enable conversations on critical success factors of the system and hold true to the goals of the reform.

Change and implementation capability has been bolstered to enable structured planning and analysis of the impacts on agencies from the reform, with a primary focus on the TEC. This will include a TEC-specific implementation and change road map, and an ongoing impact statement by October 2020.

How the TEC's monitoring requirements may change as a result of the reform

The TEC has commenced work on the development of a monitoring framework needed to be put in place to monitor Te Pūkenga. This work will initially look at the short term (from 1 April to the end of the 2020 calendar year) before also including medium- and long-term views.

Careers System Strategy

The Careers System Strategy has a focus on lifelong learning from 7 to 70+. With this in mind, TEC developed a range of programmes and services to reach all New Zealanders at their different life stages. For example, Inspiring the Future programme is designed for Primary and Intermediate aged children from ages 7-13 years and the Online career planning solution will be a support reference tool from secondary school age through a person's lifetime. As a response to COVID-19, TEC identified a service gap and prioritised additional resource to support displaced workers. The new Direct Careers Services which will provide personalised careers guidance for people who have been impacted by COVID-19.

Inspiring the Future

As part of the Careers System Strategy, we're leading a programme of work for school children: Inspiring the Future.

Inspiring the Future (ITF) connects school students aged 7 to 13 with volunteer role models from the world of work in a fun and inspiring event. Research shows that when students meet workers and hear about their jobs and the pathway they took to get there it inspires them to consider new possibilities for their future. ITF began in the United Kingdom with Education and Employers and now operates in seven countries.

The TEC worked with teachers' unions and industry and community groups to ensure ITF is suitable for New Zealand schools and will benefit both teachers and students.

The ITF programme seeks to broaden horizons and tackle unconscious career biases by introducing role models from the world of work to young people in schools.

This is an opportunity to raise aspirations, support children's growing understanding of personal identity and help bring learning to life. ITF is shaped by the Drawing the Future research we undertook last year to provide deeper understanding of young people's aspirations and the factors that influence these.

Six schools in three regions, Auckland, Dunedin and Gisborne, agreed to participate in trials of the ITF programme, two were completed in March 2020 before schools were closed for the COVID-19 response. Of the remaining four schools, three trials took place in September with another one still to be scheduled.

While interactions with schools and businesses were on hold during April and May 2020, we progressed development of the online platform. Role models are able to register to volunteer for an ITF event, and schools can log in to search for role models in their community and access the resources required to host an ITF event.

A new website, www.inspiringthefuture.org.nz, has been developed and will have continuous improvements over the coming months until it launches to schools in the three regions in November 2020.

A marketing campaign delivered mainly through social media channels was launched in August 2020, allowing three months to attract 850 role models in Auckland, Gisborne and Dunedin before the controlled regional launch to schools in November 2020. The national launch to schools is planned for May 2021.

Online career planning solution

We are developing the new online career planning solution with the first stage roll out expected in early 2021. This will be an independent job to job matching tool. Online Careers Planning Solution will provide learners, workers and career advisers and counsellors with a free, consistent, accessible, high quality tool to use throughout their lifetime to plan and manage their careers.

Powered by a data-driven jobs database and leveraging international best practice and research, the website will offer an integrated toolset that will support lifelong learning and help meet the needs of people from different ages, life stages, constraints and challenges.

In particular the Online Careers Planning Solution will help New Zealanders understand:

- › their current skills and experience and how this relates to current demand (what can I do now?),

- › future demand and their career ambitions (what could I do in the future?), and
- › what gaps they have in skills and experience and how they could address them through training and on-the-job experience (how do I get that job or career?).

New career guidance services

To support New Zealanders displaced by COVID-19 get back into work, the TEC recently initiated two new time-limited career services: over-the-phone career guidance services, which will provide direct one-to-one guidance and support to job seekers, and run for six months; and pop-up career guidance services, which will operate in up to 10 regions to increase the reach and accessibility of career guidance in communities, and run for three months.

The support provided can be tailored to individuals. For newly displaced workers – including those returning from overseas – direct one-to-one career guidance will help them understand their existing and transferable skills and develop a career plan about the need to retrain, upskill or transfer to another industry. This support will help them gain the confidence to search for a new job and get back into the workforce.

While a range of career-related resources are already available through Work and Income, and on careers.govt.nz (including a new Job Hunters' Workbook), newly unemployed people or those facing unemployment may not have been active job seekers for some time. Therefore, existing career services may not provide the support needed by this new group of displaced New Zealanders.

To ensure these new services align with and add to those already offered by the Ministry of Social Development (MSD) and the Department of Internal Affairs (DIA), we will work closely with them and other agencies to confirm their design and implementation.

TEC will work with the MoE and MSD to review and assess the effectiveness and impact of these initiatives. We will consider if there is value in continuing to deliver all or parts of these services, and how they could be incorporated into existing business-as-usual services provided across government.

MBIE Jobs and Skills Hubs

MBIE operates three of the five Auckland Jobs and Skills Hubs as part of their Sector Workforce Engagement Programme. Through the Provincial Development Unit MBIE also supports the Jobs and Skills Hub network throughout regional New Zealand. The hubs offer a free recruitment service, workforce development and pipeline opportunities for in-demand industries. They represent an opportunity to

develop the skills and capability of local people for local jobs across New Zealand.

The TEC has connected into a number of these hubs as part of our work to engage more closely with learners, communities and employers to ensure every person has the skills, knowledge and confidence to create a fulfilling life.

In particular we have worked closely with Workforce Central Dunedin's construction industry Jobs and Skills

Hub. We assisted with the establishment of the hub and a TEC representative now sits on its governance group. The hub will upskill and support more than 300 local people into work and a further 900 people will be engaged and supported into training, education or employment. We will link this project into local TEOs, Targeted Training and Apprenticeship Fund (TTAF) opportunities, Apprenticeship Boost and workplace literacy and numeracy funding.

Business-as-usual activities

Our priority work programme also includes a number of business-as-usual and continuous improvement activities that support our strategy and reflect our key functions.

Investing in tertiary education

Investment round/process

All TEOs receiving more than \$3 million a year from the 13 "on-Plan" Funds are required to develop an Investment Plan for TEC approval. The on-Plan funds account for \$2.4 billion of the \$3.7 billion that TEC allocates each year, of which more than half goes to New Zealand's eight universities. Investment Plan approval can be for between one and three years, and funding is confirmed in an annual process. TEOs receiving less than \$3 million a year are not required to develop a full Investment Plan.

The purpose of TEOs' Investment Plans is to provide a narrative about their mission and role in the system and how the outcomes they seek to achieve will contribute to meeting government and stakeholder expectations.

Investment Plans include forecasts of the programmes and activities the TEO will deliver for the funding it receives. They also set performance commitments, some specified by us and some by the TEO. A well-developed Plan will provide clear linkages between the narrative, the forecast mix of provision, and performance commitments.

The TEC engages with TEOs during the annual investment round, with a focus on larger organisations. Through this engagement we support TEOs to reflect critically on their past performance and future strategic direction as they develop or update their Investment Plans.

Each year, we provide TEOs with advice about TEC's expectations through the Plan Guidance and Investment Toolkit, and give them indicative funding to allow them to submit realistically costed Plans. Requirements and assessment criteria for Investment Plans are contained in the Education and Training Act

2020 and in an annual gazette notice issued by the TEC.

Monitoring and supporting TEO compliance and performance

We are responsible for monitoring the performance of TEOs and the tertiary education sector generally.

We use a number of frameworks and functions to fulfil these obligations and operate a continuum of monitoring, auditing and investigation activities that respond to the level of risk. Intelligence from all of our monitoring work informs our advice to you, as Minister, to other agencies on the performance of the tertiary education system and to the sector on specific issues.

We also undertake reviews of system-level trends and issues and share our findings with the sector to help TEOs improve their performance and compliance.

The TEC also has specific functions relating to monitoring TEIs, transitional industry training organisations and workforce development councils (WDCs), monitoring the financial performance of the tertiary sector and supporting TEI governance. This is to ensure the public can have confidence in the stability of the tertiary education sector in New Zealand and to minimise risks to the Crown.

We have significantly enhanced and increased our monitoring of TEO risk and compliance in recent years. Initial improvements were made as a result of a 2015 review and our monitoring role was extended in response to the introduction of Fees Free tertiary education. We continue to enhance and adapt our monitoring to respond to changes in the sector introduced by the Reform of Vocational Education (RoVE) and to the impact of the COVID-19 pandemic.

Quality research

This priority work supports research and related tertiary education activities other than direct teaching. Totalling over \$500m a year, it includes six key funds.

High-quality research creates an environment that addresses the challenging issues of our day, instilling in graduates the curiosity, skills and knowledge to make a greater contribution to society.

Performance-based Research Fund (PBRF)

The Performance-based Research Fund (PBRF) currently allocates \$315m annually to eligible TEOs. It is a performance-based funding system, designed to encourage and reward excellent research in New Zealand's degree-granting organisations. It does not fund research directly but supports research capability and activities, including postgraduate level teaching support.

The PBRF comprises three funding components:

- › The Quality Evaluation component is a periodic assessment (typically every six years) of the research performance of staff at eligible TEOs, by expert peer-review panels.
- › The Research Degree Completion component is an annual measurement of the number of eligible postgraduate research-based degrees completed at participating TEOs.
- › The External Research Income component rewards organisations for attracting research funding from external sources. It is an annual measurement of the amount and type of income received by participating TEOs from external sources for research purposes.

Following the publication of the 2018 PBRF Quality Evaluation results in April 2019, an independent review of the PBRF commenced. An independent review panel appointed by Ministers and chaired by Professor Linda Tuhiwai Smith delivered its final report on 31 January 2020. Public consultation on recommendations for change to the PBRF is due to finish in early November 2020 (several months later than scheduled due to the impact of COVID-19). Following Cabinet's consideration of any final changes (expected early 2021), the TEC will commence preparation for the next Quality Evaluation in 2025 (delayed one year due to the impact of COVID-19 on researchers and research institutions). As part of this process, the TEC will also work with the Sector Reference Group for the Quality Evaluation on the implementation of any changes.

Centres of Research Excellence (CoREs)

The Centres of Research Excellence (CoREs) Fund was established in 2001 to encourage the development of

collaborative, tertiary education-based research that is investigator-led and creates significant knowledge transfer. CoREs research must be leading-edge and of world class, and make a significant contribution to the tertiary education system and to New Zealand's future development. Reviews have shown that CoREs have been highly successful, fulfilling their purpose and having a wide-ranging impact on New Zealand's society and economy. For instance, researchers at Te Pūnaha Matatini CoRE have played a prominent role in New Zealand's response to COVID-19 by modelling the spread of infection.

The ten current CoREs are funded until June 2021. The next CoREs for the following 7½ years have just been announced by the TEC in October. Selection criteria included a new requirement for CoREs to commit to equity and wellbeing outcomes, with a noticeable response being a stronger involvement of Māori in the bids.

The next set of CoREs will be funded from July 2021 to December 2028. They include eight existing and two new CoREs. One of the new CoREs, "Coastal People: Southern Skies", will see researchers from a range of disciplines working with communities, including iwi and environmental groups, to understand and address social, economic and environmental issues that affect coastal ecosystems, especially climate change. The other new CoRE is "Healthy Hearts for Aotearoa New Zealand – Manaaki Mānawa", which will work in partnership with iwi, hāpu, whanau and aiga to improve health outcomes. Total funding of the new CoREs will be \$50 million p.a., which has remained unchanged since 2015.

With the next round of funding not due to start for another 7½ years, there is now an opportunity to consider issues highlighted by the latest round. With the strength of existing CoREs and long funding terms, it is difficult for new Centres of Research Excellence to form, and for new disciplines to enter. Consideration could be given to: supporting developing areas of research so that they are more competitive in future CoRE funding rounds; increasing total funding to support CoRE bids that meet the excellence criteria but exceed the available funding; creating a pathway for CoREs to be self-sustaining; stipulating areas that must be funded (as Māori research is now); and sanctioning the use of the term "CoRE" even where there is limited or no funding provided.

Specific industry focus

Food and fibre

In 2019/20, the Ministry of Primary Industries (MPI) published the Food and Fibre Skills Action Plan (2019–2022), which included the recommendations from the

TEC Industry Advisory Group. To support this a food and fibre hub has been created on careers.govt.nz to improve the perception of the industry and attract learners to food- and fibre-related careers and credentials.

The TEC has run marketing campaigns to support the hub, and is now working with MPI to engage in their new workforce marketing and media campaign, “Opportunity Grows Here”.

To achieve this we are working closely with industry bodies such as Dairy New Zealand, Horticulture NZ, MPI and Te Uru Rākau to keep up to date with the skill demands in this sector, and with the Ministry of Education to support the development careers planning tools to assist learners interested in the sectors and people wanting to progress in their food and fibre careers.

To grow quality provision that better suits the learners and future workplaces, we will target investment, including upscaling successful innovative initiatives and developing micro-credentials, that will address the food and fibre demand and supply gaps.

We encourage TEOs to work with employers and industry groups to track progress in skill needs, with schools and other TEOs to establish pathways, and with iwi and other Māori organisations to address the needs of their learners and local regions.

Construction

To grow a diverse workforce the TEC is working with the construction industry to increase interest and change people’s views on careers and jobs in the sector. We are increasing awareness of careers and pathways through a dedicated careers hub, “Growing Careers in Construction”, designed to support career seekers, including those who may be considering transitioning into the sector from other industries. Targeted marketing activities are ongoing and shared through education and industry channels.

We are working closely with the construction sector both as a top government priority and in the context of the Reform of Vocational Education. This work includes the establishment of a Workforce Development Council for Construction and Infrastructure, a Centre of Vocational Excellence for Construction, and Regional Skills Leadership Groups.

To improve workforce capability and opportunities for skill development the TEC will facilitate the construction sector to explore and develop relevant micro-credentials – short stand-alone training tightly focused on a particular skill set.

Fees Free

We administer the Government’s Fees Free tertiary education policy. Fees Free came into effect on 1 January 2018 and provides first-time students at a tertiary education institution or private training establishment with a year of free education, or two years for apprentices and industry trainees.

Learners have continued to enrol in and benefit from Fees Free tertiary education, with many learners carrying over some of their Fees Free entitlement from 2018 and 2019. The government has continued to explore how to make more tertiary education free, but is moving more towards free tuition in targeted areas of study than increasing the universal individual entitlement.

Fees Free is one of the few, and by far the largest, ‘in person’ service offerings by the TEC. Since implementing Fees Free we have developed our Customer Contact Group expertise to enable us to support learners directly, helping them to understand their Fees Free entitlements. We have also run marketing and communications campaigns to raise awareness of Fees Free for potential learners aged 25–55 who would like to study but might not be aware of the policy.

We administer all payments to TEOs, paying on behalf of the eligible learners. This has become an increasingly complex job as we have an increasing number of learners with carried-over entitlements, some now spanning three years. In the past year we established a permanent team to manage tertiary education organisation payments, and we have continued to automate validation and allocation processes for increasing efficiency and accuracy.

We continuously review and evaluate current operational policy settings and processes to ensure these align with the policy intent. We have continued to make improvements to the learner and tertiary education organisation experience to ensure that Fees Free can be accessed by those who are entitled to it, and that tertiary education organisations are able to give appropriate support to their Fees Free learners.

We monitor Fees Free to ensure tertiary education organisations and learners understand and are acting within the Fees Free policy, and seek to protect the government’s investment.

We responded to COVID-19 by making it easier for learners to apply when they were unable to complete face-to-face Fees Free eligibility processes.

We have also made changes to systems to reinstate any entitlements ‘lost’ through COVID-19-related withdrawals or job losses.

Careers

Alongside our careers system work streams mentioned earlier – *Inspiring the Future, Online Careers Planning Solution and Career Guidance Services*, the TEC is also responsible for the following two legislative requirements for careers:

1. To provide a publicly available careers information service that includes a database of information about occupations and tertiary education and training, and
2. To facilitate and strengthen the connections between schools, employers and TEOs to ensure students are better prepared for employment and further education and training or both.

Our careers BAU includes the following activities:

- › Careers.govt.nz website
- › Maintenance of the jobs database
- › Career information provided to learners
- › Relationship Managers who strengthen connections between schools, employers and government
- › Developing key industry strategies that also support RoVE
- › Promotion of key careers initiatives for specific industries that are also in focus for the Workforce Development Councils (WDCs), Centres of

Vocational Excellence (CoVEs), and Regional Skills Leadership Groups (RSLGs). This ensures cross-organisational alignment and integration in our careers focus and investment priorities.

Data 2020

In partnership with the MoE and NZQA, we are creating a new platform to exchange data across the tertiary education sector. It will introduce modern, fit-for-purpose technology that will reduce the cost and risk of our current data collection platforms.

We have established cross-sector and inter-agency forums to increase engagement and awareness across key stakeholders.

The timing and approach to release the new platform have been reconsidered to ensure the best fit in the changing environment, including the impact of COVID-19. We aim to maximise value by investing in the right things, at the right time, without unnecessary disruption to tertiary education organisations.

As a result we will:

- › create a new data exchange platform to replace collections and distributions of data currently managed via two of our existing data collection platforms
- › develop a solution for Fees Free data submissions (addressing a current issue for some providers)
- › work with TEOs in 2021 to further enhance the solution.

Activities and progress on all of these items are reported through our Quarterly Performance Reports to the Minister and our Annual Report.

In 2020/21 we will spend over

\$3.7 billion

investing in tertiary education and **supporting** the tertiary education and careers systems

TEC **supports** the Tertiary Education and Careers Systems through the

following appropriations

Administration of and Support for the **Tertiary Education** and **Careers Systems**



\$75.3 million

Careers System Online



\$8.5 million

NEW COVID-19 FUNDS

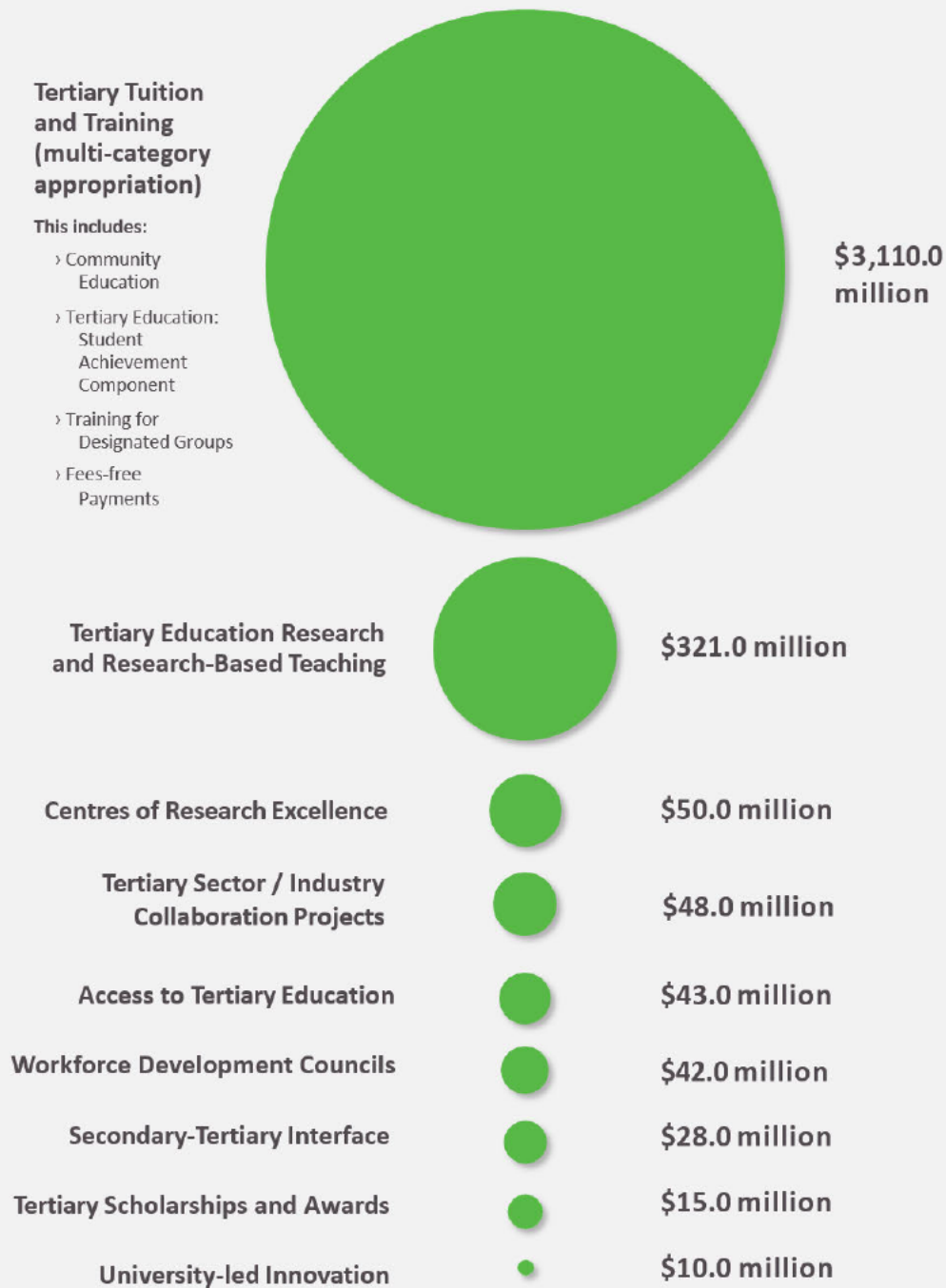
We implemented a range of COVID-19 response initiatives including

- > Targeted Training and Apprenticeships Fund
- > Technology Access Fund for Learners
- > Hardship Fund for Learners
- > WDC/Transitional ITO COVID-19 Response Projects Fund
- > International Education Recovery Funds
- > Apprenticeship Boost

We use these appropriations

TO INVEST IN

tertiary education



Please note figures exclude a \$1.112b COVID-19 related accounting adjustment.

Wāhanga whitu – Te ora o te rāngai

Part seven – Health of the sector

We have a well-supported and resilient education system, but we are seeing stresses and challenges across the whole of the sector at present

Universities

Current RAG	Forecast trend	Participation (2019 EFTS)	Educational performance (Qualification completion rate 2019)	Financial performance
		138,190 (+5% since 2015, but largely from a 30% increase in international EFTS)	63.8% (+3.5pp since 2015) Māori: 50.5% Pacific: 47.1%	Universities are in a good financial position at the moment. The overall sector surplus was \$206 million (4.8% of revenue) in 2019, with all universities reporting a surplus. This result was largely driven by full-fee international revenue and strong investment returns.
Strengths		Weaknesses		Opportunities
<ul style="list-style-type: none"> › Substantial scale › Quality management teams › Good profitability and strong cashflow from operations › Strong educational performance (EPIs) › Variety of income sources 		<ul style="list-style-type: none"> › Specialist capital needs are expensive to build › Marginal profitability from domestic tuition › Significant parity gaps remain › Transformational change will be challenging 		<ul style="list-style-type: none"> › Recessions typically lift domestic demand at universities › COVID-19 presents an opportunity to revisit and adjust operating models, particularly online and blended learning
				Threats
				<ul style="list-style-type: none"> › COVID-19 and future lockdowns impacting on delivery › The closed border and when it opens › Current operating models dependent on international student margins



Universities are likely to face significant challenges in 2021

If the borders remain closed to international students at the beginning of 2021 the impact on international tuition fees will be substantial, with a consequential impact on financial performance. This is already forcing universities to review their business models and staffing levels, and will likely lead to some level of restructuring. Some Vice-Chancellors are already calling on the Government to open the border or provide support. The Government may be asked to consider what support may be suitable to avoid a loss of critical teaching and research capability and capacity if a more open border solution is not possible in the near term.

COVID-19 has provided impetus for change

Increasingly universities are recognising the need to provide more responsive and flexible offerings to ensure good education outcomes for learners with an increasingly diverse range of needs and prior experiences. The rapid move to large levels of online delivery has raised significant questions around student wellbeing and, provided an opportunity for internal discussions about different ways to deliver quality education experiences to learners. University leaders are willing to lead a conversation across the sector about ways to adapt, including changes to operating models and structures. We recommend that the government supports this dialogue.

Te Pūkenga subsidiaries

Current RAG	Forecast trend	Participation (2019 EFTS)	Educational performance (Qualification completion rate 2019)	Financial performance
		64,495 (-17% since 2015, including 12,000 EFTS reduction in domestic enrolments)	54.7% (+2.9pp since 2015) Māori: 49.7% Pacific: 49.6%	A large number of Te Pūkenga subsidiaries have experienced financial difficulty over recent years, largely due to a significant decline in enrolments, and many were not sustainable in their previous form. In 2019 the overall sector deficit was \$46.1 million (4.4% of revenue).

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> › Substantial infrastructure and network in-place around the country › Collectively Te Pūkenga is the largest provider of tuition in NZ › Highly respected and experienced new CE and Council 	<ul style="list-style-type: none"> › Many small delivery sites › Profitability (or lack there-of) of Te Pūkenga as a whole and particularly some subsidiaries › Specialist capital needs are expensive to build › Activities touch every area of tuition making for a complex funding mix › Government tuition funding is a high percentage of income › Some indebted subsidiaries struggling to reduce debt 	<ul style="list-style-type: none"> › RoVE › UFS › Ability to leverage off its size and scale › Past recessions have lifted domestic demand at Polytechnics › Operates in areas of increased government priority (e.g. trades) › Clear direction in Ministerial letter of expectation 	<ul style="list-style-type: none"> › COVID-19 and future lockdowns impacting on delivery › The closed border and when it opens › Many subsidiaries with operating models dependent on international students › Unintended consequences of RoVE › Risk of not being able to realise efficiencies in organisational structure › Significant sector changes may lead to uncertainty during the transition and stakeholder needs not being met.

Ongoing viability issues across the sector created the need to find a new way of delivering vocational education in a sustainable network of provision

As described earlier, the Reform of Vocational Education and establishment of Te Pūkenga are designed to mitigate fundamental issues in this sector.



A number of subsidiaries are highly dependent on international education revenue

If only a very small number of international students are able to arrive in New Zealand in 2021, it is likely a number of subsidiaries will face cash flow issues in 2021. The decline in international enrolments may be able to be offset by an increase in domestic enrolments and a number of subsidiaries are already reporting large increases in second semester enrolments.

Te Pūkenga is likely to seek extra funding

The Government agreed to provide up to \$121 million in Crown funding to Te Pūkenga for the 2020 to 2022 period to help fund Te Pūkenga's integration and transformation and contribute to the objectives of RoVE. Te Pūkenga has indicated that it will seek additional funding in the future for investments to modernise its physical and technological infrastructure and deliver new teaching and learning models. The Government has also provided for a \$50m contingency fund to support financial performance for Te Pūkenga.

Wānanga

Current RAG	Forecast trend	Participation (2019 EFTS)	Educational performance (Qualification completion rate 2019)	Financial performance
		21,825 (-6% since 2015)	71.6% (+3.6pp since 2015) Māori: 67.3% Pacific: 68.6%	The wānanga reported a sector surplus of \$9.6 million (4.7% of revenue) in 2019. This result benefited from Te Wānanga o Raukawa receiving \$10 million in relation to its Waitangi Claim 2698. Wānanga delivery is almost entirely focused on the domestic market so a reduction in international students due to COVID-19 has not impacted the sector.
Strengths		Weaknesses		Opportunities
<ul style="list-style-type: none"> › Strong cash reserves › Different teaching pedagogy from other TEIs/PTEs › No reliance on international students › Operational model less capital intensive than universities and Te Pūkenga 		<ul style="list-style-type: none"> › Government tuition funding a very high percentage of income 		<ul style="list-style-type: none"> › Diversification from traditionally narrow range of courses › Resurgence in Te Reo and interest in Maori culture
				Threats
				<ul style="list-style-type: none"> › COVID-19 and future lockdowns impacting on delivery › Unintended impacts of Te Pūkenga and RoVE on the sector



The outlook for the wānanga is generally positive

With their domestic focus, border restrictions as a result of COVID-19 is not an issue. The Ministry of Education demand forecasts anticipate a lift in demand in the short-term due to recessionary conditions. Over the past nine years, te reo Māori volumes have been growing. This is a significant part of wānanga delivery and the wānanga provide the majority of this tuition. Any continuation of the growing interest in te reo Māori should be favourable to the sector.

Te Hono Wānanga provides an opportunity to enhance our relationship with the sector

The Reform of Vocational Education (RoVE) has created an opportunity for the Crown to engage with the three wānanga over historic and entrenched issues. Ministers have agreed to have a broader discussion of system settings with the wānanga sector, including research funding, governance arrangements and the status and funding of te reo Māori and mātauranga Māori provision. This will likely encompass some aspects of RoVE but has much broader implications for policy and system-level changes into the future.

Private Training Establishments (PTEs)

Current RAG	Forecast trend	Participation (2019 EFTS)	Educational performance (Qualification completion rate 2019)	Financial performance
		34,255 (-22% since 2015, primarily in the domestic market)	64.2% (+0.8pp since 2015) Māori: 56.4% Pacific: 61.0%	The PTE sector is extremely varied, and financial performance reflects this. As a sector there is a high reliance on international education (over 30% of EFTSs are from international learners).
Strengths		Weaknesses		Opportunities
<ul style="list-style-type: none"> › Provide a broad range of niche provision › Targeted support for vocational education offerings › More agile than larger TEIs 		<ul style="list-style-type: none"> › Most are small and therefore susceptible to shifts in policy and demand. 		<ul style="list-style-type: none"> › Government policy changes can create new profitable areas to enter
				Threats
				<ul style="list-style-type: none"> › COVID-19 and future lockdowns impacting on delivery › The closed border › Government policy changes can impact business models



The PTE sector will be challenged in the short term

The PTE sector by nature varies greatly in terms of the size, educational focus and organisational capability of TEOs. While most PTEs are relatively small (only 16 PTEs receive more than \$5m in TEC funding) the largest are bigger than some ITP subsidiaries. This means that the sector is both flexible and can respond to market changes but is also susceptible to external factors such as the COVID-19 pandemic. We have identified approximately 25 PTEs (out of 200+ funded) which are most at risk of failure due to the current environment and associated challenges. Recently announced funding to support international education providers will assist some PTEs, but there has been criticism from the sector about the level of funding provided.

We are confident we will be able to maintain an appropriate network of provision

PTEs form an important part of the overall network of provision across New Zealand. The PTE sector is flexible enough to respond quickly to market forces and, while some PTEs may not remain viable through the current challenges, other PTEs are financially sound and high-performers in the system and will be able to respond to opportunities to fill any gaps in provision.

Transitional Industry Training Organisations

Current RAG	Forecast trend	Participation (2019 EFTS)	Educational performance (Programme completion rate 2019)	Financial performance			
		<p>128,643 (trainees) (-5% since 2015. However the number of Standard Training Measures (45,047 in 2019) has remained stable over that same period.)</p> <p>The number of apprentices increased in 2020, from 35,000 at the beginning of the year to over 39,000 in August)</p>	<p>67.7% (+9.6pp since 2015.)</p> <p>Māori: 62.3%</p> <p>Pacific: 69.1%</p>	<p>Based on increases in funding from more trainees, most ITOs are in a reasonable financial position. Funding to the sector was \$186m in 2019, up from \$168m in 2015.</p>			
Strengths		Weaknesses		Opportunities		Threats	
<ul style="list-style-type: none"> › Strong cash resources › Low capital business model 		<ul style="list-style-type: none"> › Reliant on an employment market to employ trainees and apprentices 		<ul style="list-style-type: none"> › Integration of training co-ordination and on-the-job training 		<ul style="list-style-type: none"> › The past recession reduced demand for apprentices 	

RoVE has highlighted uncertainty to the sector

While the changes created by RoVE did not have a noticeable impact on transitional ITO enrolments in 2019, the uncertainty has had an impact on transitional ITO staff retention, forward planning, and strategic engagement in longer-term industry needs. Transitional ITOs have been increasingly constructive in their engagement with RoVE but are honest about the impacts of change on their organisations, employer engagement, and their ability to maintain capability during the transition period (through to December 2022).

COVID-19 has had a significant and immediate impact on most transitional ITOs

Between August 2019 and August 2020 there were 14.9% fewer traineeships reported, with ten of the 11 Transitional Industry Training Organisations (Transitional ITOs) reporting decreased enrolments from trainees during this period. However the number of apprenticeships increased by 5.2% compared to the same time last year. Six Transitional ITOs reported an increase in apprenticeship enrolments.

We have been monitoring industry training enrolments monthly. In June 2020, year to date apprenticeship enrolments had dropped by 3.7% when compared to the same period in June 2019. The drop in apprenticeships had reversed by the end of August. This may be due to apprentices starting later due to COVID-19 and responses to initiatives such as TTAF and Apprenticeship Boost.

We expect that specific sectors such as tourism and retail will experience significant and prolonged negative impacts as a result of COVID-19. The expected recession will have knock on effects to other industries, and these are likely to affect employer engagement in training and therefore enrolments in transitional ITOs.

Āpitianga A: Te Poari me te Rōpū Kaiarataki o TEC

Appendix A: The TECs Board and Executive Leadership Team

The TEC Board of Commissioners

The TEC Board currently has seven members, chaired by Jenn Bestwick. The Chair is appointed by you as Minister.



Jenn Bestwick, Board Chair

Jenn has extensive governance experience including roles at Ara Institute of Canterbury (formerly CPIT), Southern Response Earthquake Services and Development West Coast. She is a member of the NZQA Board. Jenn's leadership of CPIT during its merger with Aoraki Polytechnic established a high level of credibility within the tertiary sector.

She is currently an associate with the Project Office, where she provides strategic and business case development capability. She has proven experience in strategic planning and in senior strategy management roles across the health, tertiary education, natural resource management, science and research, and tourism sectors.



Alastair MacCormick, Commissioner

Alastair has extensive experience in education and business and has been a Commissioner on our Board since June 2017. He is an Emeritus Professor of the University of Auckland, having been 14 years Dean of Business and Economics before becoming Deputy Vice-Chancellor.

Over the last 15 years Alastair has been active with innovation in New Zealand, ranging across IT, biotech and health. Currently he chairs Photonz Corporation Limited and Caldera Health Limited.

He was appointed to the NZ Government Innovation Board on its establishment in 2011 and continues to be a member of the Callaghan Innovation Grants Committee.



Dr Wayne Ngata, Commissioner

Wayne has an intimate knowledge of the challenges Māori face in achieving equity and has exceptional understanding, qualifications and experience in mātauranga Māori. He was previously Board Chair of Te Taura Whiri i te Reo Māori (the Māori Language Commission), has been the Head of Mātauranga Māori at Te Papa Tongarewa, the Raukura / Chief Advisor Te Ao Māori at the Ministry of Education and a Principal Investigator with Ngā Pae o te Māramatanga (New Zealand's Māori Centre for Research Excellence at the University of Auckland). He brings with him a high level of mana and will be a strong advocate for Māori learners.



Nancy McConnell, Commissioner

Nancy has worked extensively across the construction, infrastructure and property industries, and has led initiatives focused on empowerment through education, particularly improving success for Māori and Pacific people.

Nancy has worked extensively in external and internal communications leadership across the construction, infrastructure and property industries.

She has been part of corporate leadership teams, and established, directed and managed a public relations and communications business. She is part of a number of governance boards, primarily public-private partnerships focused on raising employment, training and learning outcomes for Māori and Pacific people.

Nancy leads Hawkins (part of Downer NZ) community initiatives which focus on empowerment through education, particularly improving success for Māori and Pacific people.



John Russell, Commissioner

John has three decades of experience as a secondary school principal and has a great deal of knowledge about the transition from school to training and employment. He is passionate about the role of the TEC.

Throughout his career in educational leadership John has been committed to achieving equity and excellence for all, with a particular focus on raising Māori achievement and building whole community capacity.

John has an ongoing role with Evaluation Associates, where he works with principals on strategic leadership and capacity building, developing culturally responsive teaching practice, and robust appraisal practices.

John spent 29 years as a secondary school principal at Mana College, Kāpiti College and most recently Naenae College. He retired as principal of Naenae College in 2017.

John was the 2016 Kiwibank | Metlifecare Senior New Zealander of the Year, in recognition of his contribution to the Naenae community and to education.



Vivien Sutherland Bridgwater, Commissioner

Vivien is an independent consultant specialising in brand strategy, change management, partnership development and strategic advocacy.

She has a strong background in senior management and governance, holding roles at Auckland Tourism, Events and Economic Development (ATEED) and Auckland University of Technology.

She also helped set up Mai FM.



Kirk Hope, Commissioner

Kirk is a qualified barrister and solicitor with extensive corporate management experience. He is currently Chief Executive of Business NZ. Kirk has had numerous government appointed roles where he has represented the views of businesses. Kirk has an extensive background in financial management and his ability and depth of knowledge of business and industry networks will add enormous value to the TEC Board.

The TEC Executive Leadership Team

This is TECs Executive Leadership Team as at October 2020.



Tim Fowler, Chief Executive

Tim has been our Chief Executive since April 2013. He was previously Deputy Chief Executive, Quality Assurance at the New Zealand Qualifications Authority. Tim has held leadership positions in Australia and New Zealand in both the private and university sectors, after starting his career in the Department of Prime Minister and Cabinet.

Tim has an Honours Degree from Victoria University of Wellington, a Masters from the East-West Center and the University of Hawaii, and executive education from INSEAD and the Wharton School at the University of Pennsylvania.



Gillian Dudgeon, Deputy Chief Executive, Delivery Directorate

As Deputy Chief Executive of our Delivery Directorate, Gillian oversees our customer-facing unit, and leads the teams responsible for implementation and delivery of our products and services, relationship management, negotiation, performance management and monitoring.

Gillian joined TEC in July 2018, and prior to this she spent four years with the Earthquake Commission as their Chief Risk Officer and led the Internal Partners team. She has also held executive roles at ANZ and the National Bank across customer-facing, product management, IT and risk management teams.



Paora Ammunson, Deputy Chief Executive, Learner Success – Ōritetanga Directorate

Bringing significant experience on the governance boards of tribal, government, farming, sporting and commercial bodies, Paora has operated his own management consultancy business since 1998.

Playing a leadership role in key government initiatives over many years, such as the Rugby World Cup and APEC leaders' forum, he chaired the Wairarapa Rugby Union until this year and was recently elected to the South Wairarapa District Council.

Of Ngati Kahungunu, Rangitane ki Wairarapa and Te Arawa whakapapa, Paora has served his family marae in Greytown since the 1980s.



Ian Lee, Deputy Chief Executive, Strategy and Design Directorate

As Deputy Chief Executive, Strategy and Design, Ian ensures that TEC has a more strategic approach to its role in the tertiary education sector. He leads the development of TEC's long- and short-term operational strategies, and strategic marketing and communications functions. He also leads the development of products and services that enhance lifelong education and career choices that support the Tertiary Education Strategy.

Ian joined TEC from Air New Zealand where he was Strategy Manager, Networks & Competitor Analysis. He led a team responsible for developing Air New Zealand's longer-term network strategy and growth plan, driving unprecedented growth over the last three years and opening new markets to Singapore, Buenos Aires, Houston, Ho Chi Minh, Taipei, and most recently Chicago.



John Soulis, Deputy Chief Executive, Corporate and Finance Directorate

As our Deputy Chief Executive Corporate and Finance, John has oversight of a large financial management function, including external auditing of tertiary education organisations. His team co-ordinates and manages TEC human resources, organisational planning and performance, project management and accountability documents including the Statement of Intent and Annual Report.

John joined TEC in 2016 from the Ministry of Business Innovation and Employment (MBIE), where he was the Manager of the Strategic Finance team and Capital Portfolio Office for three years. He developed MBIE's first Strategic Financial Plan, which was the basis for forecasting the Ministry's financial position.

A CA qualified accountant, John has over 25 years' experience in financial services, banking and telecommunications.



Mathew Pawley, Deputy Chief Executive, Information Directorate

Mathew joined the TEC from the tertiary sector where he was Executive Director – Digital Services and Enterprise Projects at the Open Polytechnic of New Zealand for the past five years. His area of responsibility included courseware development, IT service operations, applications development, infrastructure provision and Enterprise Project delivery for the Open Polytechnic's 450 staff and over 32,000 customers.

Mathew has a good understanding of the importance and complexities of the information needs of the tertiary sector in New Zealand. He is passionate about education and contributing to TECs vision of a resilient, prosperous New Zealand.