



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Advisory Committee Report

17 November 2023

Title	2024 Learner Advisory Committee workplan
Author	Rebecca Donne, Council Secretary
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (ILAC):

a.	Receive the report titled '2024 Learner Advisory Committee workplan'; and
b.	Approve the 2024 Learner Advisory Committee workplan.

Te Tāhuhu Kōrero | Background

Te Pūkenga Council has confirmed its meeting dates and work plan for 2024, and now all Committees and Advisory Committees can set their 2024 workplans.

Te pūtake o tēnei pūrongo | Purpose of this report

This report provides a draft 2024 workplan for ILAC to provide feedback on, and/or approve. This is in Appendix 1.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The proposed workplan for the Learner Advisory Committee aligns to providing advice to Council on key strategic areas of importance to ākonga when they are due on the Council workplan in Appendix 2. There may be other unforeseen requirements and some flexibility on meeting dates, however most of the strategic items have statutory deadlines so there is limited room for changes.

Te Ahunga Ki Mua | Next steps

Following approval of the workplan in Appendix 1, the Governance team will set up a meeting request for the first ILAC meeting of 2024 and share the workplan and material deadlines with Te Pūkenga staff who will contribute material to the meetings.



Te Hunga whai koha | Contributors

The overall Governance workplan has been provided in Appendix 2 so that ILAC can see where its proposed workplan fits into the overall plan. This was created in consultation with members of Te Pūkenga senior and executive leadership team to ensure that key material (e.g., financial reporting) can be provided on time to the correct committee/s ahead of the monthly Council meeting. The workplan was approved by Council at its November meeting.

Ngā Tāpiritanga | Appendices

Appendix 1: Draft Learner Advisory Committee workplan

Appendix 2: 2024 Governance workplan



Learner Advisory Committee Workplan 2024 DRAFT

Agenda item	Thursday 22 February 2024 (ILAC)	Wednesday 22 – Friday 24 May 2024	Thursday 27 June 2024	Thursday 19 September
Standing items				
Report from Council	●	●	●	●
Reports from Committees	●	●	●	●
Strategic Advice to Council				
Mahere Haumi Investment Plan 2025-27	●	●		
Fee setting (including student levy)			●	
Pastoral code self-report			●	
Statement of Performance Expectations				●
Council 360 Review				●
Permanent Learner Advisory Committee formation				
Elections update	●			
Handover preparation from ILAC to permanent LAC	●			
Induction plan for permanent LAC	●			
Induction of elected Learner Advisory Committee		●		
Policy				
None scheduled for 2024				
Other				
Committee self-review				●
Terms of Reference review				●

Legend: ● Advice to Council ● Information

Interim Learner Advisory Committee 17 November 2023 - Administration

Te Pūkenga

Annual Governance Work Plan master

	Frequency	Financial Year 2024											
		January	February	March	April	May	June	July	August	September	October	November	December
Council	Monthly	Thursday 8 February	Thursday 14 March	Thu 11 Apr / Tue 30 Apr	Thursday 9 May	Thursday 6 June	Thursday 11 July	Thursday 8 August	Thursday 12 September	Thursday 10 October	Thursday 9 November	Thursday 12 December	
Chief Executive's report	Monthly	x	x	x	x	x	x	x	x	x	x	x	x
Wellbeing and Safety report	Monthly	x	x	11-Apr	x	x	x	x	x	x	x	x	x
Operational risk report	Monthly	x	x	11-Apr	x	x	x	x	x	x	x	x	x
Stakeholder engagement	Monthly	TEC	NZQA	VEI 11 Apr	RSLGs	WDCs	MoE	Business NZ	Students	Unions	Reserved for any unable to occur earlier in the year		
Deep dives	Monthly	Rohe 2	International	Te Pae Tawhiti	Learner success	Rohe 3	Rohe 1	Employers	Te Pae Tawhiti	Learner success, wellbeing and Code	Rohe 4	Product portfolio	
Quarterly Report to TEC - approval will need to be delegated Jan Jul and Oct	Quarterly	Noting		30-Apr				Noting			Noting		
Document development framework	17		x										
Annual report	Annually			30-Apr									
Official information policy	Annually					x							
Investment plan	Annually					x							
Information and records management policy	18 months?						x						
2025 meeting dates	Annually						x						
2025 workplan	Annually							x					
Statement of Performance Expectations	Annually									x			
Diversity, equity and inclusion policy	Biennially									x			
National recruitment policy	Biennially									x			
Council 360 review	Biennially										x		
Any other policies as relevant	TBC												
Council code of conduct - not required in 2024	Biennially												
Statement of Intent - not required in 2024	Triennially												
Briefing to Incoming Minister - not required in 2024 unless change of Minister	Triennially												
Competitive strategy workshop	One-off				Friday 10 May								
Transformation review workshop	Six-monthly									Friday 11 October			
Finance and Capital Investment	Monthly	Fri 26 Jan (if required)		Fri 1 Mar / Thu 28 Mar (if required)	Mon 29 Apr (if required)	Friday 24 May		Mon 1 Jul / Fri 26 Jul	Friday 30 August	Fri 27 Sep (if required)	Friday 25 October	Friday 29 November	
Monthly financial report	Monthly	x		x	x	x		x	x	x	x	x	x
Financial plan update	Monthly	x		x	x	x		x	x	x	x	x	x
Digital transformation update	Monthly	x		x	x	x		x	x	x	x	x	x
Major property project update	Monthly	x		x	x	x		x	x	x	x	x	x
High priority building update	Monthly	x		x	x	x		x	x	x	x	x	x
Treasury report	Quarterly		1-Mar										
CAMS Assessment - internal only for 2024	Annually					x							
Five year capital plan intentions	Annually						1-Jul						
Fee setting (including student levy)	Annually						26-Jul						
Budget assumptions review	Annually							x					
FinCap self review and Terms of Reference	Annually							x					
2025 meeting dates	Annually							x					
Group treasury policy	Annually										x		
Insurance renewal strategy	Annually										x		
Insurance renewal - approval	Annually										x		
2025 workplan	Annually										x		
Budget 2024 approval	Annually											x	
Delegations policy - not required in 2024	Biennially												
National expenditure policy - not required in 2024	Biennially												
Koha policy - not required in 2024	Biennially												
Procurement policy - not required in 2024	Biennially												
Seismic policy - not required in 2024	Biennially												
Digital governance group	Monthly	Mon 15 Jan (if required)	Monday 19 February (TBC)	Monday 18 March (TBC)	Monday 15 April (TBC)	Monday 13 May (TBC)	Monday 17 June (TBC)	Monday 15 July (TBC)	Monday 19 August (TBC)	Monday 16 Sep (TBC)	Monday 14 Oct (TBC)	Monday 18 Nov (TBC)	
Topics TBC													
Appointment and Remuneration	Six-monthly		Monday 19 February			Wednesday 1 May		Thursday 18 July				Monday 18 November	
Business division trusts and charities	One-off		x										
Remuneration of advisory committees	Annually		x										
Chief Executive performance review	Six-monthly		x				x					x	
Advisory committee appointments	Annually					x							
Chief Executive KPIs	Annually						x						
People culture and wellbeing strategy	Annually											x	
Industrial relations strategy and policy	Annually											x	
RemCo self review and Terms of Reference	Annually											x	
Advisory committee Terms of Reference	Annually											x	
2025 meeting dates and workplan	Annually											x	
Risk and Audit	Quarterly		Wednesday 21 February		Friday 26 April (TBC)		Monday 29 July	Fri 9 Aug (if required)				Thursday 14 November	
Risk report	Quarterly		x		x		x					x	
Contentious legal matters	Quarterly		x		x		x					x	
Status of 2024 Audit and Assurance Plan delivery	Quarterly		x		x		x					x	
Risk deep dive	Six-monthly		x				x						
Internal audit charter	Biennially		x										
Conflicts of interest policy	Annually		x										
Audit letter of representation	Annually				x								
Status of audit and assurance recommendations	Six-monthly				x							x	
External audit	Annually												
Going concern assessment	Annually				x								
Te Pūkenga Annual Report	Annually				x								
Risk management framework	Biennially				x								
Audit NZ report to management 31 December 2023	Annually							x					
IAC self review and Terms of Reference	Annually							x					
2025 meeting dates	Annually							x					
Risk and assurance policy	Biennially							x					
Crown Financial Statements declaration	Annually							x					
2025 internal audit plan	Annually											x	
2025 external audit plan and engagement letter	Annually											x	
Pre year-end review of issues and assumptions	Annually											x	
Legislative compliance	Annually											x	
2025 workplan	Annually											x	
Health Safety and Wellbeing	Quarterly		Monday 4 March				Thursday 27 June		Monday 2 September			Monday 2 December	
Deep dives (topics TBC by the Committee)	Quarterly		x				x		x			x	
Wellbeing and safety policy	Annually		x										
Statements of commitment to wellbeing and safety	Annually		x										
Wellbeing and safety annual report	Annually		x										
Officer engagement plan	Annually					x							
Pastoral code self report	Annually					x							
HSW self review and Terms of Reference	Annually								x				
2025 meeting dates and workplan	Annually								x				
Officer self-review of duty to exercise due diligence	Annually								Plan				Report
Kamahi wellbeing indicators	Annually												x
Alonga pastoral code framework - not required in 2024	Biennially												
Pastoral care policy - not required in 2024	Biennially												
Te Pōari Aoranga	Monthly	Friday 26 Jan (if required)		Fri 1 Mar / Thu 28 Mar	Monday 29 April	Friday 24 May		Mon 1 Jul / Fri 26 Jul	Friday 30 August	Friday 27 September	Friday 25 October	Friday 29 November	
Topics TBC													
Advisory Committee	Quarterly	Wednesday 24 January	Thu 22 Feb / Fri 23 Feb			22 - 24 May	Wed 26 Jun / Thu 27 Jun	Monday 1 July		18-20 September			
Induction of new committee	Biennially	MAC					LAC and KAC						
Update on election of permanent committees	Annually		ILAC and IKAC										
Investment plan	Annually		ILAC			x	MAC and LAC	KAC					
Fee setting (including student levy)	Annually						LAC						
Pastoral code self report	Annually						LAC						
Kamahi wellbeing indicators	Annually							KAC					
Statement of Performance Expectations	Annually									x			
Council 360 review	Biennially									x			
Committee self-review and Terms of Reference	Annually									x			
Diversity, equity and inclusion policy	Biennially									x			
National recruitment policy	Biennially									x			
People culture and wellbeing strategy	Annually									x			
Industrial relations strategy and policy	Annually									x			



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Advisory Committee Report

17 November 2023

Title	Permanent Learner Advisory Committee Terms of Reference
Author	Rebecca Donne, Council Secretary
For	Feedback

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (ILAC):

a.	Receive the report titled 'Permanent Learner Advisory Committee Terms of Reference';
b.	Provide feedback on the draft Learner Advisory Committee Terms of Reference; and
c.	Note the next steps to approve the Terms of Reference.

Te Tāhuhu Kōrero | Background

At its June 2023 wānanga, ILAC workshoped the Terms of Reference (TORs) for the permanent Learner Advisory Committee. Staff have incorporated this feedback and made other changes for consistency with other advisory committee terms of reference.

Te pūtake o tēnei pūrongo | Purpose of this report

This report provides an overview of what is required to finalise the TORs.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

There are several areas where ILAC should consider the wording which has been added since the last version was provided. These have been highlighted in yellow in the draft TORs with explanatory notes. The key points are below:

2. Purpose/Scope

(a) ILAC's proposed wording is "[The objectives of the Committee are to] Facilitate genuine learner voice being ingrained at a governance level." Staff recommend that this is changed to "Facilitate connection of Te Pūkenga learner voice and partnering ecosystem and ensure genuine learner voice and agency informs the governance of Te Pūkenga."

(b) ILAC's wanted to include wording about integrity and safety." Staff recommend that this reads "[The objectives of the Committee are to] Facilitate approaches that ensure the integrity and safety of learner voice and participation."



(c) ILAC's proposed wording is "[The objectives of the Committee are to] Give guidance in relation to strategic direction with consideration in particular to minority voice." Staff recommend that this is changed to "Give guidance in relation to strategic direction with particular consideration to underserved learners and other minority voices."

(d) The points in this section have been extracted from Te Pūkenga charter and edited to be relevant to learners. ILAC should confirm that it is happy with these.

5. Membership, Appointments and Eligibility Criteria

Eligibility criteria under the Education and Training Act has been added in subsection (b). These will need to form part of the due diligence for the election nomination process.

Subsection (e) proposes the length of term for members will be until the completion of the election cycle following the date on which their enrolment with Te Pūkenga ends. ILAC should confirm that it is happy with this.

6. Meetings and Quorum

Wording has been added to subsection (b) iii) and iv), and a new section (c) has been added. These are consistent with the TORs which have been approved for the Māori Advisory Committee (MAC) and the TORs which are being drafted for the Kaimahi Advisory Committee (KAC).

7. Responsibilities and duties

At the June meeting, the Committee wanted to add extra responsibilities and duties here but did not have enough time to finish adding these. Staff have added some responsibilities and duties to this section and ILAC should consider if these are sufficient or if additional duties still need to be included.

- Σ Five responsibilities for the Committee have been added at the start of subsection (a), and duties for the Co-Chairs have been added in subsection (d). These are consistent with the TORs for MAC and KAC.
- Σ Subsections (b) and (c) have been suggested to ensure that ILAC has responsibilities back to learners.

8. Fees and allowances

The recommended fees are the highest in Level 3 of Group 4 of the Cabinet Fees Framework. These will be subject to review by the Appointment and Remuneration Committee.

Te Ahunga Ki Mua | Next steps

Once ILAC's feedback from the November meeting has been incorporated, the draft TORs will go through the following steps:

- Σ Review by Te Pūkenga Legal
- Σ Endorsement by the Executive Leadership Team (21 November)
- Σ Endorsement by the Appointment and Remuneration Committee (30 November)
- Σ Approval by Te Pūkenga Council



Te Hunga whai koha | Contributors

Members of ILAC have contributed to the current draft TORs. These have also been reviewed by the Learner Journey and Experience Team, which has provided some suggested additions.

Ngā Tāpiritanga | Appendices

Appendix 1: Draft Learner Advisory Committee Terms of Reference



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OFFICIAL INFORMATION ACT 1982

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Advisory Committee Report

17 November 2023

Title	Draft Code of Conduct for Council and Committees
Author	Rebecca Donne, Council Secretary
For	Feedback

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (ILAC):

a.	Receive the report titled 'Draft Code of Conduct for Council and Committees'; and
b.	Provide feedback on the draft Code of Conduct for Council and Committees

Te Tāhuhu Kōrero | Background

In preparation for the new Advisory Committee Terms of Reference, Te Pūkenga staff have drafted an updated Code of Conduct for Council, which will be extended to cover Committees and Advisory Committees once approved. This was provided to Council at its November meeting, and Council requested some additional changes before it is approved.

Te pūtake o tēnei pūrongo | Purpose of this report

This report provides an opportunity for ILAC to review the proposed Code of Conduct and provide input for consideration by Council before it is approved.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The Council Code of Conduct (Code) was created when Te Pūkenga Council was established. On 1 June 2022, the reference to the Education and Training Act 2020 and review of expectations was updated, as well as the branding/formatting.

The Code of Conduct has recently been reviewed by Te Pūkenga Legal to extend to advisory committee members as well as Council. The new Code also reflects the new organisational structure and removes reference to Council Fees and Expenditure guidelines and references the Expenditure Policy instead.

Te Ahunga Ki Mua | Next steps

The updated Code will be provided to Te Pūkenga Council for approval on 6 December 2023. If Council approves this Code of Conduct, it will be referenced in the Committee and Advisory Committee Terms of Reference as they are developed / reviewed.

Te Hunga whai koha | Contributors

The revisions to the Code were drafted by Te Pūkenga Legal, in conjunction with the Council Secretariat team, and was considered by the Executive Leadership Team on 24 October 2023.

Ngā Tāpiritanga | Appendices

Appendix 1: Draft Code of Conduct for Council and Committees

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Advisory Committee Report

17 November 2023

Title	Response to SANITI
Author	Rebecca Donne, Council Secretary
For	Feedback

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (ILAC):

a.	Receive the report titled 'Response to SANITI';
b.	Provide feedback on the draft response, noting that it has not yet been reviewed by Te Pūkenga Communication team; and
c.	Delegate to the Co-Chairs of ILAC to finalise the response with staff so it can be sent.

Te Tāhuhu Kōrero | Background

On 15 September 2023, the SANITI Executive wrote to ILAC expressing their concerns about the state of learner voice at Te Pūkenga. This is included in Appendix 1. ILAC considered this letter and provided staff some guidance to draft a response on behalf of ILAC. The draft response in Appendix 2 has been reviewed by Te Pūkenga Legal team.

Te pūtake o tēnei pūrongo | Purpose of this report

This report provides the draft response to SANITI for ILAC's feedback.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

ILAC should consider if the response meets its expectations and provide guidance to staff about any changes it wishes to make before the letter is sent.

Staff recommend that ILAC delegate finalisation of the response to the Co-Chairs of ILAC.

Te Ahunga Ki Mua | Next steps

Once feedback from ILAC and Te Pūkenga Communications team has been received and incorporated, this letter will be reviewed by the Co-Chairs and then sent to the SANITI Executive with a copy to all the other students associations and student councils within Te Pūkenga learner engagement ecosystem.

Te Hunga whai koha | Contributors

This response was drafted by the Kaikōkiri Learner and Whānau Engagement and Council Secretary and has been reviewed by Te Pūkenga Legal.

Ngā Tāpiritanga | Appendices

Appendix 1: Letter from SANITI

Appendix 2: Draft response to SANITI



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SANITI

15 September 2023

Dahrian Watene - Co-Chair
Jordon Gush – Co-Chair
Te Pūkenga – Interim Learner Advisory Committee (ILAC)

Kia ora Dahrian and Jordon

The Student Executive of SANITI are concerned about the current state of the learner voice within the Te Pūkenga network. The Executives understanding is that there is currently one active Student Council and four active Student Associations within the Te Pūkenga network.

Te Pūkenga's failure to formally recognise, commit and support independent Student Association's is placing these student representative bodies at risk under the Incorporated Societies Act (which requires incorporated societies to demonstrate that they are going concerns). This lack of commitment highlights a power imbalance between students, their student bodies and Te Pūkenga.

The SANITI Executive acknowledges the challenges involved in maintaining student owned bodies (incorporated societies), which is why it is essential that Te Pūkenga commits to working with the existing student bodies, so that they are not lost for current and future students.

Under the current Terms of Reference for ILAC the focus appears to be on "accountability, transparency and reporting to the Te Pūkenga Council", rather than consulting, accountability, transparency and reporting to students of Te Pūkenga.

The SANITI Executive is seeking a commitment from ILAC to:

Provide transparency to Te Pūkenga students by

- (i) Posting the Minutes of the 2023 ILAC Minutes to the Te Pukenga website.
- (ii) Reviewing the items that are not reported under the 'resolution to exclude the public' in the Minutes, including the updates from Council/Committee/Representative groups to increase the transparency.

Provide updates to SANITI Executive and Te Pūkenga students

- (i) On the progress on the Learner Voice and Partnering Ecosystem.
- (ii) On the Resolution in the December 2022 Minutes – "More thought was needed to how learners could be provided with neutral assistance/advice with the process/scheme. Independent student advocates/representatives should be made available to provide advice and assist Learners with the progress".

Support the SANITI Executive and Te Pūkenga students with

- (i) Te Pūkenga showing demonstrable commitment to supporting and working with the existing student bodies, so that they are not lost for current and future students.
- (ii) Te Pūkenga making public its commitment to support and work with the existing student bodies to strengthen the student voice across the network including underserved learners.
- (iii) Te Pūkenga's clearly identifying its commitment to Whiria Ngā Rau as a partnership model with students.
- (iv) Te Pūkenga's commitments to the rights of students and access to independent support and advocacy to be reflected in exactly the same way in Te Pūkenga institutions that it is seen for students studying at Aotearoa universities; at present this is a significant equity issue.
- (v) Te Pūkenga's commitment to to have independent student bodies in the way that students studying through Aotearoa universities do.
- (vi) Te Pūkenga's commitment to support learners to build governance skills and capability to be active members of the wider community, as happens for students in universities.

The SANITI Executive acknowledges that the student voice, is not a one size fits all but wishes Te Pūkenga to commit to supporting students to have the ability to have their own independent students' bodies.

The SANITI Executive, which includes representation from underserved learners, is keen to work with Te Pūkenga to develop and strengthen the student voice. We believe the Association can assist Te Pūkenga, through a model that is owned by students, to deliver the evolution of empowerment and engagement of the student voice.

The SANITI Executive looks forward to a response from the ILAC in relation to these critical issues and hopes for transparency, full updates, support, and tangible commitment from Te Pūkenga.

Nāku iti noa

On behalf of the SANITI Executive

S 9(2)(a)



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xx November 2023

SANITI Executive
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Private Bag 19
Nelson 7010

By email: president@saniti.co.nz

Tēnā koutou [REDACTED]

RE: Letter to Interim Learner Advisory Committee 15 September 2023

Thank you for your letter expressing SANITI'S concerns about the current state of the learner voice within Te Pūkenga network.

Te Pūkenga has three student associations and seven student councils. With the new Te Pūkenga structure confirmed Te Pūkenga staff are now able to map the connections between these bodies and Te Pūkenga.

Te Pūkenga recognises and supports independent student associations both nationally and locally by:

- Holding an active partnership agreement with national student associations including Te Mana Ākonga, NZUSA, NDSA, NZISA and working with them on areas of mutual interest.
- Regular meetings with national student associations to listen and support addressing of concerns arising.
- Formal meetings, wānanga, and consulting with Te Pūkenga Learner Leadership Group (LLG) which includes local Te Pūkenga Student Associations representatives, and learner representatives from across the network including work-based learners.
- Local student associations also hold agreements with local business divisions.

Regarding the Interim Learner Advisory Committee (ILAC), ILAC was established in 2021, with a main purpose of establishing a permanent student's committee, as required under Section 325 of the Education and Training Act 2020 (the Act). The purpose of this committee, as defined by the Act, is to provide advice to Te Pūkenga Council about significant matters relating to the Council's strategic direction that are relevant to learners. Therefore, the terms of reference for ILAC primarily focus on accountability, transparency and reporting to Te Pūkenga Council.

ILAC has been working with Te Pūkenga national office to provide guidance on the development of a Learner Voice and Partnering Ecosystem. ILAC acknowledges that there is a place for many different forms of engagement with students, and that the Learner Advisory Committee, which will supersede the ILAC in 2024 will only form part of the ecosystem of learner engagement, representation, and student voice.

Each of your points are addressed below as much as are in the scope of ILAC, and where possible we have referred you to work being undertaken by Te Pūkenga staff which is relevant to your points.

1. *"Provide transparency to Te Pūkenga students by posting the Minutes of the 2023 ILAC Minutes to the Te Pūkenga website."*

We thank SANITI for asking about the minutes of our meetings being made public on Te Pūkenga website as it has prompted a good discussion. Advisory committee meetings do not qualify as meetings under the Local Government and Official Information and Meetings Act (LGOIMA) because advisory committees do not pass any resolution or make any decisions. Accordingly, the LGOIMA requirements for meetings do not apply, so the agendas and minutes have not been published to the website and the meeting details haven't been published this year. We have reflected on this position and have decided that although we are not required to make our meetings open to the public, it would be beneficial for some proceedings to be open to enrolled students as much as possible to increase transparency, and to demystify what occurs at the meetings so that potential candidates in the upcoming elections for the Learner Advisory Committee, which we have included more information about at the end of this letter. We are working with Te Pūkenga Governance team, Te Pūkenga Learner Journey and Experience team and Te Pūkenga Legal team on how we can best do this going forward, while still ensuring that confidential information is kept confidential, and that attendance is limited to Te Pūkenga students.

2. *"Provide transparency to Te Pūkenga students by reviewing the items that are not reported under the 'resolution to exclude the public' in the Minutes, including the updates from Council/Committee/ Representative groups to increase the transparency."*

The answer to this question is related to the question above. As the meetings are not required to be held as "Open" meetings under the LGOIMA, there is no longer a resolution to exclude the public. However, even if meetings were opened up to enrolled students, there would still be a need for some discussions to be held "in committee" for reasons related to confidentiality of the material which we are asked to consider. As noted above, we do wish to open up ILAC proceedings to enrolled students, and we will consider how best to do this going forward.

3. *"Provide updates to SANITI Executive and Te Pūkenga students on the progress on the Learner Voice and Partnering Ecosystem."*

The Learner Voice and Partnering Ecosystem has been developed, and continues to be developed, with learners including student association representatives. Updates are provided to both ILAC and the LLG, which includes representatives from local Te Pūkenga student associations (including SANITI). The ecosystem is co-designed with learners which includes national and local student association representation. Te Pūkenga Kaikōkiri Learner Engagement Simone Andersen would be happy to provide a further update to the SANITI executive and answer any questions they may have.

4. *"Provide updates to SANITI Executive and Te Pūkenga students on the Resolution in the December 2022 Minutes - 'More thought was needed to how learners could be provided with neutral assistance/advice with the process/scheme. Independent student advocates/representatives should be made available to provide advice and assist Learners with the progress.'"*

Support the SANITI Executive and Te Pūkenga students with Te Pūkenga showing demonstrable commitment to supporting and working with the existing student bodies, so that they are not lost for current and future students.

Support the SANITI Executive and Te Pūkenga students with Te Pūkenga making public its commitment to support and work with the existing student bodies to strengthen the student voice across the network including underserved learners."

There is work underway with learner leaders including student associations, to develop the learner representation model for Te Pūkenga. A project is underway focussed on the local, regional, and national Learner Representation model for Te Pūkenga. Student associations are engaged as part of this project.

Te Pūkenga is implementing its new organisational model which is designed to drive more equitable outcomes for all learners, especially those currently underserved.

5. *"Support the SANITI Executive and Te Pūkenga students with Te Pūkenga showing demonstrable commitment to supporting and working with the existing student bodies, so that they are not lost for current and future students."*

Support the SANITI Executive and Te Pūkenga students with Te Pūkenga making public its commitment to support and work with the existing student bodies to strengthen the student voice across the network including underserved learners.

Support the SANITI Executive and Te Pūkenga students with Te Pūkenga's clearly identifying its commitment to Whiria Nga Rau as a partnership model with students."

Te Pūkenga adopted Whiria Nga Rau in xxx. Since this time Te Pūkenga has approved a national Learner Voice and Partnering Policy, with Practice Guidance on the policy being formulated now for national roll out in early 2024.

6. *"Support the SANITI Executive and Te Pūkenga students with Te Pūkenga's commitments to the rights of students and access to independent support and advocacy to be reflected in exactly the same way in Te Pūkenga institutions that it is seen for students studying at Aotearoa universities; at present this is a significant equity issue."*

Again, we refer to the work underway this month, focused on Te Pūkenga Learner Representation.

7. *"Support the SANITI Executive and Te Pūkenga students with Te Pūkenga's commitment to have independent student bodies in the way that students studying through Aotearoa universities do."*

Support the SANITI Executive and Te Pūkenga students with Te Pūkenga's commitment to support learners to build governance skills and capability to be active members of the wider community, as happens for students in universities."

Te Pūkenga supports both local and national student associations in a variety of ways. However, Te Pūkenga is changing its operating model, and this is why it initiated a learner representation project. This project is independently facilitated and begins in November. Should members of SANITI wish to take part in this mahi, please contact s 8(2)(a)

Te Pūkenga also supports learner leadership (including student association leadership) with pathways for ILAC and LLG to develop governance skills and other capabilities. There was a wānanga from 17-19 November for members of ILAC and LLG to develop further skills, which was attended by learners from around the motu. During this wānanga the wider representation model and what support other learner leaders need was discussed. There has also been a commitment from the Māori Advisory Committee (MAC) to grow its governance pipeline by always having an ākonga on the MAC.

In addition to responding to your points above, we wanted to take this opportunity to provide an update on the establishment of a permanent Learner Advisory Committee, as we want to ensure that there is a robust and fair election process for the members of this committee.

[Space for information about elections – to be provided on Wednesday]

Ngā mihi nui,

Dahrian Watene and Jordan Gush
Co-Chairs of Interim Learner Advisory Committee

cc: all other students' associations and student councils (list to be provided by LJE)

Pūrongo Kaunihera a Te Pūkenga | Council Report

17 November 2023

5

Title	November Council meeting summary for Advisory Committees and Te Poari Akoranga
Provider	Jordan Gush, Co-Chair of ILAC and Council Member
Author	Rebecca Donne, Council Secretary
For	Information

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to provide a summary of the November 2023 Council meeting to the Interim Learner Advisory Committee.

Te Tāhuhu Kōrero | Background

Te Pūkenga Council (the Council) met on 1 November 2023 at the Ōtara campus of MIT | Te Pūkenga for an ordinary meeting. Following the meeting, Council members visited three South Auckland campuses and observed wellbeing and safety practices in a variety of critical areas.

The summary below provides an overview of some key discussions and decisions by the Council. This report contains a mix of publicly available content from the open agenda (indicated in green text), which can be shared with your stakeholders, and confidential content (indicated in maroon text), which is confidential to Advisory Committee members only, to assist them to perform their roles.

Open Agenda

The discussions and decisions in this section can be shared with your stakeholders as they occurred on the open part of the Council agenda.

Council Code of Conduct review

The Chief of Staff noted that changes were required to the Code of Conduct due to changes in the organisational structure and to ensure consistency between Council and Committees. The Council members provided feedback for incorporation into this Code of Conduct and requested that it be presented again at the December meeting for approval.

The Chief Executive advised Council members to let the Council Secretary know if they receive a gift so it can be entered onto the gift register.

The Council discussed whether an inventory is kept of taonga and were advised by the Chief Executive that multiple inventories exist across the business divisions and these need to be integrated.

Open minutes from Te Poari Akoranga held 25 October 2023

The Council noted the approval of the Ākonga Rights and Responsibilities Framework. The Deputy Chief Executive Academic Centre and Learning Systems acknowledged the expectations that this framework places on kaimahi but emphasised that the requirements for safety in learning are important.

Public Excluded Agenda (confidential)

The discussions and decisions in this section occurred on the publicly excluded part of the Council agenda. They are shared with the recipients of this report in their capacity as members of an advisory committee or Te Poari Akoranga and are not to be shared further without consultation with the Council Secretary.

Chief Executive's report

The Chief Executive provided an overview of the change process and informed Council that the executive team are now interviewing people for roles and will continue to do so until the end of year. There have been well over 1,000 applications for roles with several multiple applications, however 19 roles have had no applicants. The Chief Executive also provided an overview of other areas of focus over the last month which are:

- Σ the Briefing to the Incoming Minister
- Σ Lodging the Investment Plan, Statement of Intent and Statement of Performance Expectations
- Σ 2024 budget
- Σ Crown Loan agreement

The Chief Executive gave an overview of the key findings from the Tribal report, which has informed the 2024 budget:

- Σ The vocational education sector has continued to see a decline in enrolments since 2013
- Σ Decline in FTEs has not kept pace with the decline in EFTs
- Σ There is a shift towards online and distance learning
- Σ Course completion rates continue to decline

Wellbeing and Safety monthly report

The Chief People Officer and Wellbeing and Safety Director provided an update on wellbeing and safety, including:

- Σ Wellbeing and safety committees are being reorganised to reflect the changes in the organisation to be held by site or region rather than by business division.
- Σ Kaimahi engagement is a goal for 2024.
- Σ Workshops on mental health have been of benefit to kaimahi, including training in mental health first aid and helping their colleagues.

The Council enquired what is being done at a nation-wide level about work-related driving and expressed support for a national policy which allows Council to make data driven decisions and support Management to act if there is reckless driving.

Operational risk

The Deputy Chief Executive Ako Delivery provided a report on Operational Risks, which continue to be similar to previous reports.

Report from closed portion of Finance and Capital Investment Committee held 25 October 2023

The Chair of the Finance and Capital Investment Committee (FinCap) provided an update on the major items covered at the Committee meeting noting that the insurance renewal has now been approved by e-meeting, and that the Committee received a presentation on the seismic assessment plan.

The Council noted FinCap's approval of the EIT Hawkes Bay Remediation Project and of Tranche 2 project funding allocation for the High Priority Building programme and submission of this request to TEC.

2024 budget

The Council approved the consolidated Budget 2024 Financials for the year ended 31 December 2024 for Te Pūkenga.

The Chief Executive noted that the 2024 budget has been prepared to be consistent with the Finance Strategy and Plan, and while it is a top-down budget, the detail has been worked through with business division leads. The Chair of FinCap provided his support for the budget as a realistic budget which Management have confidence in and noted that the key sensitivity remains domestic enrolments. He informed the Council that the Committee have asked Management to provide a proposal at the November meeting to simplify the operational delivery of the capital plan for the next financial year.

Quarterly report Q3 2023

The Council noted that the Q3 quarterly report was approved under delegation by the Chief Executive, Chair of Council, and Deputy Chair of Council on 27 October 2023, and provided to TEC.

Report from Health Safety and Wellbeing Committee held 18 October 2023

The Council noted that the Health, Safety and Wellbeing Committee endorsed the overall direction of the proposed critical wellbeing and safety areas and noted that the ELT would need oversight.

Closed minutes from Te Poari Akoranga held 25 October 2023

The Council noted that Te Poari Akoranga approved Te Pūkenga Self-Assessment Report to NZQA, subject to amendments provided by its members.

The Chief Executive drew Council's attention to an emerging issue with challenges to get the three nursing degrees and social work degree approved. Te Pūkenga had planned a panel with the Nursing Council and NZQA in November, but this has been deferred to the beginning of 2024. NZQA has enquired about the nature of the quality assurance processes and how the new organisation will work in terms of decision making, moderation and quality assurance.

Report from Interim Kaimahi Advisory Committee held 26 October 2023

The Co-Chair of the Interim Kaimahi Advisory Committee (IKAC) provided an overview of the meeting held in Ōtautahi and noted that IKAC had spent considerable time discussing operational issues. There have been several staff resignations unrelated to the organisation structure which have led to outcomes such as operational leads writing marketing newsletters, and classrooms not being

cleaned. The Council enquired whether there were any insights into the reason for non-structural resignations and were advised that there is change and uncertainty fatigue.

IKAC is working on the terms of reference for the permanent committee and will have this ready for approval at the next meeting. It has expressed support for a more frugal approach to elections going forward rather than using an external provider.

IKAC noted that there are a range of existing kaimahi groups that work well in terms of talking to regional leadership teams and triaging operational issues. Committee members would like some consistency around the motu in terms of these groups and how they interact with the Kaimahi Advisory Committee. IKAC has suggested that these kaimahi groups could meet monthly or 6-weekly with regional leads.

Report from Komiti Māori held 27 October 2023

The Co-Chair of Komiti Māori advised that Komiti Māori was interested in a policy for on-campus marae and hubs. It would like tikanga to sit with local iwi and Te Pūkenga to ensure that marae and hubs are cared for. Komiti Māori also discussed drivers and metrics, and requested a systematic literature review, on Māori success indicators.

The Co-Chair also provided an update on the relationship with the Mātauranga Iwi Leaders Group (MILG) in respect of their role in appointing the permanent Māori Advisory Committee.

Concessionary loan agreement between The Crown and Te Pūkenga

The Council noted the email from Treasury dated 12 October 2023 and the Concessionary Loan Agreement appended to the email.

Letter to Tertiary Education Commission re Ministerial appointments falling due in 2024

The Council noted the letter dated 20 October 2023 from the Chair of Council to the Principal Advisor - Governance at the TEC regarding Ministerial appointments falling due in 2024.

Other matters

The Chair of Council noted the significant improvement in EBITDA in the 2024 budget. He noted Council's thanks to the finance teams around the motu for their contribution to this.

Ngā Tāpiritanga | Appendices

[November 2023 Council meeting open agenda](#)

Pūrongo Kaunihera a Te Pūkenga | Council Report

4 October 2023

6.2

Title	September 2023 Te Poari Akoranga hui summary for Council – Open session
Provided by	Megan Gibbons, Pourangi Mātauranga me ngā Pūnaha Ako DCE Academic Centre and learning Systems
Author	§ 9(2)(c) Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled 'September 2023 Te Poari Akoranga hui summary for Council';
b.	Note that Te Poari Akoranga approved the following Type 1 changes to Level 4 programmes: i) New Zealand Certificate in Adult and Tertiary Teaching - to extend the range of delivery weeks/hours to allow for the part time delivery undertaken by Learning Works ii) New Zealand Certificate in Hairdressing (Professional Stylist) Level 4 - add the following two delivery sites - 6008 Te Pūkenga TA Wellington Institute of Technology and 6014 Te Pūkenga TA Whitireia Community College iii) New Zealand Certificate in Business (Administration and Technology) (Level 4) - to add the following two delivery sites omitted from the delivery sites listed in the original application - 6006 Te Pūkenga TA ARA Institute of Canterbury and 6022 Te Pūkenga TA Open Polytechnic of New Zealand iv) New Zealand Certificate in Apiculture (Level 4) and New Zealand Certificate in Apiculture (Queen Bee Rearing) (Level 4) - to add the following delivery site - 6015 Te Pūkenga TA Southern Institute of Technology;
c.	Note that Te Poari Akoranga approved the reporting template for regional academic committees; and
d.	Note that Te Poari Akoranga approved the terms of reference for Te Ohu Whakahaere Rangahau, Research and Postgraduate.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 27 September 2023 via Teams. The summary below provides an overview of some key discussions and decisions by Te Poari at its open session.

Type 1 Changes to Level 4 Programmes

Under its delegation from Council to approve new courses and programmes, review and approve changes to existing courses and programmes, and approve the withdrawal/closure or suspension of existing courses or programmes, and to seek approval/accreditation of programmes by external bodies, Te Poari Akoranga ratified the approval of the following Level 4 programmes by the co-chairs. It was noted that changes to the reporting process will be reviewed once the organisation structure is in place.

- Σ New Zealand Certificate in Adult and Tertiary Teaching - to extend the range of delivery weeks/hours to allow for the part time delivery undertaken by Learning Works
- Σ New Zealand Certificate in Hairdressing (Professional Stylist) Level 4 - add the following two delivery sites - 6008 Te Pūkenga TA Wellington Institute of Technology and 6014 Te Pūkenga TA Whitireia Community College.
- Σ New Zealand Certificate in Business (Administration and Technology) (Level 4) - to add the following two delivery sites omitted from the delivery sites listed in the original application - 6006 Te Pūkenga TA ARA Institute of Canterbury and 6022 Te Pūkenga TA Open Polytechnic of New Zealand.
- Σ New Zealand Certificate in Apiculture (Level 4) and New Zealand Certificate in Apiculture (Queen Bee Rearing) (Level 4) - to add the following delivery site - 6015 Te Pūkenga TA Southern Institute of Technology.

Draft Reporting Template for Regional Academic Committees

Under its delegation from Council to determine policies and operating procedures of Te Pūkenga in relation to learners and academic matters, Te Poari Akoranga approved the reporting template for regional academic committees.

Ākonga Rights and Responsibilities

Te Poari discussed the draft Ākonga Rights and Responsibilities framework and provided guidance around whether the expectations on kaimahi were achievable and safe, especially where kaimahi are involved in appeals or disciplinary processes; and that matters related to equity as Māori, Pacific and Disabled Learners were not well represented in the framework.

Te Poari will review this again at its October hui.

Te Ohu Whakahaere Rangahau, Research and Postgraduate Terms of Reference

Under its delegation from Council to establish any ohu whakaharere (subcommittees) as are deemed necessary for the efficient and effective operation of Te Poari Akoranga, Te Poari approved the Terms of Reference for Te Ohu Whakahaere Rangahau, Research and Postgraduate subject to minor amendments.

Te Poari also noted that te ohu currently has an expressions of interest process underway for vacant roles.

Te Ohu Whakahaere Appeals



Te Poari noted that [REDACTED] has accepted the role of co-chair of Te Ohu Whakahaere Appeals.

Te Ohu Whakahaere Ōritetanga

Te Poari noted that [REDACTED] is currently acting as chair of Te Ohu Whakahaere Ōritetanga.

Ngā Tāpiritanga | Appendices

[Te Poari Akoranga open agenda 27 September 2023](#)



Pūrongo Kaunihera a Te Pūkenga | Council Report

4 October 2023

6.2

Title	September 2023 Te Poari Akoranga hui summary for Council – Closed session
Provided by	Megan Gibbons, Pourangi Mātauranga me ngā Pūnaha Ako DCE Academic Centre and learning Systems
Author	§ 5(2)(c) Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled 'September 2023 Te Poari Akoranga hui summary for Council – Closed session'.
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Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 27 September 2023 via Teams. The summary below provides an overview of some key discussions and decisions by Te Poari at its closed session.

Te Ohu Whakahaere Appeals

Te Poari noted that an appeal raised by an ākonga is being worked through with Te Pūkenga legal team and this appeal will be useful as a case study to improve systems and processes in future.

Other business

Te Poari noted that Te Ata Mahina | Bachelor of Social Work programme delivery has been delayed to semester 2 2024, to allow kaimahi to focus on Nursing delivery.

Ngā Tāpiritanga | Appendices

Te Poari Akoranga closed agenda 27 September 2023

Pūrongo Kaunihera a Te Pūkenga | Council Report

1 November 2023

6.2

Title	October 2023 Te Poari Akoranga hui open session
Provided by	Megan Gibbons, Pourangi Mātauranga me ngā Pūnaha Ako DCE Academic Centre and learning Systems
Author	§ 6(2)(a) Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled 'October 2023 Te Poari Akoranga hui open session'; and
b.	Note that Te Poari Akoranga approved the Ākonga Rights and Responsibilities framework.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 25 October 2023 at the Madras St campus in Ōtautahi. The summary below provides an overview of some key discussions and decisions by Te Poari at its open session.

Ākonga Rights and Responsibilities

Under its delegation from Council to determine policies and operating procedures of Te Pūkenga in relation to learners and academic matters, Te Poari Akoranga approved the Ākonga Rights and Responsibilities framework, with implementation for Semester 2, 2024 and noted the following next steps:

- How the framework will work alongside work integrated learning in relation to contracts.
- Mindful of cultural safety and wellbeing until the organisation structure is in place.
- Communicating how the framework is related to other policies and frameworks within Te Pūkenga

Ngā Ohu Whakahaere o Te Poari Akoranga

Te Poari Akoranga received minutes or verbal updates from the recent meetings of the following ohu whakahaere:

- Quality held 11 October 2023 (minutes)
- Rangahau Research and Postgraduate held 3 October 2023 (minutes)
- Appeals held 4 October 2023 (minutes)

- Ako held 5 October 2023 (verbal update)
- Approvals held 18 October 2023 (verbal update)
- Ōritetanga held 18 October 2023 (minutes)

Ngā Tāpiritanga | Appendices

[Te Poari Akoranga open agenda 25 October 2023](#)

6.2

Pūrongo Kaunihera a Te Pūkenga | Council Report

1 November 2023

6.2

Title	October 2023 Te Poari Akoranga hui public excluded session
Provided by	Megan Gibbons, Pourangi Mātauranga me ngā Pūnaha Ako DCE Academic Centre and learning Systems
Author	§ 6(2)(a) Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled 'October 2023 Te Poari Akoranga public excluded session'; and
b.	Note that Te Poari Akoranga approved Te Pūkenga Self-Assessment Report to NZQA, subject to amendments provided by its members.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 25 October 2023 at the Madras St campus in Ōtautahi. The summary below provides an overview of some key discussions and decisions by Te Poari at its public excluded session.

Te Pūkenga Self-Assessment

Under its delegation from Council to set and monitor the application of Te Pūkenga quality assurance processes for the development and delivery of all courses and programmes (including with respect to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review and reporting processes, Te Poari Akoranga approved Te Pūkenga Self-Assessment requested by NZQA.

Draft Terms of Reference for Te Poari Akoranga

Te Poari Akoranga workshoped its Terms of Reference for 2024.

Ngā Tāpiritanga | Appendices

Appendix 1: Te Poari Akoranga public excluded agenda 25 October 2023

Appendix 2: Te Pūkenga Self-Assessment (final)



Pūrongo Kaunihera a Te Pūkenga | Council report

1 November 2023

6.3

Title	Interim Māori Advisory Committee October 2023 hui summary for Council
Provided by	Dr Teorongonui Josie Keelan
Author	s 9(2)(a) Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled 'Interim Māori Advisory Committee October 2023 hui summary for Council'.
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Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to provide a summary of the 27 October 2023 Te Komiti Māori | Interim Māori Advisory Committee meeting to Te Pūkenga Council.

Te Tāhuhu Kōrero | Background

Te Komiti Māori | The Interim Māori Advisory Committee (Te Komiti) met on 27 October 2023 via Teams. The summary below provides an overview of some key discussions by Te Komiti.

Draft Workplan 2024

Te Komiti discussed the need to provide strategic advice to Council on the Council's draft budget, and kaupapa from the Committees of Council including Finance and Capital Investment, Risk and Audit, and Health, Safety and Wellbeing.

Te Komiti also discussed the need for a policy related to on-campus marae, or Māori hubs. Specifically, Te Pūkenga's values are expressed in the maintenance and preservation of these spaces/buildings. The discussion noted the taonga Māori project and the final report that is yet to be seen by Te Komiti. It was identified that Te Komiti may need to meet more often than four times a year to progress these policies.

Update on Permanent Māori Advisory Committee

Te Pourangi Hua Tiriti advised that an external review of the relationship between Te Pūkenga and the Mātauranga Iwi Leadership Group had been undertaken and that staff were awaiting the outcome of that review. Te Komiti expressed concern over meeting the timeframes to appoint the permanent Committee and would like Council to consider the possibility of extending the Interim Māori Advisory Committee until the appointment timeframes can be confirmed.



Drivers and metrics to ensure equity and active monitoring of relationships with iwi, hapū, whānau

Te Komiti propose the following drivers and metrics to ensure equity and active monitoring of relationships with iwi, hapū and whānau, for consideration by Council:

Regularity:

- Σ Regional rūpū formed.
- Σ Meet two times per the year to wānanga with Te Pūkenga.

Quality:

- Σ Relationship integrity.
- Σ Value (retention) local history/knowledge within teachings/courses.
- Σ Reporting to iwi on educational outcomes within each rohe.
- Σ Reporting on metrics found in iwi education strategies and how Te Pūkenga are delivering on these.

Content/ Context:

- Σ Mātauranga ā-iwi, ā-hapū are reflected in teaching.
- Σ One programme at least being iwi and/or hapū focused.
- Σ Driver of mātauranga ā-whānau, ā-hapū, ā-iwi is supported.

Measuring Māori success

Te Komiti recommend staff undertake a literature review, including Te Rito and Ka Hikitia, around Māori success, for ākonga and kaimahi, and ways it can be measured.

Ngā Tāpiritanga | Appendices

Appendix 1: Interim Māori Advisory Committee agenda 27 October 2023

7. Background reading

7.1 October 2023 Council pack (open agenda)

No report was produced after the October 2023 Council meeting, but ILAC members can read the open agenda items using the link below.

[Te Pūkenga Council 4 October 2023 open agenda](#)

7.2 RSLG reports

The latest Regional Skills Leadership Group Local Insights Reports were published on the MBIE website last week. This cycle includes reports from Bay of Plenty, Marlborough, and Hawke's Bay.

[Regional Skills Leadership Group Local Insights Reports](#)

Karakia whakakapi



Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.
I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.
May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o
Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
Tina! (everybody)
Hui e, Tāiki e!

Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

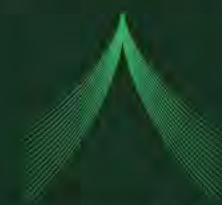
Our values



Manawa nui
We reach out and welcome in



Manawa roa
We learn and achieve together



Manawa ora
We strengthen and grow
the whole person

49_ILAC November minutes



Minutes for Interim Learner Advisory Committee 17 November 2023

17/11/2023 | 08:30 AM - Auckland, Wellington New Zealand Standard Time

Brentwood Hotel, Wellington

Attendees (6)

Jordan Gush; Henry Geary; Skyla Flowers; Nina Lee Griffiths; Cecily Zhou; Ihongaro

Heamana | Chair: Jordan Gush

In attendance:

Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement), Annie Waterworth (Senior Implementation Lead) Minutes: Rebecca Donne (Council Secretary)

Karakia timatanga

The meeting opened at 8.33am with karakia delivered by Ihongaro.

1. Administration

1.1 Welcome/apologies

The Chair welcomed everyone to the hui, including the observers from the Learner Leadership Group and Apprentice Leadership Group, who will be asked to leave for item 4.

RESOLVED (Ihongaro/N. Griffiths)

That the Interim Learner Advisory Committee note apologies from Dahrian Watene.

CARRIED

1.2 Register of interests

The Chair reminded members to declare any agenda items where a conflict arises between their role as a member of the Interim Learner Advisory Committee and any private or other external interest they may have and stand aside from decision making in respect of that item.

1.3 Minutes of meeting held 21 September 2023

There were no items arising from the minutes.

RESOLVED (H. Geary/S. Flowers)

That the Interim Learner Advisory Committee approve the minutes of the meeting held on 21 September 2023 as a true and correct record.

CARRIED

1.4 Action register

The Committee noted the pending actions and advised that the first two could be closed.

1.5 2024 workplan

RESOLVED (Ihongaro/N. Griffiths)

That the Interim Learner Advisory Committee receive and adopt the proposed 2024 workplan.

CARRIED

2. Draft permanent Learner Advisory Committee Terms of Reference

The Committee provided feedback on the draft TORs. It considered the membership tenure in light of statistics about length of study, as 70% of enrolled learners are at Level 4 or below which tend to be a year or less and recommended to hold elections before the end of Semester 1 each year, with members being elected for maximum of two years before requiring re-election. If a member is not enrolled at nomination time, then that role will be considered vacant.

The Committee requested that responsibilities and duties include mentorship to incoming elected members, and attendance at one more meeting after the end of an elected term to hand over to the incoming member. The Committee discussed the need for resources to engage with learners and agreed that reviewing resource and budget requirements to deliver the workplan in the upcoming quarter would become a standing agenda item at the end of each meeting so that staff could assist with any requests.

RESOLVED (Ihongaro/H. Geary)

That Te Pūkenga Interim Learner Advisory Committee (ILAC):

- 1. Receive the report titled 'Permanent Learner Advisory Committee Terms of Reference';*
- 2. Provide feedback on the draft Learner Advisory Committee Terms of Reference; and*
- 3. Note the next steps to approve the Terms of Reference.*

CARRIED

3. Draft Code of Conduct for Council and Committees

The Committee reviewed the draft Code of Conduct and sought clarification on how to note lack of agreement, which is that it would be noted in the minutes as the member being against a motion. The Committee members felt that this was a good reminder of their responsibilities.

RESOLVED ((H. Geary/N. Griffiths)

That the Interim Learner Advisory Committee receive and note the proposed Code of Conduct for Council and Committees and provide feedback for incorporation into the next version.

CARRIED

4. Response to SANITI

Observers were asked to leave the meeting for this item so that ILAC could consider this item “in committee”. The Kaikōkiri Director Learner & Whānau Engagement provided some context to ILAC about SANITI's model, which is different to others as they have a suite of learner services. There is a review of these services which is likely to mean changes. NMIT is still working through these local challenges.

The Committee suggested a number of measures to improve communication and transparency with Students' Associations such as:

- A summary newsletter from ILAC after each meeting
- An open Zoom for any ākonga to join once a quarter

The Committee acknowledged work of staff that has gone into a respectful response and provided some feedback on the letter:

- It is hard to read for neurodiverse people
- Focus on solutions not a summary of what has already happened.
- Include National, Regional, and Local framework.
- Offer for the Co-Chairs of ILAC to meet with them.

RESOLVED (S. Flowers/H. Geary)

That Te Pūkenga Interim Learner Advisory Committee (ILAC):

1. *Receive the report titled 'Response to SANITI';*
2. *Provide feedback on the draft response, noting that it has not yet been reviewed by Te Pūkenga Communication team; and*
3. *Delegate to the Co-Chairs of ILAC to finalise the response with staff so it can be sent.*

CARRIED

5. Report from November Council meeting

The Chair provided an update on the recent Council meeting and highlighted the feedback on the Briefing to the Incoming Minister and approval of 2024 budget. There has been a decline in enrolments and shift to online and distance learning over the last 10 years. This is something that needs to be addressed.

The Committee discussed health and safety for workbased learners and whether the Pastoral Care Code overrides legislation. Their employers are responsible for workplace health and safety. Te Pūkenga is responsible for health and safety of learners on work placements.

The Committee requested that Council be made aware that change and uncertainty fatigue of kaimahi is impacting ākonga both in workbased learning and classroom based.

RESOLVED (Ihongaro/N. Griffiths)

That the Interim Learner Advisory Committee note the report from the 1 November Council meeting.

CARRIED

6. Reports from Committees and other engagements

6.1 BCITO apprentice leadership group feedback

The Committee agreed to cover this topic at a future meeting.

6.2 Te Poari Akoranga

Henry Geary provided an update from the September and October meetings of Te Poari Akoranga and highlighted that

- Regional Academic Committees are starting next year.
- Nga Ohu Whakahaere are reviewing their TORs and most will have learner representation.
- There are still issues with unified nursing and social work programmes, but these are being worked through in the new year.
- Ākonga Rights and Responsibilities were approved for implementation in July 2024.

The Chair provided an overview of the governance ecosystem.

RESOLVED (S. Flowers/N. Griffiths)

That the Interim Learner Advisory Committee note the reports from Te Poari Akoranga meetings in September and October.

CARRIED

6.3 27 October Komiti Māori hui

RESOLVED (Ihongaro/H. Geary)

That the Interim Learner Advisory Committee note the report on the 27 October Komiti Māori hui which was provided to the 1 November Council meeting.

CARRIED

6.3.1 Learner appointment to Māori Advisory Committee

The Council Secretary provided an update that this is likely to be extended to May 2024.

6.4 Careerforce Noho Marae experience

Nina Griffiths was not able to attend so could not provide an update on this but the Committee was interested in the outcome. Initial feedback was that this was successful in terms of academic success. Learners who had qualified attended to talk about their experience.

RESOLVED (C. Zhou/J. Gush)

That the Interim Learner Advisory Committee note the update on the Careerforce Noho Marae experience.

CARRIED

8. Any other business

No other business was raised.

Karakia whakakapi

The closing karakia was delivered by Nina Lee-Griffiths and the meeting closed at 11.25am.

DRAFT
RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

50_ILAC May 24 agenda and November 23 minutes**Interim Learner Advisory Committee 6 May 2024**

To be held online via Microsoft Teams.

Preceded by a meeting between ILAC and the Specialist Advisory Group.

Members: Jordan Gush (Co-Chair and Council representative), Dahrian Watene (Co-Chair), Skyla Flower, Henry Geary, Nina Lee Griffiths, Ihongaro, Cecily Zhou (TBC)

Heamana | Chair: Jordan Gush

In attendance: Sue McCormack (Acting Chair of Council), Gus Gilmore (Chief Executive), Paora Ammunson (DCE Tiriti Outcomes), Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement), Annie Waterworth (Senior Implementation Lead)

Minutes: Rebecca Donne (Governance Director)

06 May 2024 07:00 PM - 08:30 PM

Agenda Topic	Presenter	Time	Page
Karakia timatanga			2
1. Administration		07:00 PM-07:10 PM	3
1.1 Welcome/apologies			
1.2 Register of interests			3
Members to declare any agenda items where a conflict arises between their role as a member of the ILAC and any private or other external interest they may have and stand aside from decision making in respect of that item.			
1.3 Minutes of meeting held 17 November 2023			4
Recommendation: That the Interim Learner Advisory Committee approve the minutes of the meeting held on 17 November 2023 as a true and correct record.			
1.4 Action register			
There are no pending actions.			
2. Standing update on Learner Success Plan	Simone Andersen and Annie Waterworth	07:10 PM-07:20 PM	9
3. Any other business		07:20 PM-07:30 PM	
Karakia whakakapi			23

Karakia timatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.
I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.
May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.
It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia timatanga Opening incantation

Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia
tina,
Tina! (everybody)
Hui e?
Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.
Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.
With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawe atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.
May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.



Learner Success Plan Transition 2024 update

Principles for engagement with the network



Business Divisions:

have the infrastructure to support transition and the necessary processes

have capacity and capability to effect transition
are adequately resourced



Equity and Learner Success is an enduring part of who we are and what we do

Transition is to the whole network ITPs and WBL

Exploring what successful transition looks like together



Strategic
drivers

Keeping learners with whānau
at the centre of all we do

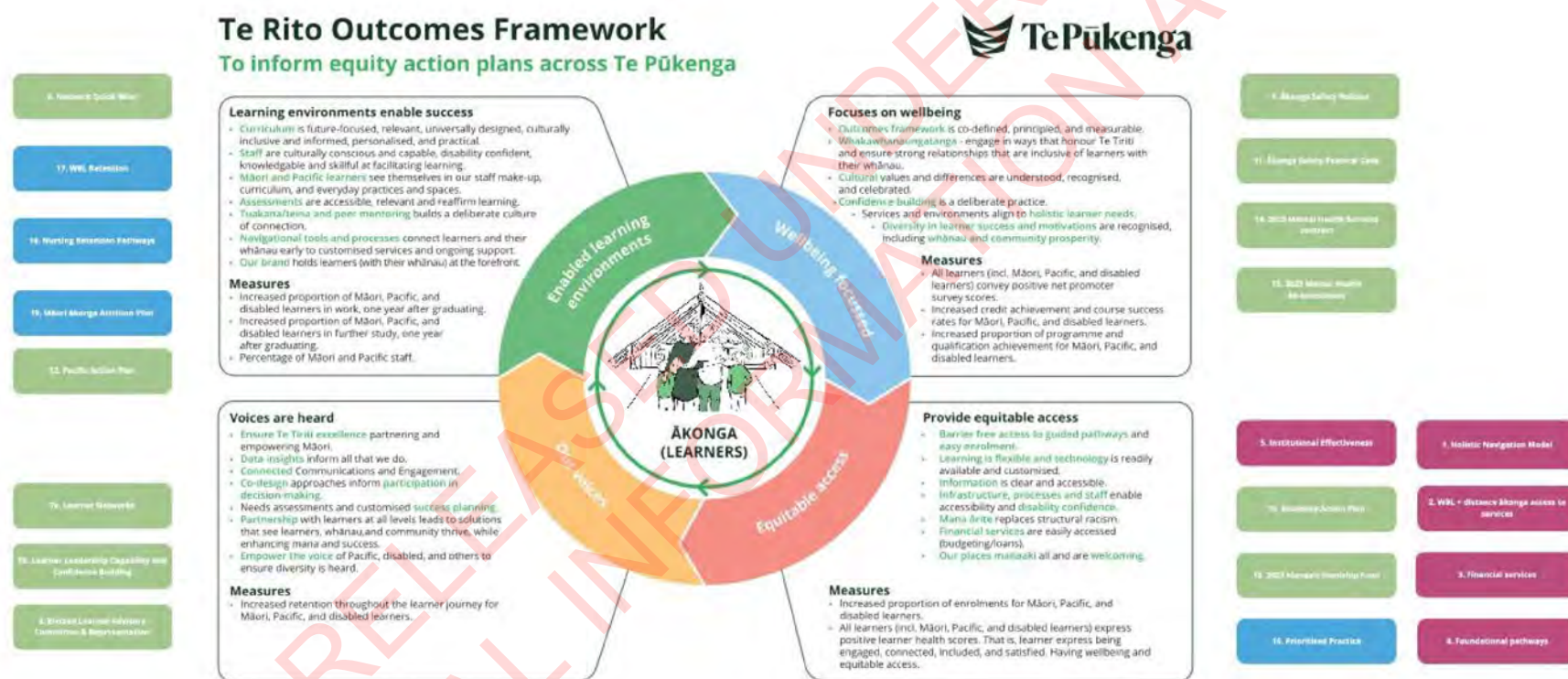
Honouring Te Tiriti o Waitangi

Focusing on under-served
learners and wellbeing

Bringing the Strategy to life



LSP initiatives and projects





Learner Success Plan Data, Insights, and Indicators of Success

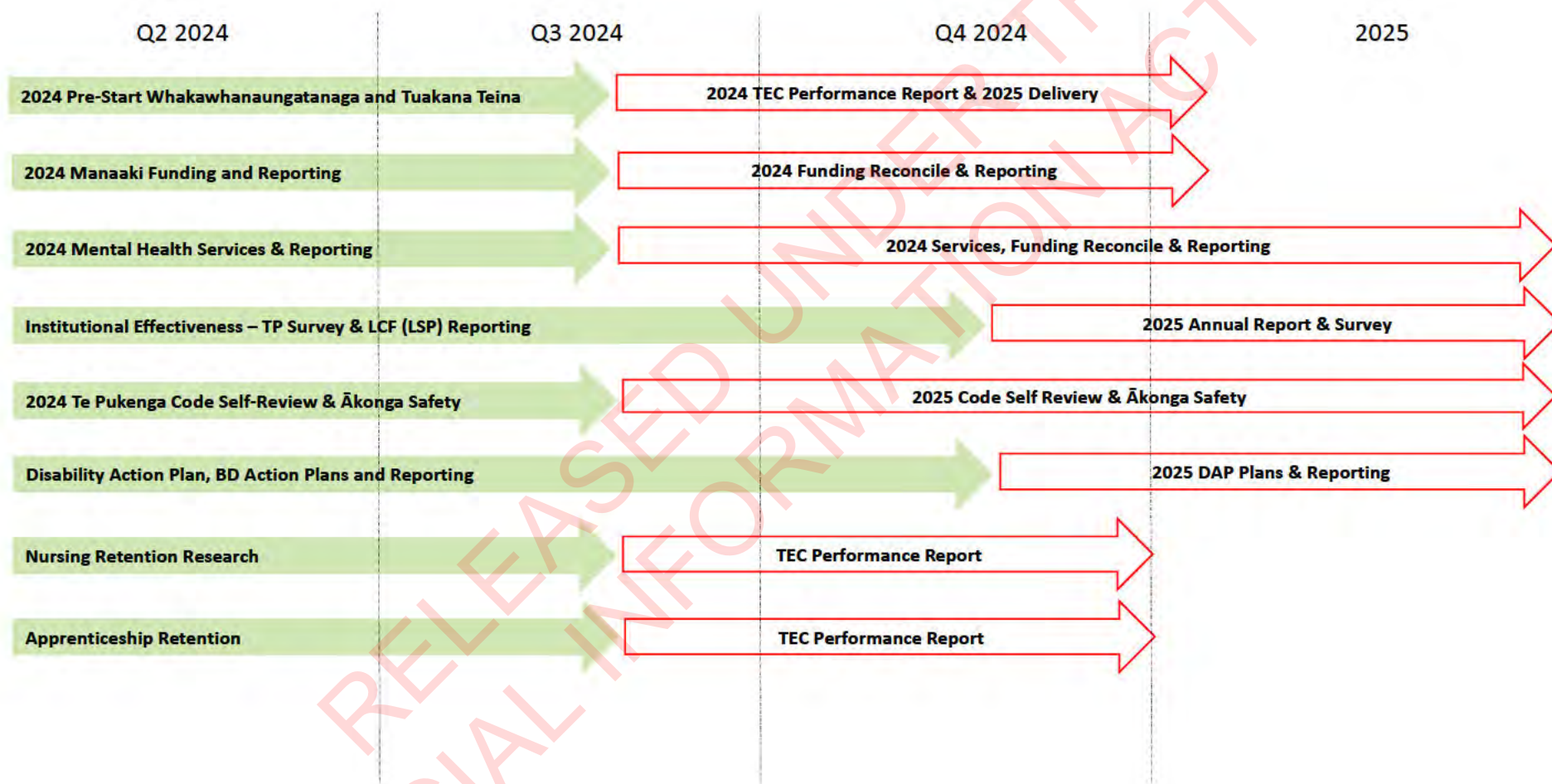


Learner Success Plan | Insights and Impact (2023)

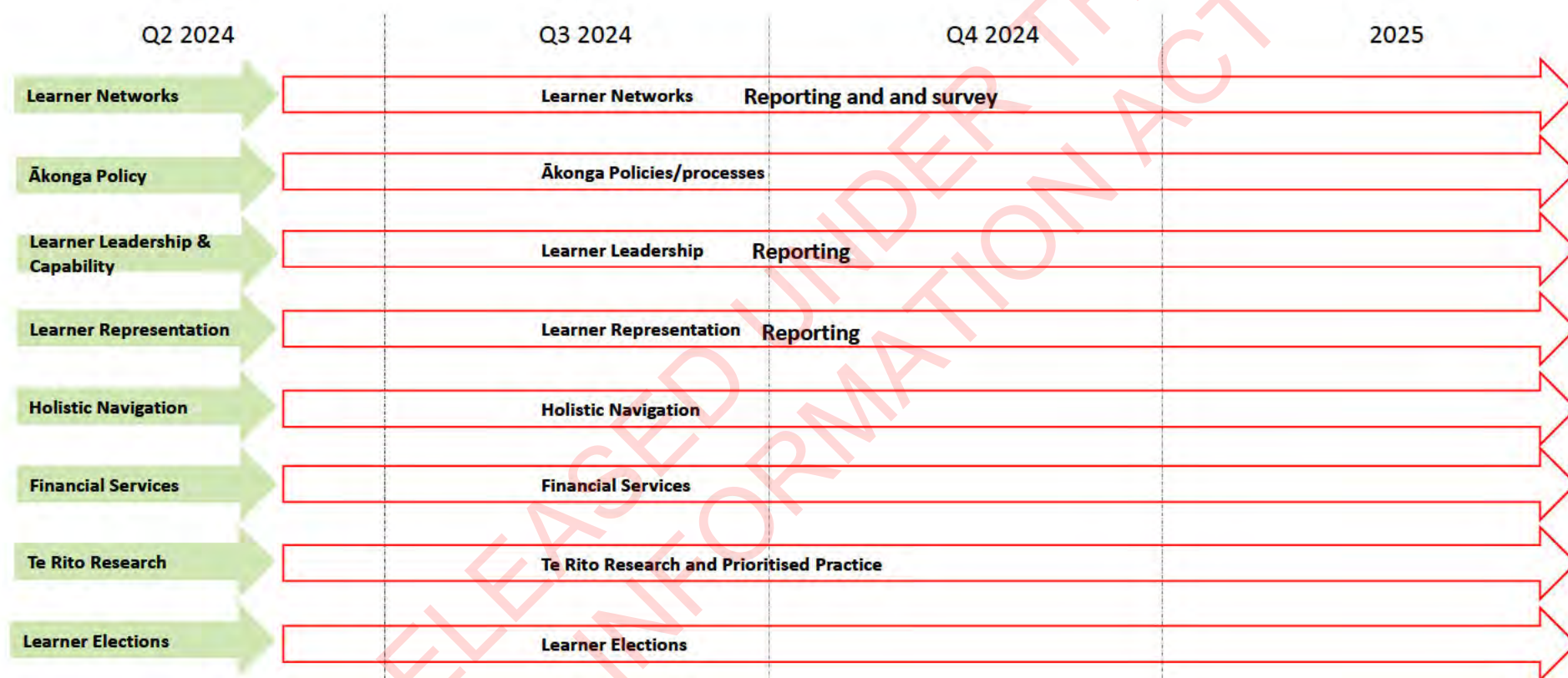
- **Network/system level engagements at scale:**
 - Network Quick Wins: Tuākana & Teina, Peer Mentoring and Pre-Start Whakawhanaungatanga
 - Maanaki Fund
 - Mental Health Services
- **Evidences what collective, coordinated, partnerships around learners can achieve**
- **Our data practice allows us to describe and measure impact and outcomes in ways previously impossible:**
 - Network / Rohe/ Business Division
 - Portfolio / Ako Network / Subject Domain / Qualification / Programme / Course
 - Tracing the journeys of individual learners across time, location, and our portfolio
- **10657 ITP learners engaged in one or more of those services in 2023 (almost 1 in 10 ITP learners)**
- **2 of every 3 learners participating in those engagements was from a priority learner group (32% Māori, 19% Pacific, 15% Disability identified)**
- **Across all those engagements we can see substantial uplift in learner success outcomes (Course completion success rate / Equity Gap)**
 - +9% to +18% differences in course completion success for our Māori and Pacific learners compared to those not participating
 - +4% to +9% for disabled learners
 - Closing the equity gap by up to +9% for Māori and Pacific learners
- **These shifts are greatest at levels 1 to 5 of our portfolio**
 - i.e ~20% increase in course completions for Māori and Pacific at Level 3 (Maanaki)

Learner Success Plan Transition and Timelines

Learner Success Plan Initiatives at Scale



Learner Success Plan Initiatives for Implementation





Communications Objectives

The plan aims to **increase awareness of and build trust and confidence** in the Learner Success Plan's initiatives and programme of work. The objectives of this plan are:

- Σ **Share what's happening with the Learner Success Plan**
 - by providing consistent key messages on the progress and status of the plan and its initiatives.
- Σ **Promote the accomplishments of the Learner Success Plan initiatives**
 - by sharing data, insights and stories to encourage kaimahi and learners to engage with or support initiatives into the future
- Σ **Support successful transition into the regions**
 - By packaging accessible transition plans, documents, tools and resources for transitioning into the regions/individual providers.

Four Key Activities



1. Centralised Learner Success Plan resources, tools, and transition pathway



2. Reporting accountabilities, and key data and insights are clear to demonstrate the impact of the LSP



3. Package Equity and Learner Success LSP tools and resources for transition



4. Engagement to support effective LSP transition



Next Steps

- Meetings completed with Regional Directors
- Complete meetings with WBL Directors
- Synthesize feedback to inform transition priorities and solidify timelines
- Work collaboratively with other parts of the network
- Share the view back with Regional and WBL Directors
- What we learn may inform other national office transitional work

Feedback and Questions

Karakia whakakapi



Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.
I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.
May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o
Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
Tina! (everybody)
Hui e, Tāiki e!

Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

Our values



Manawa nui
We reach out and welcome in



Manawa roa
We learn and achieve together



Manawa ora
We strengthen and grow
the whole person

51_ILAC May 24 minutes



Minutes for Interim Learner Advisory Committee 6 May 2024

06/05/2024 | 07:00 PM - Auckland, Wellington New Zealand Standard Time

Microsoft Teams

Attendees (6)

Jordan Gush; Dahrian Watene; Henry Geary; Skyla Flowers; Nina Lee Griffiths; Mr Ihongaro

Apologies: Cecily Zhou

In attendance:

Rebecca Donne (Governance Director - minutes), Simone Andersen (Kaikōkiri Learner Whānau Engagement), Annie Waterworth (Implementation Lead Learner Journey and Experience)

Karakia timatanga

The meeting started at 7.22pm

1. Administration

1.1 Welcome/apologies

The Committee noted apologies from Cecily Zhou.

1.2 Register of interests

The Chair reminded members to declare any agenda items where a conflict arises between their role as a member of the ILAC and any private or other external interest they may have and stand aside from decision making in respect of that item.

Dahrian provided an update that she is a junior auditor for BDO Te Tai Tokerau.

1.3 Minutes of meeting held 17 November 2023

No matters arising were from the previous meeting.

RESOLVED: (S. Flowers/H. Geary)

That the Interim Learner Advisory Committee approve the minutes of the meeting held on 17 November 2023 as a true and correct record.

CARRIED

1.4 Action register

There were no pending actions to note.

2. Standing update on Learner Success Plan

The Kaikōkiri Learner Whānau Engagement provided the following update on the transition plans for the Learner Success Plan:

- Kaimahi are working with Regional Executive Directors to transition delivery to business divisions. This will continue to meet our strategic drivers under the charter. The Equity and Ākonga Success Strategy is a 10 year roadmap with an annual learner success plan. The projects are aligned to Te Rito and TEC's Oritetanga programme. This is funded by and reported to the TEC.
- Early impacts show a substantial uplift in course completion for Maori, Pacific, and disabled learners as a result of the scale projects (tuakana and teina, peer mentoring, pre-start whakawhanaungatanga, Manaaki fund, and mental health services).
- The team who have been delivering the initiatives are finishing up in the next few weeks but are committed to getting this out into the regions before they go.

The Committee enquired:

- where responsibility will sit when this transitions back to the regions, and were advised that this is variable given the different capabilities and resourcing in the network.
- whether learners could access the data and templates to potentially independently pursue some of the proposed solutions and were advised that there will be a pastoral code site and a learner success site where some of this mahi will be published.

ACTION: Distribute a soft copy of Simone's presentation on the LSP to all members (Assignee(s): Rebecca Donne; Due Date: 31/05/2024)

ACTION: Make recommendations on what options are available for a learner advisory committee for the remainder of Te Pūkenga existence (Assignee(s): Jordan Gush, Dahrian Watene; Due Date: None)

3. Any other business

Jordan Gush shared feedback from the Acting Chair of Te Pūkenga Council on the quality of the discussion with the Specialist Advisory Group.

The meeting ended at 8.20pm.

52_ILAC June 24 agenda and May 24 minutes and reports

Interim Learner Advisory Committee 24 June 2024



To be held online via Microsoft Teams.

Members: Jordan Gush (Co-Chair and Council representative), Dahrian Watene (Co-Chair), Skyla Flower, Henry Geary, Nina Lee Griffiths, Ihongaro

Heamana | Chair: Dahrian Watene

In attendance: Paora Ammunson (DCE Tiriti Outcomes), Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement), Patrick Jones (Portfolio and Performance Director, item 2.), Peter Makara (Programme Manager Learner Journey and Experience, item 2. and item 5.), Phil O'Callaghan (Interim Chief Financial Officer, item 3.), Diana Law (Pastoral Care Code Lead, item 4.)

Minutes: Rebecca Donne (Governance Director)

24 June 2024 05:30 PM - 07:45 PM

Agenda Topic	Presenter	Time	Page
Karakia timatanga			3
1. Administration		05:30 PM-05:40 PM	4
1.1 Welcome/apologies			
Apologies have been received from Henry Geary and Jordan Gush			
1.2 Register of interests			4
Members to declare any agenda items where a conflict arises between their role as a member of the ILAC and any private or other external interest they may have and stand aside from decision making in respect of that item.			
1.3 Minutes of meeting held 6 May 2024			5
Recommendation: That the Interim Learner Advisory Committee approve the minutes of the meeting held on 6 May 2024 as a true and correct record.			
1.4 Action register			7
2. For feedback: 2025 Investment plan (including Learner Success Plan implications)	Patrick Jones and Peter Makara (from 6pm)	05:40 PM-06:25 PM	8
Recommendation: That Te Pūkenga Interim Learner Advisory Committee (the Committee): a. Receive the report titled 'Te Pūkenga Investment Plan 2025'; and b. Provide feedback and advice on priorities for the investment plan for 2025.			
3. For information: Verbal update on approach to 2025 fee setting	Phil O'Callaghan	06:25 PM-06:35 PM	
Recommendation: That the Interim Learner Advisory Committee note the approach to fee setting for 2025.			
Break		06:35 PM-06:50 PM	

- | | | | |
|---|--|-------------------|-----|
| 4. | For feedback: Pastoral Code self-report 2023 Diana Law | 06:50 PM-07:20 PM | 14 |
| <p>Recommendation:
 That Te Pūkenga Interim Learner Advisory Committee (the Committee):</p> | | | |
| <p>a. Receive and provides feedback on the final draft Pastoral Code Self-Review Report 2023; and</p> | | | |
| <p>b. Note that this self-review report is a final draft which is embargoed until it has been approved by Council for submission to the New Zealand Qualifications Authority.</p> | | | |
| 5. | For information: Standing update on 2024 Learner Success Plan Peter Makara | 07:20 PM-07:30 PM | 131 |
| 6. | Any other business | 07:30 PM-07:40 PM | |
| | Karakia whakakapi | | 138 |

Karakia timatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

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It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia timatanga Opening incantation

Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia
tina,
Tina! (everybody)
Hui e?
Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.
Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.
With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawē atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.
May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.



Te Pūkenga Interim Learner Advisory Committee Register of Interests

As at 6 May 2024

Name	Interest	Nature of Interest
Jordan Gush Co-Chair Council Member	Peseta Sam Lotu-liga, Regional Executive Director Rohe 1 Te Pūkenga	Uncle
	Plumbers and Gasfitters Board	Mother is a member
Dahrian Watene Co-Chair	Student Voice Committee Te Pūkenga: NorthTec	Student Voice Member
	Te Pūkenga: NorthTec – Enrolled Student	Enrolled in Postgraduate Diploma in Accounting
	BDO Northland (Te Tai Tokerau)	Junior Auditor
Skyla Flowers Member		
Henry Geary Member	Te Pūkenga: Open Polytechnic Academic Committee	Student member
	Te Pūkenga: Open Polytechnic - Enrolled student	Enrolled in New Zealand Diploma in Architectural Technology
	Te Pūkenga Learner Leadership Group	Te Pūkenga: Open Polytechnic representative
Nina Lee Griffiths Member	Certified Builders learner apprentice network	s 9(2)(a) (Manager) is working on this
	BCITO Training Advisor	Uncle
Ihongaro Member		

Interim Learner Advisory Committee 24 June 2024 - Administration

Interim Learner Advisory Committee Actions Report							
Report generated on 19/06/2024							
MEETING DATE	STATUS	DUE DATE	ACTION ITEM	ASSIGNEES	SECTION	NOTIFICATION SENT	NOTES
06/05/2024	Overdue	31/05/2024	Distribute a soft copy of Simone's presentation on the LSP to all members	Rebecca Donne	2. Standing update on Learner Success Plan	Unsent	
06/05/2024	Pending	None	Make recommendations on what options are available for a learner advisory committee for the remainder of Te Pūkenga existence	Jordan Gush, Dahrian Watene	2. Standing update on Learner Success Plan	Unsent	



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Advisory Committee Report

24 June 2024

Title	Te Pūkenga Investment Plan 2025
Provided by	§ 9(2)(e)
For	Feedback and advice

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (the Committee):

a.	Receive the report titled 'Te Pūkenga Investment Plan 2025'; and
b.	Provide feedback and advice on priorities for the investment plan for 2025.

Te Tāhuhu Kōrero | Background

The Tertiary Education Commission (TEC) has requested Te Pūkenga provide an investment plan for 2025. This is required to be submitted to the TEC in July 2024.

Feedback has already been sought from the Interim Kaimahi Advisory Committee and Te Poari Akoranga at meetings held 17 June 2024 and 18 June 2024 respectively.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to seek feedback and advice from the Interim Learner Advisory Committee on Te Pūkenga Investment Plan for 2025.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

Feedback sought from the Committee includes:

- Te Pūkenga focus level expectations in the letter from TEC (see Appendix 1);
- Reflections on the 2024 Investment Plan (see Appendix 2);
- 'Te Tiriti o Waitangi' and 'Learner success and equity' section (see Appendix 2) and how that might look in the context of a disestablishment.

The TEC Plan Guidance is provided as Appendix 3 as a reference. It provides further detail on priority investment areas.

Te Uiuinga Whānui | Engagement/consultation

Group engaged with	Level of engagement ¹	Commentary
Interim Kaimahi Advisory Committee (IKAC)	Consult	IKAC provided the following commentary on the Investment Plan: - Due to current uncertainty, there is a lack of clarity about how regional entities will stand up in the new environment. The strategic component of funding will be available in 2025 and work has starting on building the regional narratives. - The importance of a plan for retaining kaimahi with institutional knowledge and avoiding staff turnover. - Provide greater transparency about which business division gets which share of the funding, noting that the Investment Plan is due to be submitted before individual business plans are due from each division. - Flexibility for learners to choose which course and mode of learning works best for them. - Improve the existing people strategy and induction process for new staff. - Include a Venn diagram for the delivery of similar courses which are provided in different regions.
Te Poari Akoranga	Consult	Te Poari Akoranga provided the following commentary on the Investment Plan: - Explain how risk will be mitigated in the plan. - Ensure that there is consultation with ILAC as Council is obligated to consult with advisory committees of Te Pūkenga on strategic matters. - Te Poari Akoranga and Ngā Ohu Whakahaere will still exist and a plan is needed for how morphing these transition into the new entities - Reference Te Kawa Maiororo. - Consider the effect of those business divisions that are not charging tuition fees on funding that would be provided. - Highlight risk of academic quality due to lack of funding.

¹ Inform, Consult, Collaborate, Partner, Empower. Refer [Engagement Summary 110619 \(tearawhiti.govt.nz\)](https://tearawhiti.govt.nz) for guidance. Engagement may be required at different levels for different stakeholder groups.

Group engaged with	Level of engagement ¹	Commentary
		- Build quality assurance mechanisms into unified programmes with multiple site delivery to ensure there is one narrative for the programme rather than multiple for specific sites. Especially with new staff coming into unified programmes. - Budget only funds WDCs through to mid-2025, so the investment plan needs to make it clear that Te Pūkenga can operate without them but has concerns about what will need to be picked up when they are disestablished - Clarity is needed on Pacific Partnerships and Resilience. There is a Pacific Strategy but which parts of this strategy will continue into the future.
Interim Māori Advisory Committee	Consult	Hui scheduled for 24 June 2024

Te Ahunga Ki Mua | Next steps

Feedback from the advisory committees and Te Poari Akoranga will be incorporated into the Investment Plan presented to Council for approval at its July meeting. The timeline for finalisation of the Investment Plan is as follows:

- 1 July 2024 Finance Risk and Audit Committee review of final draft Investment Plan
- 2 July 2024 Executive Leadership Team review of final draft Investment Plan
- 5 July 2024 Submission of draft unapproved Investment Plan to TEC
- 11 July 2024 Te Pūkenga Council approval of Investment Plan

Ngā Tāpiritanga | Appendices

Appendix 1: Te Pūkenga Investment Plan letter from TEC

Appendix 2: [2024-2026 Mahere Haumi | Investment Plan](#)

Appendix 3: [TEC Plan Guidance](#)

**Tertiary Education
Commission**
Te Amōranqī Mātauranqā Matua



1 May 2024

Level 9, 44 The Terrace
PO Box 27048
Wellington, New Zealand 6141
P +64 4 462 5200
www.tec.govt.nz

Gus Gilmore
Chief Executive
Te Pūkenga

By email: ^{s 9(2)(a)}

Tēnā koe Gus

Te Pūkenga Investment Plan for 2025 Funding

I am writing regarding Te Pūkenga's Investment Plan ("the Plan") for 2025 Funding. With Cabinet decisions on dis-establishment delayed and the timing of related legislative changes still unknown, this will add some complexity to the preparation of the Plan. I therefore thought it would be helpful to set out the TEC's high level expectations of what we expect to see in the Plan; how it should respond to or address those uncertainties; and what that looks like at both the Te Pūkenga institution level and at the business division level.

This letter does not alter the requirements set out in the New Zealand Gazette, Plan Guidance and Supplementary Plan Guidance, but should be considered alongside those requirements to recognise the unique circumstances with regard to Te Pūkenga over the next Plan cycle.

In line with the Minister for Tertiary Education and Skills' Letter of Expectations for Te Pūkenga we expect the Plan to demonstrate how you will prepare yourselves for likely changes to structure, funding and delivery activities, how you will support regional decision-making, how any risks to educational delivery, staff support, learner success will be mitigated, and what accountability mechanisms you will have in place. The intention is for the TEC and its Board of Commissioners to have confidence in your ability to meet the Minister's expectations and fulfil your legislative requirements and delivery expectations while prudently using government funds.

We are requesting that Te Pūkenga submit their plan in two parts:

By 5 July 2024 submit the full plan (with components as detailed on the following page) minus the section on the planned use of the Strategic Fund Component (SCF); and then

By 15 October 2024 submit the planned use of SCF funding for 2025. We will discuss with you closer to that time the level of information which will be required.

In the interests of clarity, we have included a table which sets out the components which Te Pūkenga is required to submit as part of its Investment Plan for 2025, highlighting matters we would expect to be addressed, and whether that should be focussed at the institutional or business division level, to provide the TEC and its Board with confidence in Te Pūkenga for the 2025 funding year.



We ensure New Zealand's future success.

Plan submission – components required and TEC expectations

Plan content	Focus level	Comments
Strategic intent	Te Pūkenga	How governance, management, and operations will continue to support prudent financial management and give effect to Te Tiriti o Waitangi. How capability in leadership and management is being retained, sufficient resourcing is available (and retained) in head office to maintain governance and continue to support divisions, and how any current or emerging gaps are being addressed. How relationships between central leadership and management are being maintained in advance of decisions about the structure related funding implications. Demonstrated thinking about the current and future role in the wider sector, how will any transition to a new model be managed, and how key stakeholder relationships will be protected and maintained. Demonstrate how planned activities align with the Letter of Expectations, give effect to your Charter as set out in Schedule 13 of the Education and Training Act 2020, and meet the gazetted requirements.
Learner success and disability action	Te Pūkenga	How the focus on quality delivery and learner success and experience will be protected and retained during any transition, including capturing and recording existing resources, initiatives, evidence and lessons learned on learner success. Plans for supporting and managing work-based learners to new entities or structure.
Summary of activities (Mixes of Provision), funding	Business division	Information on divisional contributions to network of provision, how it will be maintained during any transition, and any identified risks. How Te Pūkenga will continue to support regional delivery, outside of the main city centres. Also, any rationalisation or expansion of provision, including moves to online/distance learning, new delivery outside of current divisional regions, or further programme unification.
Performance measures (EPICs)	Business division	In addition to the measures themselves, information on what steps are being taken to ensure reporting is supported, specifically the capability at business division to report to the TEC using the system introduced under the Data System Refresh project.
Vocational education targeted priorities	Business division	Response to the targeted priorities identified by Workforce Development Councils and ability to support growth in delivery against these at a regional level.
Regionally identified skill and occupation needs	Business division	How you are engaging local industry and communities to keep them informed, while continuing to identify skill and occupations needs through them.
Higher education targeted priorities	Business division	Response to the targeted priorities identified and ability to support growth in delivery against these at a regional level.



We ensure New Zealand's future success.

Note indicative allocations for 2025 are expected to be provided in early June 2024, and will be provided by fund at the institution level, not at the business division level. Decisions regarding the allocation of funds to business divisions continues to sit with Te Pūkenga.

Both parts of the Plan must be final and approved by Te Pūkenga's Council. If the content of the Plan is not received in a timely fashion and sufficiently complete and considered, TEC's Board may not have confidence required to confirm all of the 2025 funding indicatively allocated. The submission of a complete Investment Plan is a statutory requirement, and the Plan is one of the main tools TEC has to determine the capability and intent of an organisation.

Please let me know if you have any questions regarding our expectations – I am happy to clarify any point if there is any confusion. We look forward to receiving Te Pūkenga's Plan, in line with the published guidance and expectations contained in this letter.

Nāku noa, nā



Tim Fowler
Chief Executive

cc: Sue McCormack, Acting Chair, Te Pūkenga Council



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Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Advisory Committee Report

24 June 2024

Title	Pastoral Code Self-Review Report 2023
Provided by	§ 9(2)(e)
For	Feedback
Classification	Confidential, Embargoed

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (the Committee):

a.	Receive and provides feedback on the final draft Pastoral Code Self-Review Report 2023; and
b.	Note that this self-review report is a final draft which is embargoed until it has been approved by Council for submission to the New Zealand Qualifications Authority.

Te Tāhuhu Kōrero | Background

- On 1 January 2022 the new [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#) (the Code), was implemented as a legislative requirement across Aotearoa New Zealand. It was produced by the Ministry of Education and is monitored by the New Zealand Qualifications Authority (NZQA), as the Code Administrator. As a signatory, the Code applies to the activities provided or organised by, or on behalf of the tertiary provider, for enrolled domestic and international tertiary ākonga, whether they are in Aotearoa New Zealand or offshore, and residents in student accommodation.
- As a tertiary provider, signatory of the Code, and a legal entity, Te Pūkenga is required to complete an annual Code Self-Review report, summarising Code compliance across all of Te Pūkenga and an attestation, to NZQA, declaring that self-reviews of learner wellbeing and safety practices, under the Code, have taken place.
- The first Te Pūkenga Code self-review report was completed and published in 2023.
- Te Pūkenga must submit an annual attestation and report on pastoral care, and Code compliance, to the Code administrator (NZQA). This report presents the combined self-review information provided by all business divisions. It is based on their practice in 2023, with supporting evidence, including national and local initiatives, policies, and procedures.
- Providing a unified 'whole-of-organisation' self-review report means that no individual part of the organisation is identified. However, it is important to note that examples of exemplary

practice from business divisions are highlighted throughout, and spotlight pages to showcase local pastoral care initiatives have been included in the report.

6. To ensure continuous improvement, accountability and transparency, the Code requires providers to record, review and report complaints. This includes:
 - recording complaints (providing both quantitative and qualitative data) to show how many and what type of complaints were made and how these were resolved or managed.
 - reviewing complaints data to assess the effectiveness of systems, make effective improvements to learner wellbeing and safety practices and, where possible, identify thematic and systemic issues.
 - reporting complaints data to be transparent about responding to learners' complaints and show how practices are continually improving.

Te pūtake o tēnei pūrongo | Purpose of this report

7. The purpose of this report is to seek feedback and advice from the Committee on the self-review before it is provided to Te Pūkenga Council for approval.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

8. NZQA reporting requirements state that definitions of concerns and complaints must be included in the self-review report, as well as complaints data, summarising the points above, for the year being reviewed. Te Pūkenga 2023 concerns and complaints data can be found on page 36 of the report.
9. Options for the Committee to provide feedback on the final draft report are outlined in the following table.

Option	Positives	Negatives	Notes
Option One Provide feedback on the Self-review report, with no recommendations for edits, which can be considered a final draft (embargoed until Council approval) for attachment with Te Pūkenga attestation to NZQA.	Report already satisfies committee/board requirements. Meets required timelines for NZQA attestation and submission to Te Pūkenga Council. Publication of quality self-review report on Te Pūkenga website.	Tight timeframes.	
Option two Provide feedback on the Self-review report, with recommendations for any edits, to then be	Recommendations on minor edits satisfies committee/board requirements. Meets required timelines for NZQA	Tight timeframes mean there is no opportunity for major edits to occur.	<i>Recommendations on minor edits could include - formatting (e.g font size), technical errors (e.g. spelling), wording</i>

Option	Positives	Negatives	Notes
forwarded to Council for approval for publication.	Attestation and submission to Te Pūkenga Council. Publication of quality self-review report on Te Pūkenga website.		<i>changes or data display.</i> <i>For comparison, recommendations for major edits could include– complete change of design, change in data reporting or methodology. Major edits will put Code kaimahi under considerable pressure, that would jeopardise the ability to meet timelines.</i>

Te Pae Tawhiti | Te Tiriti o Waitangi Excellence Framework

10. Part One (7) of the Code requires providers to “contribute to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships in accordance with section 4(d) of the Education and Training Act 2020”.
11. The Code prioritises ākonga needs by supporting the health, safety, wellbeing, and the rights of ākonga Māori as a precursor to improving Māori achievement and equity outcomes. This prioritisation aligns with Te Pae Tawhiti guidance.

Ōritetanga me te Angitu Ākonga | Equity Impact and Ākonga

Success

12. The Code aligns with Te Pūkenga Equity and Ākonga Success Strategy and the 2023 Investment Plan. The Code self-review process has resulted in a rich source of data and information can be used to measure and articulate the impact of pastoral care initiatives on learner outcomes more effectively. If leveraged, this will support future individual organisations to enable data driven decisions and improved acuity in targeting and resourcing initiatives that will realise improved outcomes for underserved learners, particularly Māori, Pacific, disabled, and second chance learners.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

13. The Code’s focus on ākonga wellbeing and safety is applicable across all learning environments, including workplaces. Previous ITOs were not subject to the Code and employers have considered that apprentice/trainee safety is covered solely under the Health and Safety at Work Act (HSWA). However, this changed with the move to Te Pūkenga, with all parts of the organisation required to uphold the Code, as well as HSWA. The Code places even greater expectations on Tertiary providers to ensure that provisions around ākonga safety and

wellbeing are held to a high standard. As a result of the Code, tripartite (employer, tertiary provider, ākonga) agreement templates have been created to ensure that Code requirements are clearly articulated in WBL business divisions.

Te Uiuinga Whānui | Engagement/consultation

Group engaged with	Level of engagement	Commentary
NZQA Code Team	Regular hui, at least monthly, since mid-2022	The NZQA Code Team and Te Pūkenga Code Team have been meeting regularly to ensure transparency and clarity in the Code work. This effective relationship has enabled collaboration in the Code self-review process and reporting, as well as smooth negotiations as Te Pūkenga sought submission changes to align with operational timelines.
The Code Advisory Group (Code Leads from Te Pūkenga business divisions)	Regular hui and collaboration since mid-2022	Provided ideas and advice for the development of self-reviews and the Protecht Platform. Coordinated Business Division Self-Reviews and input to Protecht and SharePoint. Some members have peer reviewed the draft self-review report.
WBL Code Focus Group	Regular hui and collaboration since early 2023	Advocating for clarity in applicability of the Code in WBL environments. Coordinated Business Division Self-Reviews and input to Protecht and SharePoint. Review of data for consistency in approach.
Code Working Group - Te Pūkenga National Office kaimahi	Regular hui since mid-2022	Contributed guidance and two-way communication with key parties. Some members have peer reviewed the draft self-review report.
Learner Leaders	Code team have attended hui and wānanga	Informed and discussed the Code Framework and reviewed Draft Self-review. Some learner leaders have peer reviewed the draft self-review report.
Te Pūkenga Marketing	Discussions on report planning, approval of approach and advice	Director Marketing (in consultation with DCE Andrew McSweeney), approved the branding approach for this report, following brand changes towards disestablishment – front pages reflect Te Pūkenga style guide, and internal pages emphasise business divisions, without overt branding. Use of an external graphic designer was advised, due to a lack of internal resource capacity.
Te Pūkenga Communications	Weekly hui and discussions on report planning,	Communications partner and wider team collaborated on the best approach to the

Group engaged with	Level of engagement	Commentary
	approval of approach and advice. Editing of draft document.	development, approval, and publication of the self-review report, given current circumstances. Detailed edit of the entire draft self-review report was undertaken by three internal communications kaimahi.
Other Te Pūkenga kaimahi <i>Including; Chair of Te Ohu Whakahaere, International Director, Learner Survey lead and Wellbeing and Safety Director.</i>	Review of the draft self-review report	Some contributed to the development of the self-review report. Some reviewed relevant parts of the draft document, and others have reviewed a full draft. Checked for data accuracy and consistency.
Te Pūkenga data, risk and reporting kaimahi	Regular hui and collaboration on report planning and advice on data collection and presentation	Developing Code self-review pages in Protecht. Transferring business divisions 2022 data, allowing kaimahi to build on previous work and complete the 2023 more efficiently. Developing and API to merge data from Protecht to PowerBI. Data cleansing and the creation of Dashboards to allow for effective and accurate reporting and managing user access to ensure data security.
Te Poari Akoranga	The final draft self-review was provided to Te Poari at its 18 June 2024 meeting	Requested that a thematic analysis be provided once the self-review has been approved by Council.
Health Safety and Wellbeing Committee	The final draft self-review was provided to Te Poari at its 21 June 2024 meeting.	Meeting has not yet occurred at the time of providing this report.

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation	Comments
Attestation	Failure to provide NZQA with Attestation (with link to published self-review report) by 31 st July 2024.	Sanctions for non-compliance with the Code. Media and network fall out.	Detailed forward workplan created to ensure deadlines are met.	We have already negotiated one deadline extension with NZQA.

			Ongoing communication with NZQA.	
Publication	Failure to publish Te Pūkenga Self Review Report by 31 st July 2024.	Sanctions for non-compliance with the Code. Media and network fall out.	Detailed forward workplan created to ensure deadlines are met.	As above.
Resourcing	Current Code project kaimahi contracts may not enable the completion of this work.	Sanctions for non-compliance with the Code. Media and network fall out	Risk has been documented.	Kaimahi with specialised knowledge of processes and Code requirements are needed.

Te tirohanga taha pūtea | Financial considerations

14. All actions can be met within current 2024 resourcing. Implementation of a future transition plan will need budget allocated.

Te Ahunga Ki Mua | Next steps

15. The report is currently with kaimahi and ākonga for review. Edits from all reviewers and groups consulted with will be made prior to submission to Te Pūkenga Council at its 11 July 2024 meeting.
16. The Code self-review report and attestation form is due to NZQA by 31 July 2024. It must then be made available on our website, in accessible formats, to ākonga, kaimahi, and the public.
17. Following the publication of the self-review report, an evaluation of the self-review process must be carried out to meet the requirements of the Code. A transition plan to ensure Code compliance is upheld must also be developed.

Te Hunga whai koha | Contributors

18. Recognition of the significant amount of work undertaken must be given to the many kaimahi and ākonga throughout Te Pūkenga that contributed to this report. As a result of completed work to date, Te Pūkenga now has the infrastructure for efficient and effective annual Code self-reviews and a rich collection of quantitative and qualitative information about pastoral care. If leveraged, this is well-placed to support future individual organisations, with the ability to not only complete self-reviews, but to understand which initiatives have positive impacts on ākonga, specifically on equity outcomes.
19. The self-review was provided to Te Pūkenga Executive Leadership Team on 11 June 2024 and was positively received. It was endorsed to provide to Te Poari Akoranga, the Health Safety and



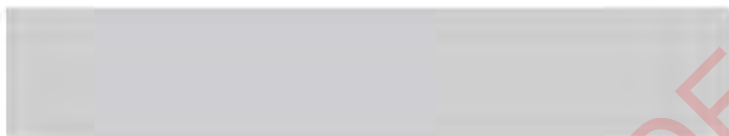
Wellbeing Committee, and the Interim Learner Advisory Committee with no amendments requested.

Ngā Tāpiritanga | Appendices

Appendix 1: Tā Te Pūkenga Arotake Whaiaro 2023 – Te Pūkenga Code Self-Review Report 2023

Appendix 2: [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021.](#)

Appendix 3: [NZQA Self Review and Attestation Guidelines](#)



Learner Voice and Partnering projects



Learner Elections 2024 -
ceased



Learner Representation



Learner capability and
confidence building
programme

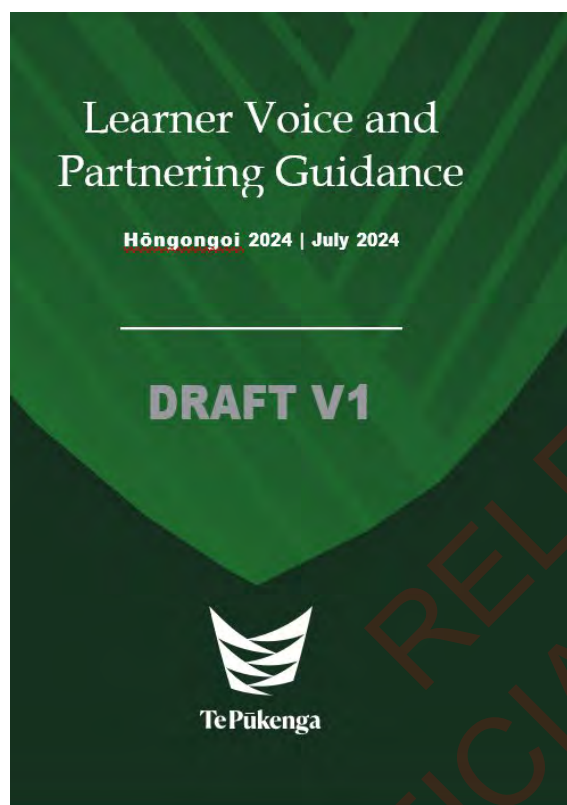


Learner
networks/communities

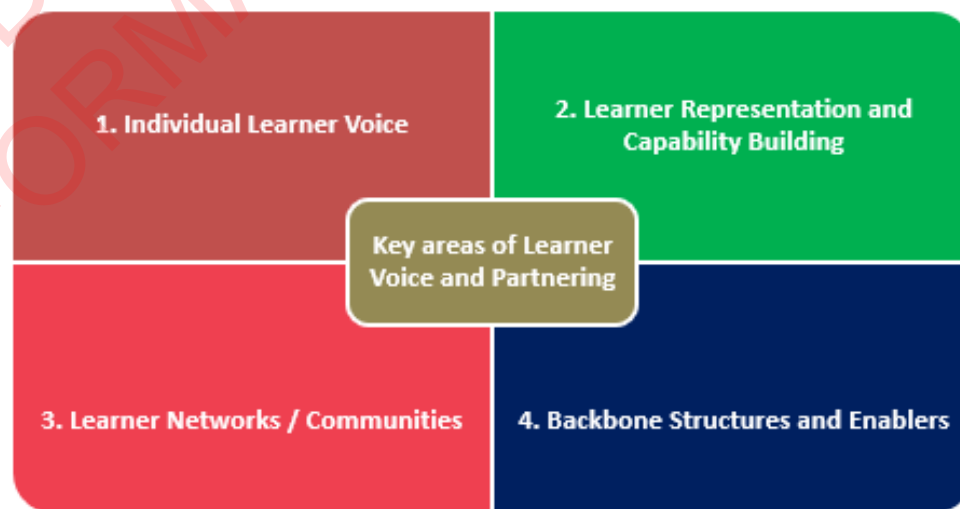


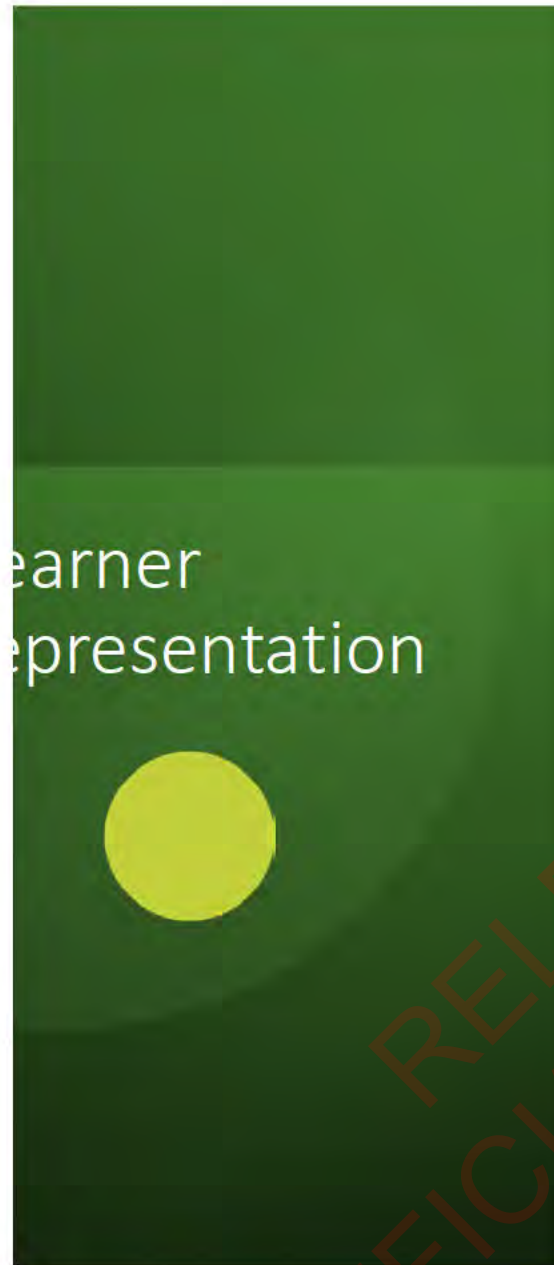
Ākonga safety policies
and processes

Learner Voice and Partnering Guidance



Four key areas for Learner Voice and Partnering



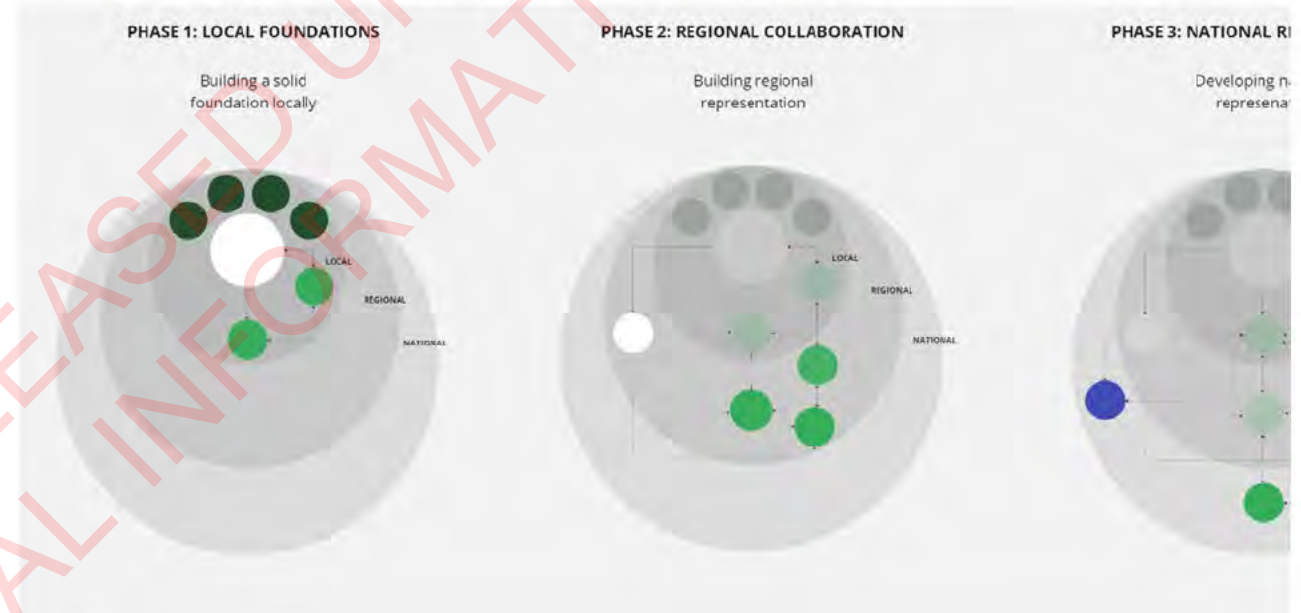


Three functions: Advocacy, Strategy and Development, Engagement

Two future focused Learner Representation prototypes developed

1. Local Strong
2. Region Strong

Focus on building solid local foundations first.



Handover to BDs

Learner Representative Groups

Interim Learner Advisory Committee – in place until 31 December 2024

Relationship holder - OCE

Learner Leadership Group
Relationship holder – ?

Student Associations
Relationship owner – Individual BDs

Apprentice Leadership Group - BCITO

abled Reference Group - NDAP





GOVERNANCE AND LEADERSHIP



CULTURAL CAPABILITY



COMMUNICATION AND ENGAGEMENT



SYSTEMS AND PROCESSES



WELLBEING

Pilot 1 ^{§ 9(2)(a)} School of Un-Professional Writing

- Access to web platform from Jun 1 to Dec 1, 2024
- Plain language support – **NOT ACADEMIC WRITING.**
- Access to all bite sized videos and resources available online; Discord p to attend live sessions; documents peer reviewed for plain language.

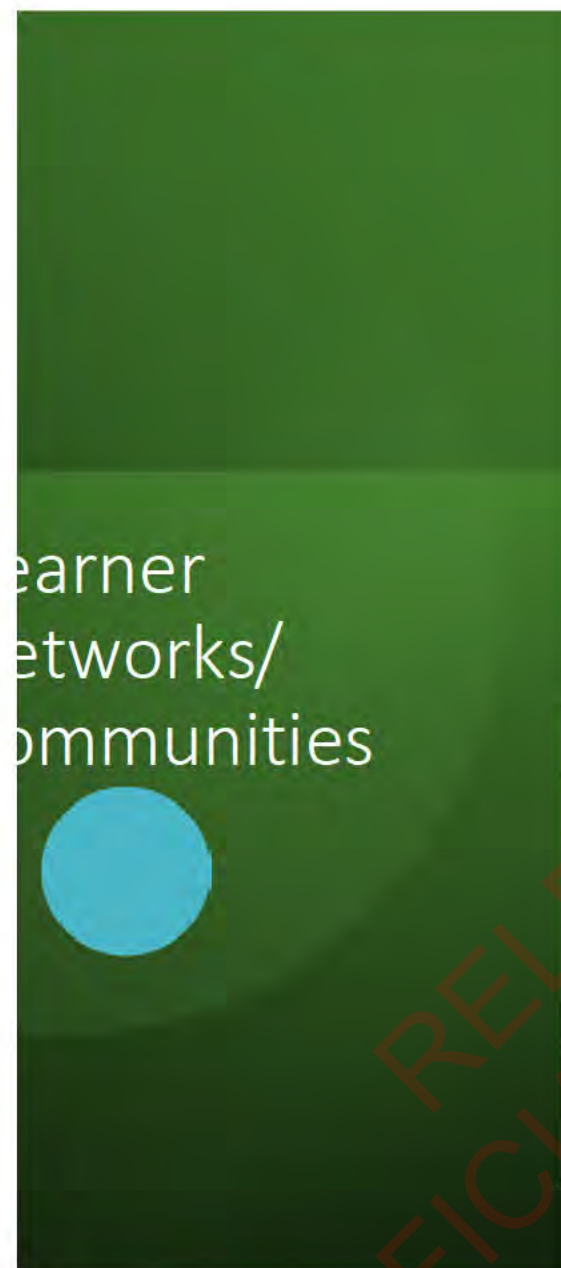
Pilot 2 ^{§ 9(2)(a)}

- One-on-one onboarding coaching session with learner representatives
- Online monthly evening group sessions June 1, 2024, to late Dec 2024
- Four hours of online learning per month an all-leader live group chat
- Additional one-on-one coaching sessions throughout the programme ; of-programme developmental coaching.

Pilot 3 LinkedIn Learning

- Access to LinkedIn Learning available to all BCITO ALG members.
- ^{§ 9(2)(a)} (BCITO) is now the point of contact for ALG members.

Reduced to ALG only due to SSO challenges.



- Co-designed with ākonga and kaimahi
- Focus on:
 - building connections;
 - supporting continuous learning;
 - creating a supportive and accessible environment;
 - enhancing learner engagement; and
 - provide inclusivity and cultural support.

Pilots for Learner Networks/Communities for:

Provider	Target group	Project Lead
Northtec	Ākonga Māori	s 9(2)(a)
Unitec	Ākonga Māori	
MIT	Pacific learners	
NMIT	Disabled	
Ara	Disabled	
BCITO	Building & Construction	

ākonga safety
policies and
processes

- National Pastoral Care Code Policy
- National Learner Voice and Partnering Policy
 - Learner Voice and Partnering Practice Guidance & tools ready before end June 2024
- National Ākonga Rights and Responsibilities (including conduct)
 - Approved by Te Poari Akoranga for implementation from 1 July 2024
- Learner Payment Policy (Head Office Policy)
- National Concerns and Complaints process (for final approval by TPA)
- Handover to ACLS 31 August 2024

Karakia whakakapi



Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.
I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.
May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o
Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
Tina! (everybody)
Hui e, Tāiki e!

Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

Our values



Manawa nui
We reach out and welcome in



Manawa roa
We learn and achieve together



Manawa ora
We strengthen and grow
the whole person

53_ILAC June 24 minutes

Minutes for Interim Learner Advisory Committee 24 June 2024

24/06/2024 | 05:30 PM - Auckland, Wellington New Zealand Standard Time

Microsoft Teams

Attendees (4)

Dahrian Watene; Skyla Flowers; Nina Lee Griffiths; Mr Ihongaro

Heamana | Chair: Dahrian Watene In attendance: Paora Ammunson (DCE Tiriti Outcomes),

§ 9(2)(a) item 2.), Phil O'Callaghan (Interim Chief

Financial Officer, item 3.), § 9(2)(a) item 4.), § 9(2)(a)

item 2. and item 5.) Minutes:

Rebecca Donne (Governance Director)

Karakia timatanga

The meeting opened at 5.34pm with karakia delivered by Dahrian Watene.

1. Administration

1.1 Welcome/apologies

- The Committee noted apologies received from Henry Geary and Jordan Gush.
- The Committee noted that Cecily Zhou has § 9(2)(a) so did not renew her membership of ILAC.

1.2 Register of interests

The Chair reminded members to declare any agenda items where a conflict arises between their role as a member of the Interim Learner Advisory Committee and any private or other external interest they may have and stand aside from decision making in respect of that item.

1.3 Minutes of meeting held 6 May 2024

There were no items arising from the minutes.

RESOLVED (Ihongaro/N. Griffiths)

That the Interim Learner Advisory Committee approve the minutes of the meeting held on 6 May 2024 as a true and correct record.

CARRIED

1.4 Action register

The following updates were provided on action items:

- The Committee clarified that a soft copy of the LSP presentation was wanted as a resource.
- The Co-Chairs have had some initial korero about recommendations for options for a learner advisory committee for the remainder of Te Pūkenga existence but still waiting for more guidance on future state of vocational education.

2. 2025 Investment plan (including Learner Success Plan implications)

Te Pūkenga Interim Learner Advisory Committee received the report titled 'Te Pūkenga Investment Plan 2025' and the Portfolio and Performance Director provided an overview of the Investment Plan. This sets out how we will use the funding that the TEC gives us.

The Committee provided the following feedback and advice on priorities for the investment plan for 2025, noting the challenge in preparing a plan when we are unsure what the future of the organisation will look like in 2025:

- There is a lack of trust in apprenticeships from employers which is flowing through to learners not wanting to push their employer for enrolment. The investment plan should focus on encouraging enrolment and communicate trust in the brand with employers.
- Quality, type of engagement, and relationships are key with ākonga, especially priority groups. Communications need to be clear and concise but need to recognise cultural aspects and be thought what tone this sets at a grassroots level.
- The 10-year strategic plan for equity and ākonga success doesn't need to be re-created. Te Pae Tawhiti and Te Rito are also integral pou with robust groundwork.
- Keep kaimahi mental wellbeing in mind when there is lots of change, as this creates a waterfall effect for ākonga.
- Could a specialist transition team be considered within the Investment Plan as this will come with a cost.
- Consider the opportunities for student voice to consider in the governance space and be mindful that the centralised support will not be in place going forward which will impact equitable access for diverse ākonga. The capacity and capability that our regions have to tap into the kumara vine will be varied.
- Use examples of the great support provided to ILAC and the Learner Leadership Group and the creation of learner designed learner personas.
- Recognise importance of data and analytics and that markers of learner success are different for different groups.

3. Approach to 2025 fee setting

The Interim Learner Advisory Committee noted the approach to fee setting for 2025, in particular that:

- International fees were set earlier in the year and domestic fees will be set next week at the Finance Risk and Audit Committee.
- This year the government has proposed an AMFM of 6% which recognises that increases over the past few years have been less than CPI.
- What is being recommended for Te Pūkenga is to increase fees by AMFM as this can't be changed in future, so most institutions are applying the maximum.
- Business divisions are being asked to consider discounts to fees that might be needed in their regional context. In future years the business divisions will have more autonomy around pricing.
- New pricing for work-based learning will be set in conjunction with employers.
- Business divisions will consult with student bodies on the CSSF, but guidance is to increase these in line with CPI.

The Committee provided the following feedback:

- Price increases will contribute to learners not wanting to undertake further study. What other avenues have been explored to finance courses rather than increasing domestic fees? What are the implications of pricing on bringing on work-based learners as this is a large cost on an apprentice wage. Will there be oversight of setting work-based learning fees?
- Consider opportunities for crown agency partnerships to work in a more cohesive manner? E.g. MSD working to support hardship, providing toilet facilities for female apprentices. Consider alternatives to the volume-based funding model e.g. Hapu and iwi partnerships.

The Interim CFO acknowledged that the cost of living is high and there is a tension between making study accessible and being financially viable especially for ITPs. He highlighted that regional discounts can be used to drive enrolments where required and that we trust our executive directors to understand price sensitivity for learners and employers.

The DCE Tiriti Outcomes highlighted that the Manaaki Fund includes resources for people experiencing hardship and that we need to communicate the opportunities for financial support widely.

4. Pastoral Code self-report 2023

Te Pūkenga Interim Learner Advisory Committee received the final draft Pastoral Code Self-Review Report 2023 and noted:

- The four cornerstones of self-review are learner voice, Te Tiriti, whole of organisation approach, and learner wellbeing and safety.

- The four focus areas are: student accommodation, international learners, learner incidents and learner complaints.
- Every business division is aware of the requirement to look after learners.
- The self-review has been built from each business division's self-review and everyone measures themselves using the same tools.
- Another self-review will be required for 2024 (as long as Te Pukenga exists).
- The Code is intended to become an area for a community of practice for future entities.

The Committee provided the following feedback:

- Provided a mihi for the mahi and acknowledged the wairua that the Pastoral Care Code Lead has brought into this space.
- Thanked the team for listening and incorporating the themes that were provided at the initial workshop.
- Acknowledged the simple language which was easy to understand and read and the speech bubbles which also made it easy to read.
- Data analytics that business divisions could access to ensure that they deliver the code in a viable way would be helpful, noting that part of the process is to report to each business division's academic board once the self-review has been approved by Council.
- Highlight challenges/opportunities in relation to the code to form a complete picture.

The Committee noted that this self-review report is a final draft which is embargoed until it has been approved by Council for submission to the New Zealand Qualifications Authority.

5. Standing update on 2024 Learner Success Plan

The Interim Learner Advisory Committee noted the update on the 2024 Learner Success Plan, in particular:

- Acknowledgement of kaimahi which have supported ākonga throughout the last few years
- There have been 11 new initiatives in the work-based learning space in the last few weeks.
- The approach to transition is to safely package up the programmes and hand these over to the business divisions to implement to effect change and equity.

The Committee discussed:

- Transition timeframes for the learner success plan and noted that Te Pukenga can only focus on what is currently known for disestablishment timeframes.

- Management's confidence that what is being pulled together now for the Learner Success Plan is what will need to be delivered in 2025, but there is uncertainty about exactly who will deliver these initiatives.
- TEC's learner advisory panel and how Nina Griffiths can provide feedback to TEC through that channel.
- Feedback on the funding model and the importance of the learner component.
- The supportive space at Te Pūkenga where learner voice can be heard.

The DCE Tiriti Outcomes acknowledged the energy that the Committee brings to discussions despite the time of day that the meetings are held.

6. Any other business

No members had any other business that they wish to raise.

Karakia whakakapi

The meeting closed at 7.50pm.

54_ILAC August 24 agenda and reports

Interim Learner Advisory Committee 29 August 2024



Heamana | Chair: TBC

In attendance: Gus Gilmore (Chief Executive), Paora Ammunson (DCE Tiriti Outcomes), Clarke Raymond (Director Strategy and Performance)

Minutes: Rebecca Donne (Governance Director)

29 August 2024 05:00 PM - 06:30 PM

Agenda Topic	Presenter	Time	Page
Tuwhera ai te hui Meeting opens			2
Karakia timatanga			
1. Administration		05:00 PM-05:10 PM	3
1.1 Welcome and apologies			
1.2 Register of Interests			3
Members to declare any new interests or raise any based on kaupapa in this hui.			
1.3 Minutes of meeting held 24 o Hune 2024			4
RECOMMENDATION: THAT the Interim Learner Advisory Committee accept, as a true and correct record, the minutes of the Interim Learner Advisory Committee hui held 24 June 2024.			
1.4 He kōrero mō ngā mahi o mua Update on previous actions			9
2. Vocational Education and Training consultation	Gus Gilmore and Clarke Raymond	05:10 PM-06:00 PM	10
RECOMMENDATION: THAT the Interim Learner Advisory Committee: a) Receive the report titled 'Te Pūkenga Council response to consultation on future of vocational education'; and b) Provide feedback on the key questions in the section titled "Ngā Kōwhiringa me Te Tātāritanga Options and analysis".			
3. Statement of Performance Expectations 2025	Gus Gilmore and Clarke Raymond	06:00 PM-06:20 PM	42
4. Any other business		06:20 PM-06:30 PM	
Mutu ai te hui Meeting closes			45
Karakia whakakapi			

Karakia timatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.
I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.
May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.
It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia timatanga Opening incantation

Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia
tina,
Tina! (everybody)
Hui e?
Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.
Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.
With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawē atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.
May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.



Te Pūkenga Interim Learner Advisory Committee Register of Interests

As at 6 May 2024

Name	Interest	Nature of Interest
Jordan Gush Co-Chair Council Member	Peseta Sam Lotu-liga, Regional Executive Director Rohe 1 Te Pūkenga	Uncle
	Plumbers and Gasfitters Board	Mother is a member
Dahrian Watene Co-Chair	Student Voice Committee Te Pūkenga: NorthTec	Student Voice Member
	Te Pūkenga: NorthTec – Enrolled Student	Enrolled in Postgraduate Diploma in Accounting
	BDO Northland (Te Tai Tokerau)	Junior Auditor
Skyla Flowers Member		
Henry Geary Member	Te Pūkenga: Open Polytechnic Academic Committee	Student member
	Te Pūkenga: Open Polytechnic - Enrolled student	Enrolled in New Zealand Diploma in Architectural Technology
	Te Pūkenga Learner Leadership Group	Te Pūkenga: Open Polytechnic representative
Nina Lee Griffiths Member	Certified Builders learner apprentice network	s 9(2)(a) (Manager) is working on this
	BCITO Training Advisor	Uncle
Ihongaro Member		

Interim Learner Advisory Committee Actions Report						
Report generated on 28/08/2024						
MEETING DATE	STATUS	DUE DATE	ACTION ITEM	ASSIGNEES	SECTION	NOTES
24/06/2024	Pending	29/08/2024	Send Cecily Zhou a thank you letter from ILAC	Rebecca Donne	1.1 Welcome/apologies	
24/06/2024	Pending	29/08/2024	Consider transition for learner voice into regional structures, and what communities of practice could look like, and provide this to a future hui.	Paora Ammunson	2. 2025 Investment plan (including Learner Success Plan implications)	
24/06/2024	Pending	29/08/2024	Draft some learner designed learner persona case studies showing that markers of success are different for individuals, for staff to refine.	Dahrian Watene, Jordan Gush, Henry Geary, Mr Ihongaro, Nina Lee Griffiths, Skylar Flowers	2. 2025 Investment plan (including Learner Success Plan implications)	
24/06/2024	Pending	31/03/2025	Provide reporting on the impact of increased pricing on 2025 enrolment data	Phil O'Callaghan	3. Approach to 2025 fee setting	
06/05/2024	Pending	None	Make recommendations on what options are available for a learner advisory committee for the remainder of Te Pūkenga existence	Jordan Gush, Dahrian Watene	2. Standing update on Learner Success Plan	

Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Interim Learner Committee Report

29 August 2024

Title	Response to consultation on future of vocational education
Provided by	Rebecca Donne, Governance Director
For	Discussion

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Interim Learner Advisory Committee (the Committee):

a.	Receive the report titled 'Te Pūkenga Council response to consultation on future of vocational education'; and
b.	Provide feedback on the key questions in the section titled "Ngā Kōwhiringa me Te Tātāritanga Options and analysis".

Te Tāhuhu Kōrero | Background

On 1 August 2024, the Minister for Tertiary Education and Skills (the Minister) announced a consultation on the future of vocational education. This has been [published on the Ministry of Education consultation website](#) and the Consultation Document and Regulatory Impact Statement are contained in Appendix 1 and 2.

On 15 August 2024, Te Pūkenga Council held a workshop on the consultation process and agreed that it will provide feedback at a system level as part of the consultation process. It would like to obtain advice from the advisory committees to inform its submission. The slides from Council's workshops are contained in Appendix 3.

The basis of this submission will be Council's view expressed in the cover letter to the Specialist Advisory Group report, which is that it supports a structure consistent with the four regions of Te Pūkenga. This cover letter can be found in Appendix 4, along with a link to the full Specialist Advisory Group (SAG) report.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to provide the Committee with all the supporting information to help them provide advice to Te Pūkenga Council on its submission.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The key questions which we want advisory committee feedback on are:

- What would you like kept from Te Pūkenga and taken into new entities? (Note that the feedback that the Committee provided to SAG is attached as Appendix 6)
- What do you think will work well and not so well in the three proposals that the government is consulting on?
- What would you like clarified in the three proposals?
- In your opinion do you think VET will be better or worse off as a result of the three proposals and why?

Te Ahunga Ki Mua | Next steps

Feedback from the advisory committees will be incorporated into a draft submission for Te Pūkenga Council to consider the following week. Te Pūkenga Council will consider which elements of the advice to include in its submission. Management intends to seek a delegation from Council to the Acting Chair to finalise and approve the submission before the closing date on 12 September 2024.

Advisory committees should not make a submission on the consultation in this capacity; however, each member is encouraged to make individual submissions and/or contribute to submissions made by any other groups that you belong to.

Ngā Tāpiritanga | Appendices

[Appendix 1: Consultation Document](#)

[Appendix 2: Regulatory Impact Statement](#)

[Appendix 3: Te Pūkenga Council workshop material](#)

[Appendix 4: Te Pūkenga Council cover letter to Specialist Advisory Group report](#)

[Appendix 5: Specialist Advisory Group report to the Minister](#)

[Appendix 6: ILAC feedback to SAG](#)

Review of Vocational Education in Aotearoa

*Council Workshop
Thursday 15 August 2024*

What's happened so far?

- The National party campaigned on disestablishing RSLGs, WDCs and Te Pūkenga. These commitments were also in the government's 90-day plan. This included reprioritising the \$65m for WDC funding
- The government has taken the decision to disestablish Te Pūkenga and has commenced consultation on the Minister's objectives and priorities
- Disestablishment of Te Pūkenga is underway
- Advice and forecasting has been provided on ITP viability
- Consultation started 1 August 2024 and runs until 5pm Thursday 12 September 2024
 - The consultation is led by the TEC and Ministry of Education
 - Te Pūkenga is hosting briefings for kaimahi, ākonga, employers, iwi partners, union groups and stakeholders.

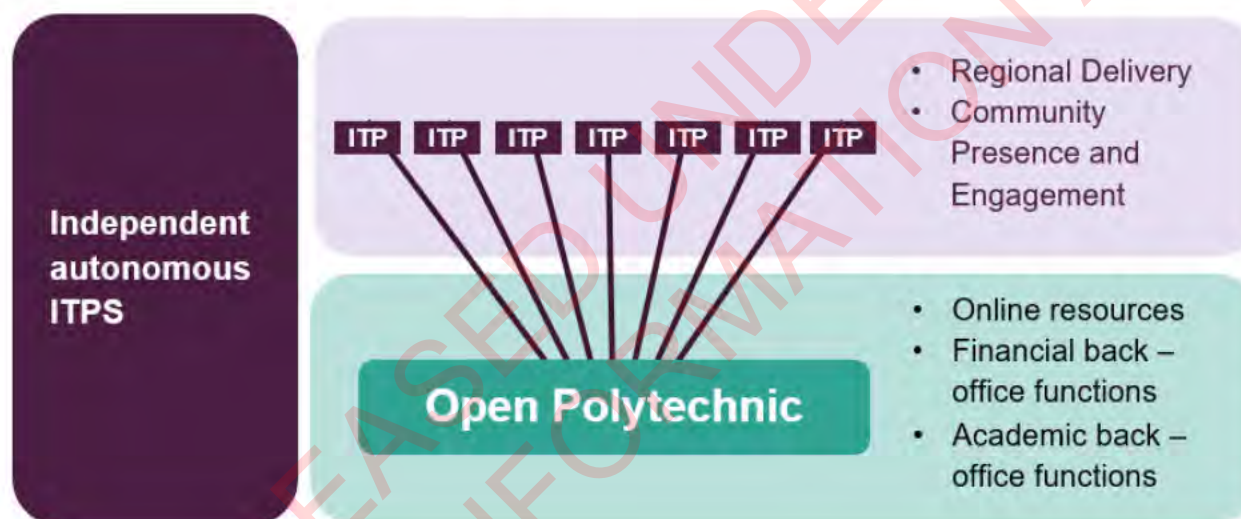
What is being consulted on?

The Minister is consulting on preferred options to address her concerns and objectives for reform of VET:

- The structure of the ITP system
- The delivery of work-based learning
 - industry standards-setting and skills leadership, arranging of training and delivery
- Feedback on the funding system.

The proposals

Proposal 1: A mix of standalone ITPs and a federated model for the others



Two options for Industry Training

Proposal 2 Option A: industry training and standard setting – set up Industry Training Boards

**Standards Setting, Qualification Development and Workforce Forecasting,
Management of Apprentices/Trainees Pastoral Care
and Arranging of Training**

Food & Fibre – Farming, Horticulture, etc

Construction – All building related industries

Infrastructure – Water, Gas, Electricity, Telecommunications and Roading

Manufacturing, Engineering & Logistics

Motor – Transport Industries

Services – Aviation, Cleaning, Business, Financial, Hospitality

Community & Health – Care, Disability and Education support

Hair & Beauty – Skin and Nail therapy and Makeup

Two options for Industry Training

Proposal 2 Option B: industry training and standard setting – separate standards-setter



Funding System to support stronger VET

Proposal 3:

- Government is separately consulting on initial changes to funding rates to come into effect from 2025
 - Strategic Component ends in 2024
 - Remove the lower funding rates for extramural and increase to ITP rates by 10% - for campuses this means funding rates still below funding rates in place prior to RoVE
 - Fully restore funding rates to what they were with SAC
 - Need to repurpose significant funding from the Learner Component
 - Reprioritise work-based learning rates to fund new changes
 - Establishing funding arrangements to support ITPs to engage with regional industries
 - Overall impact to increase ITP/extramural viability.

Regulatory Impact Statement (RIS) - Background

- In conjunction with the Government's consultation document, an initial impact analysis was released by the Ministry of Education (MoE)
- The initial impact analysis was intended to inform Cabinet's decisions by providing Ministers with an initial analysis of options
- In summary, the initial impact analysis agreed that Te Pūkenga should not be retained as a single entity, but the initial advice was to split Te Pūkenga into a small number of regional entities, over the model being proposed in consultation
- The MoE also recommended a slower approach to change management, with Te Pūkenga taking time to implement key changes to its operating model before splitting it up
- The final impact analysis will be informed by the outcome of consultation and further detailed design work, and a final RIS will include analysis of other options not subject to explicit consultation.

RIS - Deciding upon an option to address the policy problem

- The Ministry has identified three main design decisions that are key to any reform of the vocational education and training system:
 - Decision 1: The structure of the ITP system
 - Decision 2: The delivery of work-based learning (WBL)
 - Decision 3: Industry standard-setting and skills leadership.
- These decisions were considered separately because different decision-making criteria are relevant and because the response to each issue has consequential impacts on the context for, and response to, subsequent decisions. In particular, the analysis for Decisions 2 and 3 assumes that the proposal for Decision 1 is progressed.

The structure of the ITP system – Assessment criteria

The Ministry used the following criteria for analysing which options are most likely to meet the objectives:

- Responds to local communities and economies
- Supports system sustainability
- Delivers to the needs of learners and employers
- Minimises implementation time and costs
- Gives effect to Te Tiriti and supports Māori Crown relations.

The structure of the ITP system – Options considered

- **Option 1 – Status Quo**

- **Option 2 – Retain Te Pūkenga, with greater authority devolved to regional subsidiaries**

This option would involve requiring Te Pūkenga to establish regional subsidiaries and to devolve as much authority and decision-making to these subsidiaries as possible, while still being consistent with the overall obligations of Te Pūkenga and its Council.

- **Option 3 – Split Te Pūkenga into a small number of regional ITPs**

Under this option, Te Pūkenga would be split up into a small number of separate regional institutions. For example, these could be based on Te Pūkenga's four existing regions.

- **Option 4 – Re-establish standalone ITPs where viable, with other ITPs operating in a federation supported by the Open Polytechnic** (option being consulted on)

- **Option 5 – Reestablish a network of standalone ITPs**

Under this option, Te Pūkenga would be disestablished and replaced by a number of individual ITPs. While as a starting point these ITPs would likely be based on the previous ITP network, they would need to be established in a financially viable form, which would require some mergers and may be very difficult to achieve at all in some areas.

The structure of the ITP system – Options analysis

How do the options compare to the status quo/counterfactual?

		Status Quo	Option 2 – Te Pūkenga devolved	Option 3 – Regional ITPs	Option 4 – Standalone ITPs + Federation	Option 5 – Standalone ITPs
		0	Key: ++ much better than the status quo + better than the status quo 0 about the same the status quo - worse than the status quo -- much worse than the status quo			
			+	+	+	++
			May strengthen local decision-making, but constrained within a national entity.	May be somewhat more responsive, but regional ITPs would still be quite large and not necessarily connected to local needs.	Would centre authority, decision-making and accountability with locally based ITPs.	Would centre authority, decision-making and accountability with locally based ITPs, where viable.
Local responsiveness	0	0	0	0	-	--
			Retains economies of scale and the ability to cross-subsidise and ensure sufficient liquidity across the network. Potentially offset by increased governance complexity.	Should not significantly undermine the stability of the system compared to the status quo, provided that the overall balance of provision in each region provides for entities that have a pathway to viability.	Some economies of scale for federation ITPs, but no ability to cross-subsidise across the whole network. However, programme development support has the potential to allow member ITPs to make a credible service offer to their regions using the federation. Depends significantly on the detailed design of the federation model. Risk of failure of individual ITPs or potentially the federation.	More limited economies of scale and no ability to cross-subsidise across the network. Almost certain to result in failures without more Crown funding.
System sustainability	0	0	0	0	-	--
			Ability to cross-subsidise and dedicated funding to respond to regional and national skill needs should allow Te Pūkenga to maintain access to a breadth of training across the country, although	Sufficiently large regions and ability to cross-subsidise should allow regional ITPs to maintain access to a breadth of training within each region, although significant	Impact is likely to differ depending on the financial viability of ITPs. Standalone ITPs should be viable while meeting the needs of local learners and employers, whereas federation ITPs are likely to need to make more significant changes,	Potentially significant loss of access to in-person study options in some regions a viable ITP cannot be reestablished or where the ITP either cannot justify offering a breadth of
Learner and employer needs	0	0	0	0	-	--
			Ability to cross-subsidise and dedicated funding to respond to regional and national skill needs should allow Te Pūkenga to maintain access to a breadth of training across the country, although	Sufficiently large regions and ability to cross-subsidise should allow regional ITPs to maintain access to a breadth of training within each region, although significant	Impact is likely to differ depending on the financial viability of ITPs. Standalone ITPs should be viable while meeting the needs of local learners and employers, whereas federation ITPs are likely to need to make more significant changes,	Potentially significant loss of access to in-person study options in some regions a viable ITP cannot be reestablished or where the ITP either cannot justify offering a breadth of

The structure of the ITP system – Options analysis (continued)

		significant rationalisation would still be required.	rationalisation would still be required.	including a risk of more significant reductions in in-person learning.	provision or where it is not possible for them to maintain an in-person presence at all.
Implementation cost and complexity	0	May require legislative change, but less complex with more limited transition costs. Would still require change, and likely further investment, to address historical viability issues.	Would require legislative change with significant transition costs, including recapitalising new entities.	Legislative change would be significant and there would be large transition costs, including recapitalising new entities. Transition to a federated model would be complex and take considerable time to achieve benefits. Role and governance of the federation likely to be complex.	Legislative change would be significant and there would be large transition costs, including recapitalising new entities. Less complex than Option 4 given no need to establish a federation in legislation.
Te Tiriti and Māori-Crown relations	0	May disrupt existing relationships with iwi, but devolution may provide greater responsiveness to local Māori priorities.	Will depend on governance arrangements and duties of the regional ITPs. Lower risk of significant loss of provision. May provide greater responsiveness to local Māori priorities.	Risk that federation results in a shift away from in person provision and a loss of facilities in some regions, which may not meet Māori needs. Will also depend on governance arrangements and duties.	Greater risk that loss of provision means the network does not meet Māori needs. Will also depend on governance arrangements and duties.
Overall assessment	0	Least complex change to implement, but limited benefits compared to the status quo.	Would shift decision-making to broad regions, while maintaining sufficient scale to keep some of the benefits of centralisation.	May mitigate risks of loss of provision compared to Option 5, but highly dependent on design and funding of the federation model. Likely to be complex to develop and difficult to implement within available timeframes.	Greatest flexibility for individual ITPs and limited complexity. Comes with greatest risks to the network of provision, given that some previous ITPs will not be viable without significant ongoing Crown funding.

The structure of the ITP system – Preferred option

- Given the degree of change that the sector has been through over the past four years, MoE would previously have erred on the side of giving the status quo more time to bed in, allowing Te Pūkenga an opportunity to fully implement its transformation programme. However, this option has become less viable over time as the central capacity and capability of Te Pūkenga is reduced to reflect Government expectations.
- On balance MoE would therefore now recommend Option 3 (regional ITPs). This assessment takes into account both the Government's objectives and the lessons learned from RoVE and provides a balance between local responsiveness and innovation on the one hand, and the benefits of consistency and economies of scale on the other.
- The final assessment of option 4 (consulted option) will be highly dependent on the feedback sought via the consultation process and the final design decisions for the federation. There is a risk that the model doesn't adequately support the retention of critical provision for parts of the network, but the extent of this risk will depend on the final role of the federation, how it is funded and more detailed analysis of the viability of ITPs that would sit within it. There is also a risk that the structure of the federation creates moral hazard issues, undermining the incentives on the leadership of federation ITPs to make difficult decisions to maintain their own viability.

Delivery of work-based learning – Assessment criteria

- This analysis considers options for the delivery of work-based learning (WBL) at a sub-degree level – that is vocational training delivered on-the-job, primarily delivered in the workplace although sometimes supplemented with off-the-job training. This is also referred to as ‘industry training’. Apprenticeships are the most common form of WBL, although it also encompasses other sorts of trainee arrangements.
- The Ministry used the following criteria for analysing which options are most likely to meet the objectives:
 - Responds to industry needs and encourages employer buy-in
 - Supports learners to succeed
 - Supports system sustainability
 - Role clarity and system coordination
 - Minimises implementation time and costs
 - Gives effect to Te Tiriti and supports Māori Crown relations.

Delivery of work-based learning – Options considered

- **Option 1 – Status Quo**

- **Option 2 – Current Te Pūkenga work-based learning delivered by ITP-owned central layer**

Te Pūkenga's existing WBL business unit would be collectively owned by the ITPs, supporting integration of work-based and provider-based learning, including off-job components of this provision being delivered by the ITPs.

- **Option 3 – All providers enabled to offer WBL, with existing Te Pūkenga WBL business units made independent**

Te Pūkenga's existing WBL business units would be split off into independent entities, with a significant industry role in their governance. Other providers (including individual ITPs) would be enabled to offer WBL that they consider might be attractive to employers and learners, with the TEC making decisions about how best to prioritise the funding of this delivery.

- **Option 4 – WBL arranged by industry training boards**

Work-based learning would be arranged (but not delivered) by industry training boards (ITBs), under a similar model to the previous ITO system. Providers such as ITPs would not be able to offer workplace-based learning, although where a programme requires specialist off-the-job delivery, the ITB would be required to contract providers such as ITPs to deliver it.

Delivery of work-based learning – Options analysis

How do the options compare to the status quo/counterfactual?

Key:	++	much better than the status quo
	+	better than the status quo
	0	about the same the status quo
	-	worse than the status quo
	--	much worse than the status quo

	Status Quo	Option 2 – WBL delivered by ITP-owned entity	Option 3 – WBL unit split from Te Pūkenga (consultation option)	Option 4 – Industry training-type model (consultation option)
Industry responsiveness and employer buy-in	0	- Risk that WBL is skewed by the interests and incentives of individual ITPs, rather than focused on the needs of industries and employers. Other players may enter, but the existing WBL unit would have a powerful position in the market.	0 Provides employers with choice and competition, with the potential for multiple WBL providers for some programmes in some regions. A possible loss of coordination at an industry level.	0 Would support industry responsiveness and buy-in as sectors would have control of the arranging of WBL. Does not provide for choice on the part of individual employers.
Learner support	0	0 An integrated model for provider-based and work-based learning avoids arbitrary distinctions and improves flexibility for learners and providers. Also allows WBL provider to offer the full suite of supports (regardless of whether or not they amount to arranging or delivering training).	0 Achieves an integrated model for provider-based and work-based learning by allowing providers to deliver WBL and the WBL unit/s to deliver provider-based learning, thereby avoiding arbitrary distinctions and improves flexibility for learners and providers.	- Delivery needs to be clearly separated between work-based and provider-based learning in a way that may not serve learner interests. Prohibition of ITBs delivering training may constrain their ability to directly support learners, e.g., where literacy and numeracy supports are required.
System sustainability	0	0 The counter-cyclical pattern of WBL enrolments vis-a-vis provider-based enrolments should allow for cross-subsidisation depending on economic conditions, supporting the financial viability of the VET system.	0 While it would not support the viability of the ITP network in the first instance, enabling providers to offer WBL should continue to support the financial viability of the VET system in the longer term.	- Shifting enrolments between WBL and provider-based learning due to economic conditions may create challenges for both ITBs and ITPs in navigating parts of the economic cycle, without the ability to cross-subsidise.

Delivery of work-based learning – Options analysis (continued)

Role clarity and system coordination	0	0 Roles remain clear with continued scope for coordination between ITPs and WBL business unit.	0 Roles remain clear, but less scope for coordination.	- Drawing a distinction between 'arranging' and 'delivering' training has been challenging in the past, although the establishment of new ITBs may provide an opportunity to promote a more collaborative model from the outset.
Transition cost and speed	0	- Some complexity in establishing governance of WBL and relationships to ITPs, although limited additional costs (above those incurred in disestablishing Te Pūkenga).	- Some complexity in establishing WBL unit as a standalone entity, although limited additional costs (above those incurred in disestablishing Te Pūkenga). Allows for transition to be staged more easily.	-- Requires transitional arrangements to transfer training functions, staff and learners to re-established ITBs, as well as the establishment of ownership and governance arrangements for ITBs. PTEs will require a transition to shift out of WBL.
Te Tiriti and Māori Crown relations	0	0 Would support planned moves for some Wānanga and other Māori providers to shift into WBL.	0 Would support planned moves for some Wānanga and other Māori providers to shift into WBL.	-- This option would prevent Wānanga and other Māori providers from directly arranging the delivery of WBL.
Overall assessment	0	- Maintains close connection between ITP delivery and WBL, with the potential to better support the financial sustainability of the system, but a risk that individual ITP interests crowd out the focus of WBL on industry needs.	0 Does not draw a hard line between WBL and provider-based delivery and should ensure that WBL is responsive to industry needs.	- Provides for greater direct industry control of WBL at the expense of needing to draw a clear line between WBL and provider-based delivery and complexity in distinguishing between arranging and delivery training.

Delivery of work-based learning – Preferred option

- On balance, MOE's preferred approach would be Option 3 - splitting off Te Pūkenga's existing work-based learning units, allowing any providers that meet relevant standards to offer WBL, and not returning to the previous ban on delivery activities by WBL organisations.
- The key benefit of this approach is that it would restore industry governance of WBL and encourage greater responsiveness than Option 2, while providers (including ITPs) would still have the ability to enter the WBL market and compete through innovative products.
- The other option being consulted on is to re-establish industry-led training organisations (Option 4). This approach will increase industries' influence and power over their WBL arrangements, with a Ministerial establishment model providing greater central control over coverage and business models compared to ITOs.

Discussion points

- Does Te Pūkenga Council agree with the assessment completed by the MOE?
- Does Te Pūkenga Council have a preferred option as presented by the MOE, and how does this compare to the option under consultation?

Decision 1: The structure of the ITP system

Decision 2: The delivery of work-based learning (WBL)

- Will Te Pūkenga Council provide feedback at a system level as part of the consultation process?

Next steps:

- Consultation finishes 12 September 2024
- Financial consultants' discovery phase needs to provide high level forecast of which institutions could be set up and the options around ensuring future viability
- Cabinet paper prepared during October by MoE and TEC
- Cabinet decision early November
- Accelerated work to prepare some institutions to be almost standalone early 2025
 - greater decision making under Te Pūkenga so ready to be independent in 2026.



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Hon Penny Simmonds
Minister for Tertiary Education and Skills
Parliament Buildings
Private Bag 18041
Wellington 6160

27 May 2024

Tēnā koe Minister

Te Pūkenga Council's view on Specialist Advisors' report on options for the future of vocational education and training

In February 2024, Te Pūkenga Council approved the appointment of seven Specialist Advisors to provide advice on the disestablishment of Te Pūkenga and options for the future state of vocational education and training in Aotearoa New Zealand.

The Specialist Advisors have been meeting regularly with internal stakeholders and subject matter experts to inform a report to you on options for a future structure of vocational education following the Government's proposed disestablishment of Te Pūkenga.

I can confirm that we have received the Specialist Advisors' report and while we have approved its release to you and the Tertiary Education Commission, it is not necessarily the Council's view although our view is not materially divergent from the views and options expressed in the report. We want to record our appreciation for the work undertaken by the Specialist Advisors and the contribution this will no doubt make to your thinking on the future of the vocational sector.

The report has been written in the absence of a comprehensive vision or strategy for the future direction of the sector, the macroeconomic and political conditions, and the Government's long-term vision for the country.

Having said that, the Specialist Advisors' report provides you with a number of structural and system options to inform your thinking ahead of Cabinet Decisions in June 2024. These options are centred around four configurable key components:

- A regional network of Institutes of Technology and Polytechnics (ITPs)
- A Central Shared Services Unit to support the regional network of ITPs and regionalised integrated work-based learning (see below)
- An integrated role for the Open Polytechnic of New Zealand (OPNZ) across the network
- A regionalised integrated work-based learning approach.

The advisors have outlined their preferred configuration of these into an integrated option. We consider that further analysis (particularly financial) on these options is required. While we do not express a detailed view

on each of the options, at a high-level it is the Council's preference that Options 1-3 be considered and further explored. Our view is that Option 4 is financially and operationally unviable.

Regardless of the option considered, and the Government's decision, we expect that there will also need to be a significant fixed and working capital investment from the Government to support any future model. Determining the level of this investment will require further work. We have experienced firsthand the underestimation of the cost of structural, capital, liquidity, and digital change required when making fundamental changes to an entire system.

We appreciate that the Government is currently operating in an environment of fiscal restraint and subdued economic conditions. However, the Government will need to invest sufficiently if it is to realise the benefits of a thriving vocational education and training sector.

We welcome the opportunity to meet with you to discuss the Specialist Advisors' report and our own experiences and learnings from establishing Te Pūkenga that you may wish to consider as you establish the new system for vocational education and training.

Ngā mihi nui,

s. 2(2)(a)

/ Jeremy Morley
Chair of the Finance, Risk and Audit Committee
Te Pūkenga Council

Subject	Strategic advice from the Learner Advisory Committee to the Specialists Advisory Group (SAG) on May 6, 2024.
To	Specialist Advisory Group Te Pūkenga CE Te Pūkenga Council Chair
From	Te Pūkenga Learner Advisory Committee
Use	To inform the future state of Te Pūkenga
Date	07/05/2024

Document Overview	A collation of feedback from the Interim Learner Advisory Committee (ILAC) to the Specialist Advisory Group (SAG).
What has worked? 1. What have been the good parts of Te Pūkenga that you don't want to lose through the disestablishment / What worked well about Te Pūkenga?	• Learner voice at Te Pūkenga provided a chance to sit at the table at the highest level on Council (and its committees including the Academic Board and its subcommittees) and TEC committee for learners that wouldn't usually have a voice. • It was the first time that we were connected at a national level – Te Pūkenga was committed to lifting and connecting the voices of local learners at all levels which is important as 70% of Te Pūkenga learners are studying at Levels 1 – 4. • Advisory Committee membership has given us an opportunity to be a part of something bigger, and as a learner – being in Governance for a Crown entity that acknowledges Te Tiriti is seen to be a notch on the belt to be recognised by non-Māori. • Te Pūkenga provided us with connection and the opportunity to be involved with the mahi backed by recent data and research – not historical kōrero. • Te Rito research enabled the development of learner personas that speak to all types of learners and their experiences. • Te Pūkenga promised the unification of programmes and a way of ensuring that your location doesn't affect the learning you will receive. Part of the Reform of Vocational Education (RoVE) was to address the portability of qualifications and programmes. • Diverse ākonga felt safe to connect through learner networks – resourcing of networks/people/expertise was enabled – you can't replace the good people. This was resourced through the Learner Success Plan. • The diversity of ILAC is a strength.



	• Learners with whanau at the centre - Students at the heart and centre of Te Pūkenga. • Seeing things shift towards being by learners for learners, especially at an operational level such as co-design. ILAC were heard for the first time, and we could stand up for what we believed in for the future generation and generations to come. • Underserved learners were prioritised. E.g., Equity & Learner Success Strategy and the Learner Success Plan and co-designing with learners. • People were placed ahead of pūtea and were valued as learners, because learners had more say into the design of their education environment. • Te Pūkenga enabled us to meet like-minded tauira from across Aotearoa, whose sole focus was to improve education for tauira from across the country. • Te Rito research reports, and Te Pae Tawhiti were tangible reference points or starting points for non-Māori & Māori to connect on relevant opportunities. • The reports provided a foundation to underpin learnings for pākehā ākonga. • Te Pūkenga enabled robust conversations, rituals, behaviors - establishing organisational cultural practice of competencies and organisations. • There was a normalization of te reo Māori within delivery areas that reo would not have been spoken before. • There was a visibility of Te Tiriti and not 'The Treaty', it is important to view through the lens of Māori and not the translated lens. Te Pūkenga was a gentle lens to those who didn't have an understanding of it to enable them to learn. • ILAC want to know where co-Governance will be embedded in the future structure? • Te Pūkenga and its supporting legislation, has opened a door to consider new ideas and innovative ways of approaching and engaging learner voice. • A learner leadership group was brought together from across the network and should be retained and developed. • Feedback loops and channels being established to the business divisions - keep this going and build more. • Learner voice wouldn't have happened without the supporting legislation and compliance requirements and the dedicated Learner Journey team. • Learner voice was enabled through connection and engagement with Governance opportunities. Learners are represented on Council, Advisory Committees, Academic
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	Board and its sub-committees. Before RoVE, we didn't have connection to other learners to get support from learners in similar fields - the gatekeeping has gone. • It opened the door to new opportunities including Governance. • It opened the door to work-based learners having a voice. • The concept of Te Pūkenga and holding learners with whānau at the centre of all it does, attracted the right people who believed in the kaupapa. Because... • It was the first time that the kaupapa/mahi felt real and that learner representatives were of service. • Effort to build trust through the people/kaimahi involved – the words were followed through by the support crew that worked with us. • Te Pūkenga staff who supported ILAC and the Learner Leadership Group LLG right from the start. • Having a dedicated resource / team to assist ILAC with Governance and navigating Te Pūkenga / tertiary education.
What would you change? • What things would you like to have changed about Te Pūkenga / What didn't work well about Te Pūkenga?	• The constant changes of direction and organisational structures means learner representation is inconsistent across the motu and is currently at the lowest. We must prioritise the re-build to stay true to learner voice at the centre, as the consistency that was being built has now been removed (again). • Creating a lack of speed in how things move to implementation. • If we had hit all the first horizon outcomes in 2023, we may have been able to continue on this path. • Don't call us customers, we are tauira, ākonga, students and learners. • Don't stop the progressing of learner voice. Present it in a wider range of ways, including public facing with the full feedback loop. • There are indicators for success that are clearly working – so why are you looking to change this? • Protect and preserve learner voice by embedding feedback in what decisions will be made moving forward. • More learners in Te Pūkenga internships and allowing them to come through. • More mentoring for ākonga within the strategic decision-making levels – from industry, kaimahi or peer-to-peer tauira. • Enable ākonga representation through Elections to empower



	learners to have a say as to WHO represents them. - The Interim Learner Advisory Committee was learners already providing input into organisations or in leadership roles. However, this does not meet the legislative requirement for them to be elected by their peers. The Learner Success Plan (LSP) is making THE difference to learner outcomes, why change HOW it is delivered, monitored, and reported on as it will be no longer independent and system wide. Not enough cultural capability. Don't uncouple the culture and tikanga from the language – there is a Māori world view and way of thinking and being that are conjoined. - Cultural capability is not a tick box exercise. - There is a lack of understanding of Māoritanga. Strategic decisions are being made without enough consideration of operational impact. - Learners don't see enough CE's/ELT or Council members in and among ākonga or visiting building sites or workshops.
Recommendations - What risks do you see as we transition out of Te Pūkenga and into the new entities? - What other thoughts or recommendations do you have for the Specialist Advisors?	RISKS: - Some entities never wanted to be part of Te Pūkenga, so they will likely transition back to 'the way they were'. - The learner may no longer be at the centre of those entities and therefore won't feel valued or that their voice matters. - There is a lack of engagement from Tauira in learner leadership, representation, and Governance roles in education. - How do we get tauira motivated to share their knowledge, experience, and passion? - How can we do this without support? - Consider the value of trust, and that right now it has been broken – so take care with your commitments. - If decisions on the future make-up of committees post-December 2024 are not legislated, and Elections for learner representation are not held, this will leave no mandated learner representation at the Governance level. - By the time the disestablishment takes effect, the Government may have changed [again], and the transition may be reversed [again]. - There is change fatigue amongst ākonga too. THOUGHTS: - What if ILAC members decide not to extend their tenure from May



	2024 to December 2024, and members may not meet eligibility criteria? • Continuity of ILAC requires continuity of support – the Office of the Chief Executive provides (wonderful) Secretariat support and not capability and confidence building which is the backbone of ILAC. • ILAC still need support, and the team that provide us support have been disestablished from the end of May/June. • Allow taura to grow into opportunities in educational internships jobs and study – remove the gatekeepers who prevent the opportunity to grow within the sector. • Decisions and recommendations should be informed by minority groups or the groups that it will impact. • Value the role of learner support staff. • Ensure accountability from all levels – from the representative and tutor through to HR and management. RECOMMENDATIONS: Learner Voice must continue and is critical to learners being valued and heard: • Fully implement the Learner Voice and partnering initiatives under the Learner Success Plan (LSP): • Connect learner representatives into local and regional learner networks. • Support implementing a pipeline of learner leadership – representation from local to regional to Governance. • Provide trusted advisors to connect the committee members into meaningful mahi. • Develop a succession plan. • Ensure that senior executives, Council and Board members are engaged with learners locally, regionally, and nationally and responsive to learner voice. • Ensure continuous improvement through learner surveys and the implementation of a feedback loop. • Ensure a diverse learner voice. Keep learners at the centre: • Ensure that learners are at the centre of any new entities. • Ensure learner representation (Learner Advisory Committee) at the Governance level is in place in any future structures. • Ensure that whatever is next within Te Pūkenga is responsive to all taura – Māori, Pacific and whānau with disabilities. • Consider at all times the standard of living of the learners will affect their learning experience – continue to provide Manaaki etc. Cultural capability:
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	- Put more trusted Māori into the education system, and don't leave cultural sustainability up to non-māori. - More cultural diversity and capability at the top. The right supports are in place to enable diverse learner representation: - Provide the right support for ILAC to meet legislation by: - Continuing to build on the success of the Learner Advisory Committee by continuously building their capability and confidence. - Enable ākonga representation through Elections to empower learners to have a say as to WHO represents them. - Any Learner Advisory Committee should be fully resourced i.e., - Technology - Connectivity. - Any future learner representation model takes a treaty-based approach and has diverse learner representation. Do NOT disestablish Te Pūkenga: - don't lose all the good mahi referred to above under <i>"What has Worked?"</i>. - Don't lose the ability to enact a whole of system change.
Specialist Advisory Group Comments ILAC have highlighted the following SAG comments	- What does good look like moving forward? - Inequity doesn't go away with the disestablishment. - Learner voice is critical - it is front and centre in our minds. - What are we trying to achieve in the learner space?
Next Steps	- What are the next steps of this process? - What do you intend to do with our feedback and how will you demonstrate how it was considered? What is the timeframe? - What are your plans to close the feedback loop with us? What is the timeframe for that?

Key Learner Leadership Feedback Key feedback from multiple hui involving ILAC and Te	- Can advice be given that ākonga do not want Te Pūkenga to be disestablished. - You have an Interim Learner Advisory Committee that doesn't comply with the current legislation. It was stood up in October 2021. (ILAC) - How do we know that our voices are being heard and influences
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Pūkenga Learner Leadership Group (LLG)	what lies ahead? How will you close the feedback loop? (ILAC) • What is the timeframe for your response as ILAC will be unsupported after May 2024. (ILAC) • It's like we're putting the library book back on the shelf before we've finished the story. (LLG) • Iwi don't have confidence in tired, overworked humans. (LLG/Komiti Māori member) • It [all] shows a lack of empathy, a lack of intelligence ignoring data that can inform structural and cultural change. (LLG) • The mana of the mahi has been taken away. (LLG) • It feels like Te Pūkenga are just clipping the ticket with ILAC - we need to be better valued, listened to and heard. (ILAC) • The progress we have made as a committee is also directly connected to the support we have received from the staff at Te Pūkenga. (ILAC) • ALL students must be kept up to date with what is happening at Te Pūkenga – they need communication. • How will this happen? • What is the timeframe? (ILAC) • With involvement since 2018, ILAC is the first time the mahi has felt like it is actually making a difference to ākonga, this is through the more wrap around supports & learning being offered more broadly to all. (ILAC) • ILAC ask to have input into any future state audit and risk element, to ensure the voice of ākonga is prioritised, and key feedback and recommendations have actions – including any opportunity for learner representation to sit on an Audit and Risk Committee. • ILAC were questioned by SAG on International learners, ILAC responses included “Stop treating international learners like cash cows”.
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2025 Statement of Performance Expectations

- Since Te Pūkenga will still be a legal entity in 2025, we are required to produce a 2025 Statement of Performance Expectations (SPE) under the Crown Entities Act 2004.
- The [2024 SPE](#) underwent substantial revision of wording vs the 2023 SPE to align with the intent of the Letter of Expectation from the Minister for Tertiary Education and Skills. We removed and, in some cases, replaced performance measures that were no longer relevant or appropriate (e.g. Te Pūkenga brand awareness, number of programmes in the portfolio, and ākonga enrolments in unified programmes).
- A further refinement has been undertaken to produce the proposed objectives and outcomes for 2025 against the 2024 objectives and outcomes, and the proposed performance measures for these.
- The draft 2025 SPE will be approved at the October Council meeting to be provided to the Minister for feedback by the end of October. The final 2025 SPE (incorporating feedback from the Minister) will be approved by Te Pūkenga Council in December and published on Te Pūkenga website in January 2025.

	2025	2024
Objective 1	Support the network to maximise ākonga success, equity and wellbeing	Maximise ākonga success, equity and wellbeing
Outcomes	- Σ Ākonga success and employment outcomes improve. - Σ Equity of access and success for priority learners. - Σ Ākonga feel supported and confident in their learning experience.	- Σ Supporting all learners to succeed, particularly Māori, Pacific and disabled people. - Σ Seamless entry, pathways and transitions. - Σ Education and training designed to improve employment outcomes for ākonga.
Objective 2	Maintain a trusted and sustainable regional network	A highly valued, trusted, and sustainable network
Outcomes	- Σ Research is effectively supported. - Σ Employer confidence is maintained. - Σ Consistent quality of education and training across the network. - Σ Quality infrastructure across the network. - Σ Financial performance meets or exceeds budget.	- Σ Academic integrity – strong reputation nationally and internationally. - Σ A sustainable working environment that is fair, affirming, inclusive, and supports development. - Σ Customers/partners/stakeholders report high levels of satisfaction. - Σ Financially stable and efficient network.
Objective 3	N/A	A coordinated and regionally responsive network
Outcomes		- Σ Delivery and subject options aligned to local and regional needs and aspirations – future-focused and responsive to employers, industries, and communities. - Σ Consistent quality of education and training across locations and delivery modes. - Σ Quality infrastructure across the network.

2025 Performance Measures

Objective 1: Support the network to maximise ākonga success, equity and wellbeing

Ākonga success and employment outcomes improve.

- Σ Course completion
- Σ Credit achievement
- Σ Cohort-based programme completion
- Σ Graduate employment rate

Equity of access and success for priority learners.

- Σ Participation – proportion of learners in priority groups
- Σ Equity in course completion for Māori learners
- Σ Equity in course completion for Pacific learners
- Σ Equity in credit achievement for Māori learners
- Σ Equity in credit achievement for Pacific learners

Ākonga feel supported and confident in their learning experience.

- Σ Ākonga Net Promoter Score (NPS)
- Σ Ākonga satisfaction
- Σ Ākonga wellbeing
- Σ Ākonga retention

Objective 2: Maintain a trusted and sustainable regional network

Research is effectively supported.

- Σ Research staff productivity
- Σ Total research revenue

Employer confidence is maintained.

- Σ Employer Net Promoter Score (NPS)
- Σ Number of employers in training agreements

Consistent quality of education and training across the network.

- Σ Variability in course completion and credit achievement across Rohe

Quality infrastructure across the network.

- Σ High Priority Building projects completed as per funding agreement
- Σ Completion of digital key systems projects

Financial performance meets or exceeds budget.

- Σ Achieve delivery targets (MoP)
- Σ Total international revenue
- Σ Overall financial result vs budget

Karakia whakakapi



Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.
I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.
May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o
Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
Tina! (everybody)
Hui e, Tāiki e!

Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

Our values



Manawa nui

We reach out and welcome in



Manawa roa

We learn and achieve together



Manawa ora

We strengthen and grow
the whole person

55_ILAC August 24 minutes

Minutes for Interim Learner Advisory Committee 29 August 2024

29/08/2024 | 05:00 PM - Auckland, Wellington New Zealand Standard Time

Microsoft Teams

Attendees (6)

Jordan Gush; Dahrian Watene; Henry Geary; Skyla Flowers; Nina Lee Griffiths; Mr Ihongaro
Chair: Jordan Gush. In attendance: Gus Gilmore (Chief Executive), Paora Ammunson (Pourangi Hua Tiriti), Clarke Raymond (Director Strategy and Performance), Rebecca Donne (Governance Director - minutes)

Tuwhera ai te hui | Meeting opens

The meeting started at 5.05pm with karakia delivered by Jordan Gush.

1. Administration

1.1 Welcome and apologies

Apologies were provided by Ihongaro.

1.2 Register of Interests

The Chair reminded members to declare any agenda items where a conflict arises between their role as a member of the Committee and any private or other external interest they may have and stand aside from decision making in respect of that item.

1.3 Minutes of meeting held 24 June 2024

There were no matters arising from the open minutes.

RESOLVED (D. Watene/N. Griffiths)

That Te Pūkenga Interim Learner Advisory Committee (ILAC) approve the open minutes of the 24 June 2024 ILAC meeting.

CARRIED

1.4 He kōrero mō ngā mahi o mua | Update on previous actions

The Committee noted that updates were provided on the following actions:

- A thank you letter will be sent to § 9(2)(a) following the meeting.
- The deadline for transition for learner voice into regional structures and what communities of practice could look like needs to be extended to 2025 after the outcomes of Government consultation is known.

The Committee agreed to close the following actions:

- Draft some learner designed persona case studies showing that markers of success are different for individuals. *This is no longer required.*
- Make recommendations on what options are available for a learner advisory committee for the remainder of Te Pūkenga existence. *No longer required as the Council wishes to invite the Committee members to stay on until the end of 2025.*

The Committee discussed the advice likely to be required in 2024 and noted that this may include working with the group(s) setting up the new entities to ensure that learner voice is embedded in those entities and that there is a framework for learners to have their voice heard.

Skyla Flowers joined the meeting at 5.13pm.

2. Vocational Education and Training consultation

The Committee noted that:

- Te Pūkenga Council held a workshop on the consultation process currently underway on the future of vocational education and agreed that it will provide feedback at a system level as part of the consultation process and would like to obtain advice from the advisory committees to inform its submission.
- The basis of this submission will be Council's view expressed in the cover letter to the Specialist Advisory Group report to the Minister for Tertiary Education and Skills, which is that it supports a structure consistent with the four regions of Te Pūkenga.
- Advisory Committees should not make their own submissions on the consultation as a group; however members may make individual submissions and/or contribute to submissions made by any other groups that they belong to.

The Committee provided feedback on important aspects to include in the submission:

- Recommend that governance structure for Te Pūkenga is replicated at new entities, especially including a learner advisory committee at each entity.
- Relationships are key for local and regional representation.
- Advisory committees should have opportunities to participate in decision making as well as providing advice.
- Learner success plans and disability action plans should be signed off by learner advisory groups.
- Underserved learners should be empowered to have a voice no matter what option is decided on.
- Documentation such as the Learner success plan and Disability Action Plan should be accessible to learners.
- Work-based learners are only just starting to realise that they have a voice, and funding to encourage this shouldn't be removed.

- Express support for collaboration over competition.
- Proposal 1 seems like it is returning to a model where regional learners don't have access to the same opportunities as those in cities meaning there won't be equal opportunities for all geographies. It would be disappointing to see barriers for small town learners reinstated.

3. Statement of Performance Expectations 2025

The Committee noted that under the Crown Entities Act, Te Pūkenga is required to produce a Statement of Performance Expectations (SPE) each year, and that for 2025 a pragmatic approach is required to what Te Pūkenga can hold itself to in an environment when decision making has been devolved to regions. Therefore, the SPE had been consolidated to two objectives, which address ākonga outcomes and handing over the network in a good shape to future entities. The Committee also noted that the specific performance measures were largely the same as the 2024 SPE with a few removed for practical reasons.

The Committee did not have any specific feedback on the SPE.

4. Any other business

The Committee acknowledged the pressure that staff must be under and thanked them for the time that they have taken to involve ākonga.

Mutu ai te hui | Meeting closes

The meeting closed at 5.59pm.

55A_ILAC March 25 agenda

Interim Learner Advisory Committee 10 March 2025



Heamana | Chair: Jordan Gush

In attendance: Sue McCormack (Te Pūkenga Council Acting Chair), Gus Gilmore (Chief Executive), Warwick Pitts (Operations Lead, Wintec), Rebecca Donne (Governance Director, item 2)

Minutes: P(2)(a)

10 March 2025 05:00 PM - 07:00 PM

Agenda Topic	Presenter	Time	Page
Tuwhera ai te hui Meeting opens			3
Karakia timatanga			
1. Administration	Jordan Gush	05:00 PM-05:10 PM	4
1.1 Welcome and apologies			
1.2 Register of interests			4
Members to declare any new interests or raise any based on kaupapa in this hui.			
1.3 Minutes of meeting held 29 August 2024			5
RECOMMENDATION: THAT the Interim Learner Advisory Committee accept, as a true and correct record, the minutes of the Interim Learner Advisory Committee hui held 29 August 2024.			
1.4 He kōrero mō ngā mahi o mua Update on previous actions			8
1.4.1 Enrolment data	Gus Gilmore	05:10 PM-05:15 PM	9
2. 2025 workplan	Rebecca Donne	05:15 PM-05:25 PM	15
Members to provide feedback on the 2025 workplan			
3. Disestablishment update	Gus Gilmore	05:25 PM-05:45 PM	16
Recommendation: That the Interim Learner Advisory Committee:			
a. Receive the report titled 'Disestablishment update'; and			
b. Consider whether the Committee provides input as part of the legislative reform process, and the content of any such input.			
4. Potential work-based learning arrangements	Gus Gilmore	05:45 PM-06:05 PM	22
The purpose of this item is for the Committee to understand the potential work-based learning arrangements that the Government has consulted on.			
5. ILAC input into upcoming legislative reform	Jordan Gush	06:05 PM-06:25 PM	
An opportunity for the Committee to discuss whether it wishes to provides input as part of the legislative reform process expected later in the year, and what areas it might like to focus its feedback on.			

6. Any other business

06:25 PM-06:35 PM

[Mutu ai te hui | Meeting closes](#)

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Karakia whakakapi

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OFFICIAL INFORMATION ACT 1982

Karakia timatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.
I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.
May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.
It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia timatanga Opening incantation

Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia
tina,
Tina! (everybody)
Hui e?
Tāiki e!

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.
Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.
With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawe atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.
May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.



Te Pūkenga Interim Learner Advisory Committee Register of Interests

As at 1 January 2025

Name	Interest	Nature of Interest
Jordan Gush Co-Chair Council Member	Peseta Sam Lotu-liga, Regional Executive Director Rohe 1 Te Pūkenga	Uncle
	Plumbers and Gasfitters Board	Mother is a member
Dahrian Watene Co-Chair	Student Voice Committee Te Pūkenga: NorthTec	Student Voice Member
	Te Pūkenga: NorthTec – Enrolled Student	Enrolled in Postgraduate Diploma in Accounting
	BDO Northland (Te Tai Tokerau)	Junior Auditor
Henry Geary Member	Te Pūkenga: Open Polytechnic Academic Committee	Student member
	Te Pūkenga: Open Polytechnic – Enrolled student	Enrolled in New Zealand Diploma in Architectural Technology
	Te Pūkenga Learner Leadership Group	Te Pūkenga: Open Polytechnic representative
Nina Lee Griffiths Member	Certified Builders learner apprentice network	s h(2)(a) (Manager) is working on this
	BCITO Training Advisor	Uncle
Ihongaro Member		

Interim Learner Advisory Committee 10 March 2025 - Administration

Interim Learner Advisory Committee Actions Report						
Report generated on 06/03/2025						
ACTION ITEM	COMMITTEE	TITLE	SECTION	DUE DATE	ASSIGNEES	NOTES
Consider transition for learner voice into regional structures, and what communities of practice could look like, and provide this to a future hui.	Interim Learner Advisory Committee	Minutes for Interim Learner Advisory Committee 24 June 2024	2. 2025 Investment plan (including Learner Success Plan implications)		Unassigned	29/8/24: deadline needs to be extended to 2025 after the outcomes of Government consultation is known. 7/3/25: Was previously assigned to Paora. If still required, a new owner will be required for this action.
Provide reporting on the impact of increased pricing on 2025 enrolment data	Interim Learner Advisory Committee	Minutes for Interim Learner Advisory Committee 24 June 2024	3. Approach to 2025 fee setting	31/03/2025	Phil O'Callaghan	

Te Pūkenga report



28 February 2025

Title	2025 Enrolment update
Provided by	James Smith, Pourangi Pūtea Interim Chief Financial Officer
Author	§ 9(2)(a)
For	Information
Classification	Confidential

Recommended resolutions

It is recommended that Te Pūkenga Finance, Risk and Audit Committee (the Committee):

a.	Receive the report titled “2025 Enrolment update”
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Te pūtake o tēnei pūrongo | Purpose of this report

1. The purpose of this report is to provide the Committee with an update on the 2025 EFTS applications and enrolment numbers against the 2025 budget and to highlight the year-on-year trend.

Te hāngaitanga rautaki | Strategic relevance

2. Progress towards achieving the EFTS enrolments on which the budgeted revenue was based and provide insights into the risks and mitigations associated with revenue targets is relevant to overall performance and accountability.

Te tāhuhu kōrero | Background

3. The 2025 budget assumed a 5% increase on the 2024 forecast EFTS with a 4% (3,659) increase in domestic EFTS and 17% (1,030) increase in international EFTS.

	Domestic			International			Total		
	2025 Budget	2024 Forecast	Variance	2025 Budget	2024 Forecast	Variance	2025 Budget	2024 Forecast	Variance
On-Campus	46,337	44,204	2,133	6,928	5,851	1,077	53,265	50,055	3,210
Online	9,329	8,588	742	9	55	-46	9,338	8,643	695
WBL	34,681	33,897	784				34,681	33,897	784
Total	90,347	86,689	3,659	6,937	5,906	1,030	97,284	92,595	4,689

4. Enrolments for ITPs for 2025 have advanced and provide an early indication of progress towards achieving the 2025 budget. Work-based learning (WBL) business divisions track their monthly active learner data to see performance against last year.

Te Pūkenga report



28 February 2025

Whai whakaaro me whakatau rānei | Discussion / decision

5. The EFTS update is based on the data provided by ITP business divisions as at 14 February 2025, with the exception of Toi Ohomai where our latest data is as at 7 February 2025.

Domestic applications

6. Overall, in comparison to the same time in 2024, there has been an additional 3,795 applications received, a 5% year on year increase. This excludes 6,457 applications from Unitec which was unable to submit the data for 2024 due to limitations in data extraction.

Rohe	2025 YTD Applications	2024 YTD Applications	Var	Var%
OPNZ	19,451	18,216	1,235	7%
OPN	19,451	18,216	1,235	7%
Rohe 1	7,168	6,746	422	6%
MIT	4,889	4,612	277	6%
NTC	2,279	2,134	145	7%
Rohe 2	21,193	21,161	32	0%
EIT	9,558	9,907	-349	-4%
TOI	7,098	6,284	814	13%
WIN	4,537	4,970	-433	-9%
Rohe 3	14,795	15,100	-305	-2%
NMT	3,030	3,080	-50	-2%
UCL	4,497	4,636	-139	-3%
WAW	5,294	5,239	55	1%
WIT	1,974	2,145	-171	-8%
Rohe 4	20,793	18,382	2,411	13%
ARA	5,907	5,541	366	7%
OTG	4,311	4,332	-21	-0%
SIT	10,292	8,235	2,057	25%
TPP	283	274	9	3%
Total	83,400	79,605	3,795	5%

International applications

7. To date international applications have continued to rise. Based on Immigration New Zealand (INZ) data from August 2024 to January 2025 there has been 5,286 applications processed for intakes in 2025 which is 37% higher than what was processed from August 2023 to January 2024.
8. As at January, the programme with the highest number of applications for both 2024 and 2025 was Master of Applied Management, followed by Bachelor of Nursing.
9. For the 12 months ending January 2025, there have been 12,111 visa applications lodged by international students (49% of which have come from India), out of which 7,978 (66%) have been approved.

Te Pūkenga report



28 February 2025

10. As at 3 February, there are 1,192 visa applications in progress with INZ. With Semester 1 starting soon, these are likely to need to be deferred to future intakes.

Domestic EFTS enrolments

11. Overall, 2025 year to date (YTD) EFTS show an increase of 1,604 EFTS or 4%, compared to YTD 2024. The budget assumed a 4% increase in EFTS and progress to date indicates the ITPs are on track to meet budget. 69% of the ITPs budgeted domestic EFTS for the full year have already enrolled, the equivalent position in 2024 was 70% of the year end enrolments.
12. Open Polytechnic shows a 13% year on year increase due to a change in the enrolment pattern with continuous enrolments and SIT shows a 13% increase moving in the right direction to achieve the budget assumption of 18% growth.
13. NorthTec is only showing 2% growth compared to the 21% budget assumption due to delays in enrolment processing and changes to programmes offered (consistent with the Regional ITP Viability plan). Wintec is still behind 2024 EFTS given late approval on AMFM causing a delay in enrolment processing which the team is working to catch up.
14. Te Tai Poutini budgeted for a 23% decrease in EFTS but are currently only 13% down.

Rohe	2025 YE EFTS Budget	2025 YTD EFTS	2024 YTD EFTS	YTD EFTS Var	%YTD EFTS Var	2025 % of YE Budget	2024 % of YE Forecast
OPNZ	9,329	3,812	3,368	445	13%	41%	39%
OPN	9,329	3,812	3,368	445	13%	41%	39%
Rohe 1	10,812	7,662	7,485	177	2%	71%	75%
MIT	4,471	3,597	3,459	138	4%	80%	80%
NTC	1,954	1,066	1,048	19	2%	55%	65%
UNI	4,387	2,998	2,978	21	1%	68%	73%
Rohe 2	11,686	8,430	8,213	217	3%	72%	74%
EIT	3,833	2,395	2,199	196	9%	62%	63%
TOI	3,643	3,092	3,004	88	3%	85%	82%
WIN	4,210	2,944	3,010	-66	-2%	70%	75%
Rohe 3	9,518	7,537	7,123	414	6%	79%	77%
NMT	2,185	1,507	1,393	114	8%	69%	66%
UCL	2,602	1,951	1,926	25	1%	75%	77%
WAW	3,566	3,128	2,876	251	9%	88%	81%
WIT	1,164	952	927	24	3%	82%	82%
Rohe 4	15,212	11,345	10,994	351	3%	75%	77%
ARA	6,411	5,407	5,367	40	1%	84%	84%
OTG	4,330	3,348	3,299	49	1%	77%	83%
SIT	4,260	2,475	2,194	280	13%	58%	61%
TPP	211	116	134	-18	-13%	55%	49%
Total	56,557	38,787	37,183	1,604	4%	69%	70%

Te Pūkenga report



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For domestic EFTS, the ten largest programmes contributing to 30% of the enrolments are:

Qual	2025 YTD EFTS
Bachelor of Nursing	1,496
New Zealand Certificate in Automotive Engineering (Level 3)	1,079
New Zealand Certificate in Electrical Pre-Trade (Level 3)	997
New Zealand Certificate in Construction Trade Skills (Level 3)	760
New Zealand Diploma in Veterinary Nursing (Level 6)	726
New Zealand Certificate in Study and Employment Pathways (Level 4)	686
New Zealand Diploma in Business (Level 5)	569
New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)	488
New Zealand Certificate in Study and Employment Pathways (Level 3)	474
New Zealand Certificate in Carpentry (Level 4)	11,729
Total	

Programmes with the largest year on year change in YTD EFTS enrolments are:

Top 5 Quals for EFTS Growth

Qual	YTD EFTS Var
New Zealand Diploma in Veterinary Nursing (Level 6)	184
Bachelor of Nursing	178
New Zealand Certificate in Business (Accounting Support Services) (Level 4)	172
New Zealand Certificate in Electrical Pre-Trade (Level 3)	131
New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	1,112
Total	

Bottom 5 Quals for EFTS Growth

Qual	YTD EFTS Var
New Zealand Diploma in Enrolled Nursing (Level 5)	-85
New Zealand Diploma in Construction (Level 6) with strands in Construction Management and Quantity Surveying	-64
Wellington Trades Academy (Level 2)	-108
New Zealand Certificate in Carpentry (Level 4)	-204
New Zealand Certificate in Animal Technology (Level 5)	-457
Total	-940

International EFTS enrolments

15. YTD international EFTS shows a 18% increase over the YTD 2024 enrolments. The majority of business divisions have already achieved over 50% of the 2025 budget except for NorthTec, UCOL, Whitireia and WelTec, and SIT which has reached only around 40%.

Rohe	2025 YE EFTS Budget	2025 YTD EFTS	2024 YTD EFTS	YTD EFTS Var	%YTD EFTS Var	2025 % of YE Budget	2024 % of YE Forecast
OPNZ	9	15	18	-3	-16%	165%	28%
OPN	9	15	18	-3	-16%	165%	28%
Rohe 1	1,827	1,303	1,085	218	20%	71%	65%
MIT	457	358	276	82	30%	78%	68%
NTC	145	60	76	-16	-21%	41%	55%
UNI	1,225	885	733	152	21%	72%	66%
Rohe 2	2,298	1,395	1,090	305	28%	61%	61%
EIT	731	368	325	43	13%	50%	50%
TOI	748	410	350	60	17%	55%	68%
WIN	819	616	415	201	48%	75%	66%
Rohe 3	1,050	552	431	122	28%	53%	49%
NMT	278	212	142	71	50%	76%	59%
UCL	229	107	77	30	39%	47%	48%
WAW	400	152	98	54	55%	38%	33%
WIT	143	80	114	-33	-29%	56%	65%
Rohe 4	1,753	949	951	-1	-0%	54%	60%
ARA	575	366	284	82	29%	64%	59%
OTG	676	372	443	-71	-16%	55%	58%
SIT	502	211	224	-13	-6%	42%	67%
Total	6,937	4,213	3,573	640	18%	61%	60%

Te Pūkenga report



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16. We would expect to see a reduction in international EFTS at NorthTec (YTD 21% drop) following the scale back of their Auckland campus, and WITT (YTD 29% drop) where enrolments are more focused on EFTS with higher margins.
17. Otago Polytech and SIT also show a reduction compared to 2024 but are confident the numbers will pick up with visa application process ongoing.

Work-based learning STM delivered and active learners

18. For WBL business divisions, YTD January shows a 7% (201) reduction in the STM delivered compared to 2024. For the full year the 2025 budget is 2.3% higher than the 2024 forecast.

WBL STM's - Delivered	Jan 2025 YTD Actual	Jan 2024 YTD Actual	YTD Var %	FY 2025 Budget	Year to Go	Year to Go %
STM - Delivered	2,600	2,801	-7%	34,681	32,081	93%

WBL STM's - Delivered	Jan 2025 YTD Actual	Jan 2024 YTD Actual	YTD Var
Competenz (CZ)	333	366	- 33
Connexis (CX)	177	158	19
BCITO (BC)	749	802	- 53
MITO (MI)	245	259	- 14
ServiceIQ (SI)	171	190	- 19
Careerforce (CF)	289	357	- 68
HITO (HI)	48	57	- 9
PrimaryITO (PR)	236	248	- 12
EarnLearn (EL)	353	365	- 12
Total	2,600	2,801	- 201

19. Consistent with the above, year on year closing active learners for WBL divisions have dropped by 7% compared to the same time last year.

WBL Active Learners	Jan 2025 YTD Actual	Jan 2024 YTD Actual	YoY %
Funded Active Learners	51,748	56,395	-8%
Non-Funded Active Learners	3,424	2,625	30%
	55,172	59,020	-7%

Te tirohanga taha pūtea | Financial considerations

20. Year to date the enrolments for ITPs have increased compared to 2024, consistent with the growth assumed in the 2025 budget. At this stage the ITP business divisions appear on track to achieve budgeted domestic EFTS targets. International EFTS overall look on track however variations across business divisions are material and will be actively monitored.
21. The enrolments for WBL business divisions have softened compared to 2024 and are tracking behind the expectations built into the budget. This is not unexpected given current economic conditions, but WBL divisions are working hard to drive enrolments and also look at their cost base.

Te Pūkenga report



28 February 2025

22. A more accurate picture will be available once semester 1 enrolments have finished, and the first forecast has been completed.

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation
Revenue risk	Risk that the 2025 revenue budget is not achieved due to lower than budgeted EFTS	Further cost savings will be required to meet budgeted operating surplus.	Provide regular updates on enrolment trends to enable management to respond.

Te ahunga ki mua | Next steps

23. We continue to monitor and review the EFTS position and update the 2025 forecast.

Ngā tāpiritanga | Appendices

Appendix 1: 2025 Weekly EFTS enrolments report

Interim Learner Advisory Committee Workplan 2025 DRAFT

Agenda item	Monday 10 March	May date TBC	October date TBC
Disestablishment update	●	●	●
ILAC 2025 workplan	●		
Work-based learning options	●		
Input to legislative change	●		
Mahere Haumi Investment Plan 2026		●	
Fee setting (including student levy)		TBC	
Pastoral Code self-report		●	
Tauāki Whāinga Mahi Statement of Performance Expectations 2026			●

Legend: ● Advice to Council ● Information

Te Pūkenga report



10 March 2025

Report to	Interim Learner Advisory Committee
Title	Disestablishment update
Provided by	Gus Gilmore, Tumuaki Chief Executive
Author	Rebecca Donne, Governance Director
For	Information
Classification	Sensitive
Endorsement (if any)	Public Excluded

Recommended resolutions

It is recommended that the Interim Learner Advisory Committee (the Committee):

a.	Receive the report titled 'Disestablishment update'; and
b.	Consider whether the Committee provides input as part of the legislative reform process, and the content of any such input.

Te pūtake o tēnei pūrongo | Purpose of this report

1. This report informs interim advisory committees on the status of the disestablishment of Te Pūkenga and what is known about the timeline for the establishment of new regional entities.

Te hāngaitanga rautaki | Strategic relevance

2. Keeping interim advisory committees informed on the status of the disestablishment of Te Pūkenga is relevant to the Chief Executive's KPIs of:
 - Σ Disestablishment and transition management
 - Σ Governance transition support
 - Σ Kaimahi and ākonga well-being.

Whai whakaaro me whakatau rānei | Discussion / decision

Disestablishment

3. On 20 December 2024, the Minister for Vocational Education (the Minister) announced that:
 - Σ Several ITP business divisions will be established as regionally autonomous ITPs from 2026. Those that are financially unable to stand alone by 2026 will remain within Te Pūkenga during 2026 as other arrangements are explored to make them viable or options such as mergers, sales, and federation models are considered.

Te Pūkenga report



10 March 2025

- Legislation to enact these changes will be drafted and introduced into Parliament by the middle of 2025 and is expected to be passed by the end of the 2025 year.
 - Te Pūkenga will be disestablished by the end of 2026.
4. You can read the Minister's public announcement about the future for the sector here: [Vocational education and training decisions support return to regions | Beehive.govt.nz](https://www.beehive.govt.nz/vocational-education-and-training-decisions-support-return-to-regions)
 5. The Minister's letter to Te Pūkenga following the announcement is contained in Appendix 1.
 6. We welcomed this announcement as it was good to have a clear direction from the Government about the overarching shape of the future system prior to the Christmas break. This will help us to continue delivering quality vocational education and training to 240,000 learners and serving the needs of more than 24,000 employers with clarity on the future, while preparing the system for significant change during 2025 and into 2026.
 7. These plans may have a substantial impact on our portfolio of programmes and property, and on our people. I do not underestimate the impacts these changes will have on all of us as we progress plans to ensure our business divisions are financially viable.
 8. In her announcement, the Minister said standard setting functions currently delivered by Workforce Development Councils (WDCs) will be taken over by Industry Skills Boards (ISBs), but further input is sought from industry on how work-based learning should be structured. WDCs will continue to operate in the interim.
 9. In January and February, I met with the executive directors and operational leads of our business divisions to discuss what we know so far and how we work together to advance the Government's plans for the sector. We spent some time discussing the two options for WBLs. Both options have the potential for significant impacts on how we work, and in the meantime, it is important we remain focused on the best solutions for our learners and kaimahi.
 10. Students, trainees, and apprentices can rest assured that their learning and training will continue regardless of the disestablishment of Te Pūkenga. Their qualification may be awarded by a new entity but other than that, they can expect the same quality of teaching and training and same pathways to qualifications. As new entities are set up and when Te Pūkenga is disestablished, learners will transition with their existing programmes to the new entities. Learners can all have confidence that they will all have access to strong vocational education and training.

Work-based learning

11. Last month, the Government began a targeted consultation on work-based learning options for the vocational education and training sector.
12. The two options for consultation include an independent work-based learning solution (option 2b in the previous consultation undertaken last year), or a collaborative model (new option).
13. Both options are proposed to work closely with ISBs, which will replace current Workforce Development Councils. The responsibilities for ISBs differ slightly in both options. You can see the consultation document included elsewhere in the meeting pack.

Te Pūkenga report



10 March 2025

14. On 10 February I joined a consultation which included our Work-based Learning Executive Directors, the Minister for Vocational Education and the Tertiary Education Commission (TEC). Consultation was by invitation only for industry and employer representatives and closed on 21 February.

Timeline for disestablishment

15. I understand a Cabinet paper is due in April which will confirm the preferred option, based on the outcomes of the consultation process. The transition to the future state would start in 2026 under either option.
16. The current indicative timetable includes:
- Σ February – WBL consultation
 - Σ April – WBL decision Cabinet paper; funding system decisions
 - Σ May – Possible consultation on number and scope of ISBs
 - Σ June – Cabinet paper on legislation, number of named ITPs to be established in 2026
 - Σ July-October – Select Committee process for legislation
 - Σ 1 January 2026 – viable ITPs are stood up; others remain as part of a parent while options are considered for improving their financial viability including mergers, sales and federation models.
 - Σ 31 December 2026 – Te Pūkenga disestablished.

Regional ITP Viability programme

17. In the second half of 2024, consultants developed financial improvement plans for each ITP business division within Te Pūkenga to improve their financial viability. Viability and/or pathway to viability as a standalone entity differs for each ITP division.
18. In January, Te Pūkenga Council approved the Regional ITP Viability project (RIV) plans for implementation. These plans are critical to support the financial viability of ITPs to ensure they are in a stronger position to stand up independently or as part of other collaborative arrangements, and some difficult decisions will need to be made, but they will be critical to ensuring the future of our sector.
19. Most ITP divisions have established and resourced their RIV project teams using internal or contracted resource and have begun delivering key activities within their financial improvement plans that were considered “no regrets” activities. Throughout our business divisions, Te Pūkenga runs several thousand courses every year and as part of good management process we regularly review demand for programmes to ensure they are the right fit and meet community needs. Since we began the disestablishment process less than 100 courses have closed or been paused. However, we will continue to take a strong focus on enrolments and make changes to courses as required.
20. The national office has contracted an experienced Senior Programme Manager to manage the RIV programme implementation. s 9(2)(a) will work closely with the regional project teams to

Te Pūkenga report



10 March 2025

provide support, guidance, and a common and consistent approach to oversight across the programme. The central programme team will support the project teams to develop their detailed individual implementation plans.

21. While our enrolment numbers are looking more positive this year, we still need a strong focus on our financial viability as we work towards returning ITPs to regional autonomy or alternative structures. This work is challenging, but it is our opportunity to address issues that have plagued our sector for years and build a system that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive. Our goal is to provide a successful system that is not only financially sustainable but also remains academically rigorous, founded on strong and enduring industry engagement and community connections.

Te ahunga ki mua | Next steps

22. The RIV programme's scope was originally focused on improving the financial viability of ITPs to the point where they could be established as a regionally autonomous ITP or be part of some other collaborative arrangement.
23. It is becoming clear that there are several other workstreams which will be required to establish and transition ITP business divisions out of Te Pūkenga, and work-based learning business divisions (once decisions are made). These will be developed as we gain greater clarity of Government decisions.

Ngā tāpiritanga | Appendices

Appendix 1: Letter from Minister Simmonds 20 December 2024

Hon Penny Simmonds

Minister for the Environment
Minister for Tertiary Education and Skills
Associate Minister for Social Development and Employment



20 December 2024

Sue McCormack
Acting Chair
Te Pūkenga
By email: s 6(2)(a)

PS0590

Dear Sue

Changes to the vocational education and training system

I am writing to confirm our Teams meeting today regarding the government's decisions on changes to the Vocational Education and Training (VET) system in New Zealand. I appreciate that these decisions are of significant interest to you, Te Pūkenga leadership and staff, learners and the organisations Te Pūkenga works with.

Cabinet has agreed to my proposals to reshape the VET system. This will return decision making to regions and enable more industry input into work based learning. The redesigned system draws from the many conversations I have had with stakeholders and industry and from the substantial feedback that was received as part of the consultation on my proposals.

The redesigned system will be financially sound and better meet the needs of learners, industry, and the economy. It will ensure both standard setting entities and providers are engaged with industry employers. This legislative framework to give effect to this system will:

- disestablish Te Pūkenga and Workforce Development Councils;
- enable a more agile network of Institutes of Technology and Polytechnics (ITPs) focused on core delivery either as standalone entities or as members of a federation; and
- establish Industry Skills Boards (ISBs) to provide a more industry responsive and resilient model to support work-based learning.

ISBs would be responsible for a national standards setting function (qualification, credential and standards development, and programme endorsement) as well as a workforce planning function. I have also retained the function of providing advice to the TEC, something industry value.

When I consulted on options for work based learning earlier in 2024, the feedback I received led to a new option being developed. As it is essential that the design meets the needs of industry, I intend to hold a targeted consultation on two work based learning options very early in 2025.

The first option would have separate standards setting entities (ISBs) and delivery of work-based learning through providers (similar to current arrangements). The key difference would be that Te Pūkenga's work based learning divisions become standalone entities. Under this

option, polytechnics, Wānanga and private training establishments would also be able to offer work-based learning. This was Option "B" in my first round of consultation.

Under the second, new, option, ISBs would additionally provide national training coordination and pastoral care functions to work-based learners and their employers. Tertiary providers, including polytechnics, Wānanga and private training establishments would manage the education aspects of work-based learning, including enrolling learners, developing training materials, managing assessment and delivering off-job training where required. The Work Based Learning business divisions of Te Pūkenga would ultimately be disestablished, and it is expected that the staff and resources from these would be split between ISBs and providers as appropriate.

Information on the options and the consultation process will be provided to industry bodies and other relevant parties in January 2025.

In addition to the work based learning structure, there are still other important decisions to be made regarding the shape of the VET system. This includes deciding which ITPs will be in a position to stand up as autonomous organisations in the new structure, and which will be brought together as part of a federation. There are also decisions regarding funding for the new system and about the number and coverage of ISBs. These decisions will all be made in the first half of 2025.

It is my intention that the new system will be progressively in place from 1 January 2026, with a number of autonomous ITPs in place at that date. I anticipate that there will be a lot of interest in these decisions, and the timeframe for activity to be carried out to implement the changes. The timeline is intended to ensure the earliest possible return to certainty for the sector.

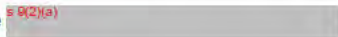
I know you will do all you can to maintain the forward momentum regarding these changes and I thank you for that. To ensure the stability of the system for learners it is important that the transition is managed in a way that does not bring undue disruption or uncertainty. Thank you for the work so far to support the direction of travel, and I look forward to continuing to work with you as we implement these changes.

I will arrange for my office to set up a meeting between us in the New Year.

Yours sincerely



Hon Penny Simmonds
Minister for Tertiary Education and Skills

cc. Gus Gilmore 

Karakia whakakapi



Tēnā tātou here are some useful phrases you can use to introduce closing karakia next time you are asked to lead it.

Māku e whakakapi te wānanga nei.
I will conclude our shared space.

Kia whakakapia te wānanga nei ki te karakia.
May our shared space be concluded with karakia.

Kua pau tonu te wā, nā reira māku e whakakapi te wānanga nei ki te karakia.
We're just about out of time, therefore I will conclude our shared space with karakia.

Karakia whakakapi Closing incantation

Puritia,
puritia ngā kōrero o te wānanga
puritia Kia ū, kia mau
puritia kia ita
Unuhia, unuhia atu rā
Te tapu o te kāhui o ngā ariki
mauria atu rā ko te kahu ora o
Rongo
he rongo taketake
he rongo mau tonu
ka whakamau kia tina,
Tina! (everybody)
Hui e, Tāiki e!

Hold fast,
hold firmly the words of the
academy
cement them firmly
fixed in the mind.
Release ourselves
of the decorum of formality
let us take up the life giving
cloak of Rongo
the permanence of peace
and harmony
and bind it firmly,
Firmly!

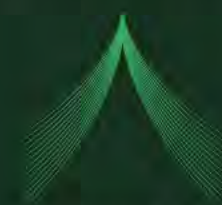
Our values



Manawa nui
We reach out and welcome in



Manawa roa
We learn and achieve together



Manawa ora
We strengthen and grow
the whole person

Pūrongo Kaunihera a Te Pūkenga

Council Report

3 August 2021

Title	Interim Learner Advisory Committee and Terms of Reference
Provided by	Tania Winslade, DCE Learner Journey and Experience
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that the Council:

a.	Approves the appointments to the interim Learner Advisory Committee.
b.	Approves the Terms of Reference for the Interim Learner Advisory Committee.
c.	Notes the full set of recommendations provided by the Working Group to Establish the Learner Advisory Committee which will need to be integrated into the initial work of the Interim Learner Advisory Committee.
d.	Thanks the working group for their mahi to-date and for their recommendations.

Te Tāhuhu Kōrero | Background

A working group to establish the learner advisory committee was set up earlier in the year which resulted in the set of recommendations ([Appendix 2 Document Library](#) Working Group recommendations).

The advice from the working group was that an interim learner advisory committee is established with a permanent committee established from 2023.

This report seeks:

- Approval of appointments to the interim committee. Due to the timing of the final reference checks, the recommended appointees will be tabled at the Council hui.
- Approval of the interim terms of reference for the committee (Appendix 1) which were discussed during the last council workshop session.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The process that has been undertaken to select appointees to the interim advisory committee is:

- Expressions of interest were sought for members based on criteria recommended by the working group
- Establishment of a small short-listing panel consisting of DCE Learner Journey & Experience, Human Resources, and two members from the working group.
- The panel assessed applicants against criteria including:
 - o Governance/representative experience
 - o Computer literacy and strong communication skills (written/verbal)

- o An understanding and/or connection to underserved learner groups and/or other learner groups the working group had previously identified were important to hear from (for example second-chance, distance/online etc)
- o An understanding of Te Tiriti and knowledge/experience with Te Ao Māori.
- o Further the panel sought geographic spread across potential appointees.
- Reference and character checks.

The recommendations of the panel will be tabled at the Council hui.

Te Pae Tawhiti | Tiriti Excellence Framework

There will be good representation from Māori learners within the recommended appointees.

Pānga ki Ngā Ākonga/Kaitukumahi | Learner/Employer Impact

Establishment of the committee will be a key milestone for Council to support learner voice and input into decision-making.

Ōritetanga | Equity Impact

There will be representation from underserved learners on the committee.

Te Uiuinga Whānui | Engagement/consultation

The working group consisted of Te Pūkenga learners, staff and National Student Associations who met and workshopped over a period of months to develop the recommendations. The working group has also reviewed the terms of reference.

Ngā tino raru ka heipu mai | Key risks

Adequate support and resource will be required to ensure the committee is a success. This will be mitigated by working through with the Council the work of the committee, meeting frequency, and identifying secretariat support. Training will be required for members.

Members will need to be brought up to speed quickly. This will be mitigated by a thorough induction.

Te tirohanga taha pūtea | Financial considerations

There will be financial considerations for all interim advisory committees.

Te Ahunga Ki Mua | Next steps

- Week of 3 August – members notified of appointment and invited to induction. Meeting scheduled to identify Chair of committee.
- Mid to late August – Induction (alongside staff advisory committee if timing is suitable)
- 7 September – First Council hui for Chair of committee.

57_August 21 Council agenda item for ILAC_appointments – details of rec appointments

Te Pūkenga Council hui 3 August 2021 (closed agenda, item 19.3)

Recommended appointments to the Interim Learner Advisory Committee

Recommendations

It is recommended that:

- Te Pūkenga Council receives this summary of recommended appointments to the Interim Learner Advisory Committee.
- The following people are appointed to the Interim Learner Advisory Committee:
 - Dahrian Watene
 - Ezra Tamati
 - Hamish Duncan
 - Henry Geary
 - Skyla Flowers
 - Jordan Gush
 - Lupe Puletea Kautoke
 - Nina Lee Griffiths

Background

The Council are asked to approve the eight recommended appointments to the interim Learner Advisory Committee.

Fifteen expressions of interest were received and assessed by the short-listing panel using a skills matrix based on the criteria. Three were discounted on the basis they were staff members.

The Interim Learner Advisory Committee Terms of Reference allow for up to 10 members to be appointed to the committee. When considering all applications, the panel considered eight to be suitable.

Recommended appointments

The eight recommended appointees have been considered against the criteria including geographical spread and ability to represent the diversity of learners.

Reference and character checks were completed and are noted on the summary of recommended appointees' table (next page).

See Appendix 1 for biographies for each recommended Interim Learner Advisory member.

There are a further four applicants for discussion – See Appendix 2.

Y = evidenced in CV to a mod - high level
 X = not or insufficiently evidenced in CV
 O = unable to tell from info provided OR low to mod

Summary of recommended appointments

Experience
Enrolled within the Te Pūkenga network
Governance experience (desirable)
Representative experience and/or networks with learner communities
Te Ao Māori and Tikanga
Knowledge / Skills
Intermediate level of computer literacy
Strong communication skills written and verbal
An understanding of underserved learners
Understanding of Te Tiriti
Equity & Diversity
Does this candidate represent any groups specified by working group?
Ethnicity or community learner identifies with
Geographical spread
Reference Check Completed? Y/N
Confirmed Learner

Appendix 1: Biographies of Recommended Interim Learner Advisory Committee members

Name	About the learner
Dahrian Watene	[Redacted content]
Henry Geary	
Lupe Puletea	
Skyla Flowers	

Ezra
Tamali

Jordan
Gush

Nina
Lee
Griffiths

Hamish
Duncan

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Appendix 2 Further applicants for consideration for the Interim Learner Advisory Committee

Y = evidenced in CV to a mod - high level
X = not or insufficiently evidenced in CV
O = unable to tell from info provided OR low to mod

Candidates	A	B	C	D
Experience				
Enrolled within the Te Pūkenga network				
Governance experience (desirable)				
Representative experience and/or networks with specified learner communities				
Te Ao Maori and Tikanga				
Knowledge / Skills				
Intermediate level of computer literacy				
Strong communication skills written and verbal				
An understanding of underserved learners				
Understanding of Te Tiriti				
Equity & Diversity				
Does this candidate represent any specified learner groups?				
Ethnicity/learner community				
Geographical spread				

INTERIM LEARNER ADVISORY COMMITTEE

Terms of Reference

1. Scope

- 1.1. Under the Education and Training Act 2020 (ETA) Te Pūkenga is required to establish a Learner Advisory Committee (referred to in the ETA as a students' committee and in these Terms of Reference as the **Learner Advisory Committee**). The Council of Te Pūkenga is required to consult the Learner Advisory Committee about significant matters relating to the strategic direction that are relevant to those the Learner Advisory Committee represents and consider any advice given by the Learner Advisory Committee.
- 1.2. Te Pūkenga is in the process of developing its operating model, which will be implemented over the course of 2022. This will provide for, among other things, a network of education provision and delivery that centres its learners. Because of this, the manner in which the Learner Advisory Committee should be constituted and governed will form part of the implementation of the operating model.
- 1.3. In the interim, the Council wishes to ensure there is a real opportunity for active participation of a learner voice at a governance level at this time. To achieve this, an interim Learner Advisory Committee is being established (**Interim Learner Advisory Committee**) and these Terms of Reference are being adopted to support the Interim Learner Advisory Committee.
- 1.4. Once the long-term operating model of Te Pūkenga is clarified, the Council requires that these Terms of Reference are reviewed and / or revoked and replaced or amended, as appropriate. The intention is that the permanent Learner Advisory Committee will operate from 1 January 2023 under the amended / replaced Terms of Reference.
- 1.5. These Terms of Reference have been developed in partnership with individual learners and apply to the Interim Learner Advisory Committee.

2. Role and Functions of the Interim Learner Advisory Committee

- 2.1. The Interim Learner Advisory Committee's statutory functions are to, on being consulted by the Council of Te Pūkenga:
 - a) give advice to the Council of Te Pūkenga on significant strategic matters relevant to learners (s 325(3)(a));
 - b) give advice on any other matters (s 325(3)(b)); and

- c) give advice in relation to, or for giving effect to, the determination of policy that it has responsibility for (s 324(1)).

2.2. In formulating its advice, the Interim Learner Advisory Committee is asked to have regard to the Charter of Te Pūkenga, its statutory functions and the resources available to Te Pūkenga.

2.3. In addition to the above, as part of its functions the Interim Learner Advisory Committee is also required to:

- a) nominate/select/appoint one member to sit on the Council of Te Pūkenga, with the consideration of an alternate.
- b) develop terms of reference for the full Learner Advisory Committee, including decisions on membership consistent with the prescribed statutory framework and relevant Council of Te Pūkenga decisions.
- c) consider any specific issues delegated to it or requested by the Council of Te Pūkenga.
- d) through a co-design process, draft a relationship agreement setting out specific ways of working with the Council of Te Pūkenga;¹
- e) contribute perspectives of the learner voice, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals.
- f) quarterly deliver to the Council of Te Pūkenga a report setting out its activities and summarising its advice on the matters that the Council of Te Pūkenga has consulted with it on.
- g) demonstrate giving effect to Te Tiriti o Waitangi in its deliberations and decision-making.

3. Membership of the Interim Learner Advisory Committee

3.1. Membership of the Interim Learner Advisory Committee will have a maximum of 10 members appointed by the Council upon recommendation of the Deputy Chief Executive Learner Journey & Experience of Te Pūkenga. This includes the option for any co-opted members.

3.2. In order to recommend members for the Committee, the DCE LJ&E will form a suitable selection panel which includes representation from learners. In particular, representatives from currently underserved learner groups are desirable.

3.3. To be eligible for selection, learners must be currently enrolled at Te Pūkenga or any Te Pūkenga subsidiary at the commencement of their appointment.

¹ As this is an interim advisory committee there are still many aspects particularly as it pertains to the working relationship with the Te Pūkenga council and other advisory committees that are yet to be developed. This committee in conjunction with other interim advisory committees will undertake this work during its term and will inform the final terms of reference for the Learner Advisory Committee proper (post January 2023). New developments from here will be appended to this document.



Te Pūkenga

3.4. Membership of the Interim Learner Advisory Committee must include at least one representative who identifies as belonging to one or more of the following cultures / communities:

- a) Māori
- b) Pacific
- c) Disabled
- d) LGBTQI+
- e) International
- f) Work-based learner

4. Appointment to Te Pūkenga Council

Appointed members are eligible for nomination to Te Pūkenga Council. The successful nominee will be decided by majority vote at the first meeting of the Interim Learner Advisory Committee (with all appointed members being in attendance).

5. Terms and conditions of appointment

5.1. Members of the Interim Learner Advisory Committee are appointed via a panel selection process following a call for expressions of interest by the Deputy Chief Executive Learner Journey & Experience. The term of appointment will be for no longer than up to 31 December 2022 unless otherwise stated by the Deputy Chief Executive Learner Journey & Experience.

5.2. Unless a position is vacated earlier, every appointed member of the Interim Learner Advisory Committee will continue in office until their successor comes into office.

5.3. Any member of the Interim Learner Advisory Committee may at any time resign as a member by advising the Deputy Chief Executive Learner Journey & Experience and Co-Chairs of the Interim Learner Advisory Committee in writing. Where a Co-Chair wishes to resign, they need only advise the Deputy Chief Executive Learner Journey & Experience and the Co-Chair in writing by providing one month's written notice.

5.4. A member of the Interim Learner Advisory Committee may at any time be removed from office by the Chief Executive of Te Pūkenga for inability to perform the functions of office, bankruptcy, neglect of duty, or misconduct, proved to the satisfaction of the Deputy Chief Executive Learner Journey & Experience. Members will be taken through their responsibilities in this role as part of induction

5.5. If requested by the Interim Learning Advisory Committee, the Deputy Chief Executive Learner Journey & Experience may from time to time alter or reconstitute



Te Pūkenga

the Interim Learner Advisory Committee, or discharge any member of the Interim Learner Advisory Committee or appoint new members to the Interim Learner Advisory Committee for the purpose of decreasing or increasing the membership or filling any vacancies to ensure continuous representation of the groups listed at paragraph 3.3 above. .

6. Co-Chairs

- 6.1. The Interim Learner Advisory Committee will appoint Co-Chairs, representing Māori and Tangata Tiriti. The Co-Chairs will preside at every meeting of the Interim Learner Advisory Committee at which they are present.

7. Duties and responsibilities of a Member

- 7.1. This section sets out the expectations of the Council of Te Pūkenga on the duties and responsibilities of a person appointed as a member of the Interim Learner Advisory Committee. This is intended to aid members by providing them with a common set of principles for appropriate conduct and behaviour and serves to protect the Committee and its members.
- 7.2. The Interim Learner Advisory Committee must conduct its activities in an open and ethical manner and operate in an effective and efficient way within the parameters of its functions as set out in these Terms of Reference.
- 7.3. Members should have a commitment to work in the best interests of all learners and the Committee itself, having regard to the specific matters that they are consulted on and any other matters they consider the Council of Te Pūkenga should be made aware of in its governance role.
- 7.4. Members are expected to make every effort to attend all the Committee meetings whether in-person or video conference and devote sufficient time to become familiar with the affairs of the Interim Committee and the wider environment within which it operates.
- 7.5. Members are expected to act responsibly with the effective and efficient administration of the Committee and the use of Committee funds, as guided by the Secretariat.
- 7.6. Members will:
 - a) be diligent, prepared and participate
 - b) be respectful, loyal and supportive
 - c) not denigrate or harm the image of the Committee.

7.7. The Committee as a whole will:

- a) ensure that the independent views of members are given due weight and consideration
- b) ensure fair and full participation of Members
- c) regularly review its own performance
- d) give effect to Te Tiriti o Waitangi in its conduct and deliberations.

8. Conflicts of interest

- 8.1. Members must perform their functions in good faith, honestly and impartially, and avoid situations that might compromise their integrity or otherwise lead to conflicts of interest. Other than the appointed Council member, members must also be, and be seen to be, independent of Te Pūkenga Council but must respect the advice handed to the Council of Te Pūkenga on behalf of the Committee and be respectful of the manner in which the Council of Te Pūkenga considers and acts on that advice.
- 8.2. Members attend meetings and undertake Committee activities as independent persons responsible to the Committee as a whole. Members are not appointed as representatives of student organisations or groups. The Committee should not, therefore, assume that a particular group's interests have been considered because a Member is associated with a particular group.
- 8.3. Members are required to declare any actual or perceived interests to the Interim Learner Advisory Committee. The other Committee members will then determine whether or not the interest represents a significant conflict, and if so, what action will be taken.
- 8.4. The Co-Chairs will ask members to declare any actual or perceived interests at the start of each meeting.

9. Confidentiality

- 9.1. The public has a right to be informed about the issues being considered by the Interim Learner Advisory Committee. The Committee should have procedures in place for the release of information and processing requests for information.
- 9.2. Regard should be had to the Privacy Policy and Official Information Act Policy of Te Pūkenga when considering requests for information. If there is any uncertainty over the release of information, the matter should be referred to the Privacy Officer / Director Legal and Risk for consideration.



Te Pūkenga

- 9.3. Individual members must observe the following duties in relation to Committee information. These provisions ensure that the Committee as a whole maintains control over the appropriate release of information concerning issues before it.

General meeting discussions

- a) Key discussion points in meetings are recorded in the meeting minutes. Upon request, a Member's dissenting views may be recorded in the meeting minutes.
- b) Members must ensure that the confidentiality of Committee business is maintained. Members must be clear about what Committee matters are permitted to be discussed with people that are not Committee members and, in doing so, should be familiar with the information that is publicly available about the Committee's work.
- c) Meetings of the Committee, including agenda material and draft minutes, are confidential.
- d) Members are free to express their own views within the context of Committee meetings, or as part of the general business of the Committee.
- e) Members may communicate general meeting discussions with other Committee members that were not present during at the meeting.
- f) At no time should members individually divulge details of Committee matters or decisions of the Committee to persons who are not Committee members. Disclosure of Committee business to anyone outside the Committee must be on the decision of the Committee, or between meetings, at the discretion of the Co-Chairs. *'In committee' discussions*.
- g) The meeting minutes will note that an 'in committee' session took place. A record of 'in committee' discussions will be kept in the Co-Chairs' notes.
- h) *'In committee' discussions* can be communicated with other Committee members who were not present during the 'in committee' session. This can either be done formally by the Co-Chairs or informally by another Committee member.

10. Media policy

- 10.1. Only the Co-Chairs are authorised to comment publicly on the affairs and policies of the Committee, and where appropriate, the Co-Chairs will advise Te Pūkenga Council in advance. The Co-Chairs may delegate comment to other Committee members.



Te Pūkenga

- 10.2. Where the Co-Chairs have delegated comment to another Committee member, the member must publicly support a course of action decided by the Committee. If unable to do so, members must not publicly comment on decisions.
- 10.3. The Co-Chairs, members and Secretariat will not support any action or public statement that is derogatory or in any way damaging to the Committee or the Council of Te Pūkenga.
- 10.4. Members have the right to comment to the media on any matter in their own or representative capacity, as long as they do not attribute the comment to the Committee or imply that they are speaking on behalf of the Committee. If a Member is forewarned of being asked to comment to the media, they should advise the Committee accordingly. If a Committee member is not forewarned, they should advise the Co-Chair immediately after making comment to the media. This will also be a matter members are taken through as part of induction.

11. Working arrangements

- 11.1. The Interim Learner Advisory Committee will agree a work programme with Te Pūkenga Council.

12. Consultation

- 12.1. In providing advice to Te Pūkenga Council, the Interim Learner Advisory Committee will, where appropriate, make reasonable attempts to consult with key stakeholders such as:
 - a) Student associations
 - b) Learner leaders
 - c) Class representatives
 - d) Learners fulfilling learner representative functions on any of the committees of Te Pūkenga and working groups
 - e) Learner survey and feedback results
 - f) Current and relevant insights, information and reports on learner journey, experience, and outcomes
- 12.2. The Interim Learner Advisory Committee will ensure that stakeholders are provided with feedback following consultation, in line with good consultation practice.²

13. Performance measures

- 13.1. The Interim Learner Advisory Committee will be effectively meeting its tasks when it provides relevant and timely advice to Te Pūkenga Council based on research, analysis and consultation with appropriate stakeholders.
- 13.2. The Interim Learner Advisory Committee must:
 - a) Select a representative to sit on Te Pūkenga Council
 - b) Select a Māori representative to sit on Te Kōmiti Māori (Māori advisory committee to Te Pūkenga Council)
 - c) Select or delegate selection of two representatives to Te Poari Akoranga
 - d) Develop an agreed work programme with Te Pūkenga Council
 - e) Achieve its agreed work programme
 - f) Stay within its allocated budget

14. Meetings of the (Interim) Learner Advisory Committee

- 14.1. Meetings, either in-person or via videoconferencing will be held six times per year prior to Te Pūkenga Council meetings.
- 14.2. A quorum will consist of five (if eight) or six (if 10) members. A quorum must include at least one of the Co-Chairs.
- 14.3. Subject to the provisions set out above, the Interim Learner Advisory Committee may regulate its own procedures having regard to these Terms of Reference and equitable outcomes.

15. Reporting

- 15.1. The Interim Learner Advisory Committee will:
 - a) keep minutes of all its meetings which outline the issues discussed and include a clear record of any decisions or recommendations made
 - b) ensure actions are followed up on and stakeholder consultation feedback loops are closed
 - c) prepare a quarterly report to Te Pūkenga Council setting out its activities.

16. Secretariat

Te Pūkenga must ensure it provides support for the Interim Learner Advisory Committee to operate effectively. This will be through the provision of shared advisory and administrative secretariat support services. A relationship agreement to be developed between the Interim Learner Advisory Committee and Te Pūkenga Council will set out the provisions and ways of working in more detail³.

17. Fees and allowances

- 17.1. Members of the Interim Learner Advisory Committee are entitled to be paid fees for attendance at meetings including preparation and workshops.
- 17.2. The Co-Chairs will receive [xxx]⁴ per day and an allowance of two extra days per month to cover additional work undertaken by those persons.
- 17.3. The attendance fee for members is set at [xx]⁵ per day (plus half a day's preparation fee).
- 17.4. Te Pūkenga covers the cost for actual and reasonable travel and accommodation expenses of the Interim Committee members (any travel and accommodation to be approved in advance and booked through Te Pūkenga booking channels).
- 17.5. Requests for additional support by members to enable equitable participation and representation on the Interim Committee are welcomed and will be considered by the Deputy Chief Executive Learner Journey & Experience on a case-by-case basis provided reasonable notice is given.⁶ Great
- 17.6. These Terms of Reference will be reviewed prior to 1 January 2023 in accordance with clause 1.4 above.

3 A relationship agreement between the Interim Learner Advisory Committee and Te Pūkenga Council will be appended to this document once it has been developed through workshop with the respective parties.

4 For decision by Te Pūkenga Council and taking budget into account

5 As above

6 This is in reference to support persons, notetakers, accessibility, easy-read documents, accommodation to alleviate mental/physical strain etc.

Pūrongo Kaunihera a Te Pūkenga

Council Report

7 September 2021

Title	Update on Council Advisory Committee Membership
Provided by	Ana Morrison, DCE Partnerships and Equity Tania Winslade, DCE Learner Journey and Experience Keri-Anne Tane, Director of People & Culture
Contributors	s 9(2)(a) [Redacted] [Redacted] [Redacted]
For	For Approval

Te Taunaki | Recommendation(s)

It is recommended that the Council:

a.	notes the report; and
b.	appoints the following people to the Interim Māori Advisory Committee: Out of Scope [Redacted]
c.	notes that the Staff Committee will confirm their representative to Council on Thursday 9 September; and
d.	notes that Jordan Gush and Dahrian Watene are recommended as co-chairs for the interim Learner Advisory Committee. Further Jordan Gush, a BCITO apprentice is recommended as the first appointee to the Council with effect from 4 October 2021, subject to completion of legislative due diligence alongside all committee members as per below.
e.	delegates authority to the Chair and Deputy-Chair of Council to approve the appointment to Council of the nominated Komiti Māori, Learner Committee and Staff Committee members.

Te Tāhuhu Kōrero | Background

Section 325 of the Education and Training Act 2020 (ETA) requires Te Pūkenga to establish advisory committees as committees of Council.

The three interim committees (Learner, Staff, Māori) have been established and Learner and Staff committee have completed the process to nominate a representative to Council.

The interim Māori advisory committee will meet on 15 September for their induction and nomination process.

Interim Learner Committee

The interim Learner Advisory Committee has now been through a process to select co-chairs and a council appointee. The recommended co-chairs for the committee are at **Appendix 1**. Further Jordan Gush, a BCITO apprentice, is recommended as the appointee to council, subject to due diligence being completed alongside the Māori and Staff Advisory committee appointees. It should be noted that Jordan will not officially become a Te Pūkenga learner until BCITO transfers across to WBL on 4 October 2021.

Interim Staff Committee

The Staff committee has elected co-chairs pursuant to the terms of reference of that committee. One will be nominated as the representative to Council. This decision will be made on 9 September.

Interim Māori Advisory Committee

Out of Scope

- Welcome to New Council Members: We propose to induct the elected members over the next three weeks, including:
 - a. Governance administrative requirements
 - b. Whakawhanuangatanga between Council Chair & Deputy Chair and the Committee Co-Chairs
 - c. Whakawhanuangatanga between Council Chair and new Council members, and also with their Council member buddy
 - d. Induction by Operating Model team on the Operating Model

Discussion

We seek your views and confirmation on the 'governance buddy/mentor' approach, so we can advise committee members.

Ngā Tāpirihanga | Appendices

Appendix 1: Biographies of recommended co-chairs of Interim Learner Advisory Committee

Appendix 2: Biographies of recommended Interim Kōmiti Māori members

Appendix 1 – Biographies of recommended Co-Chairs for the Interim Learner Advisory Committee

The Interim Learner Advisory Committee recommended Co-Chairs s 9(2)(a)

s 9(2)(a) is recommended as the Council member with a review after 3-6 months.

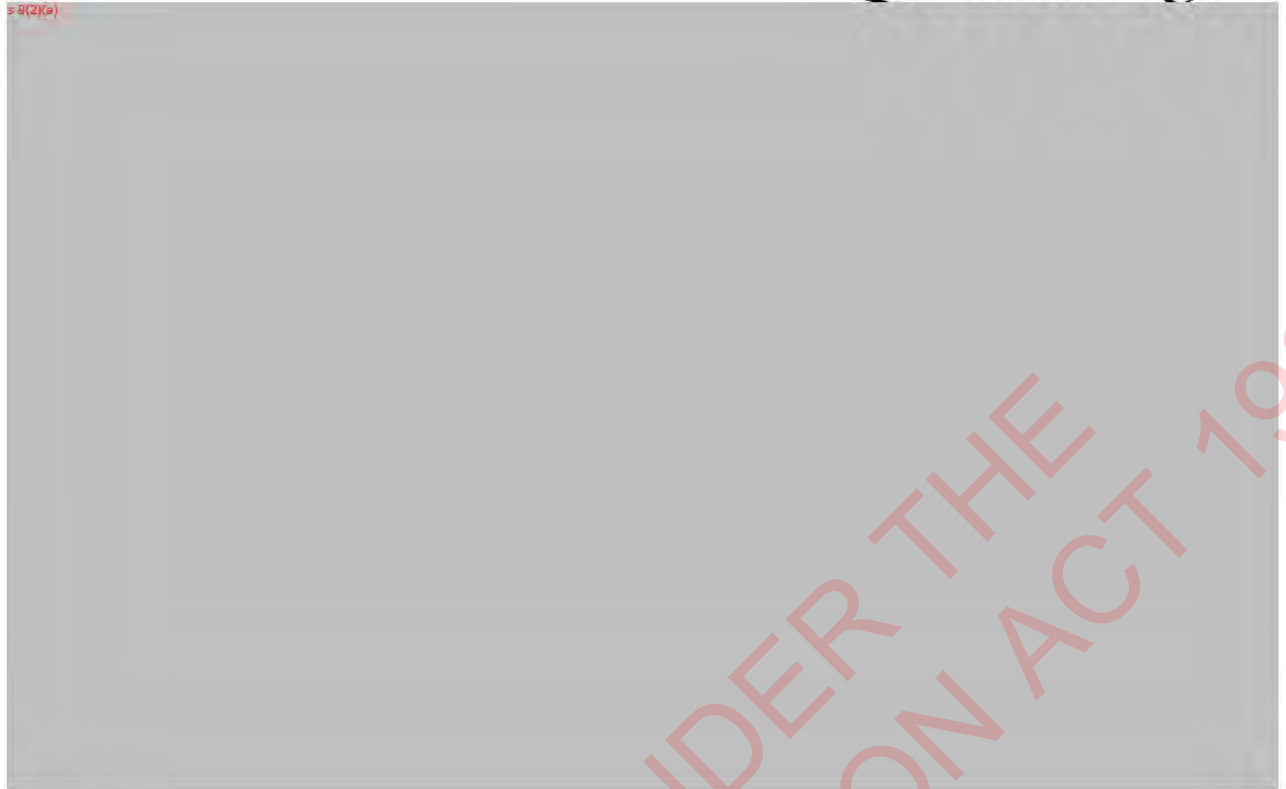
s 9(2)(a)

Proof of Enrolment



s 9(2)(a)

s 9(2)(a)



Proof of Enrolment

From: NorthTec Enquiries <enquiries@northtec.ac.nz>
Sent on: Thursday, July 29, 2021 8:18:40 PM

s 9(2)(a)



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60_October 21 legal advice Te Pūkenga advisory committees

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Pūrongo Kaunihera a Te Pūkenga Council Report

5 October 2021

Title	Recommended remuneration for Interim Learner Advisory Committee
Provided by	s 9(2)(a) Learner Journey and Experience
Author	s 9(2)(a) Kaikōkiri - Director Learner Whānau Engagement Learner Journey and Experience
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that the Council:

a.	Receive the report; and
b.	Approve the recommended remuneration for the Interim Learner Advisory Committee remuneration setting for the Interim Learner Advisory Committee at • s 9(2)(a) •

Te Tāhuhu Kōrero | Background

Section 325 of the Education and Training Act 2020 requires Te Pūkenga Council to establish a Student's Advisory Committee.

On 3 August 2021, the Council approved the membership of the Interim Learner Advisory Committee (ILAC). ILAC has been inducted and will carry out its inaugural meeting shortly. However, before this, the remuneration must be approved to fully activate and formally confirm its membership.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

Section 325 of the Education and Training Act 2020 requires Te Pūkenga Council to establish a Student's Advisory Committee.

On 3 August 2021, the Council approved the membership of the Interim Learner Advisory Committee (ILAC). ILAC has been inducted and will carry out its inaugural meeting shortly. However, before this, the remuneration must be approved to fully activate and formally confirm its membership.

The considerations given to concluding the recommended remuneration for the ILAC is as follows:

The living wage

Although the minimum wage in Aotearoa is set at an adult rate of \$20 per hour with an 8-hour day rate of \$160. Many consider this an inadequate pay rate to enable a worker to meet the bare necessities of life.

The living wage is set at \$22.75, with an 8-hour day rate of \$182. This is considered the minimum hourly wage a worker needs to pay for the necessities and participate as an active citizen in their community. The rate is calculated independently each year by the New Zealand Family Centre Social Policy Unit.

Work-based learners and apprentices

Although apprenticeship pay rates vary depending on their level of experience, they can earn over the living wage, especially when well advanced through their apprenticeship.

Apprentices earn an income as they learn and with fees-free can avoid accruing student loan debt. A 2018 BERL report shows that apprentices earn significantly more in the early stages of their careers than other learners.

Work-based learners can be highly skilled and earning higher levels of income. They are learners for a variety of reasons such as undergoing professional development to further their skillset or supporting a career change.

Cabinet fees framework

The Cabinet fees framework provides guidance from the government on the classification and remuneration of statutory and other Crown bodies. The Framework covers a varied array of bodies, it is not intended to be prescriptive, and judgement is required to determine the best fit.

Although the framework is not being used to assess remuneration for the committees of the Council, it does provide guidance around remuneration.

Category four covers a vast array of advisory committees. Remuneration levels within this category are determined by:

- skills, knowledge, and experience required for members.
- function, level, and scope of authority.
- complexity of issues.
- public interest and profile.

The ILAC sits at the mid-level of remuneration under this category and, this indicates:

- \$205-395 for Members
- \$280-\$575 for Chairs

Other considerations

Te Pūkenga keeps learners at the centre of all that they do. In reflecting the value of learners' contributions to innovation, co-design, and their importance as the primary customer for Te Pūkenga, it is important their value is reflected in remuneration at the governance level.

An ILAC member/s is also required to sit with other advisory committees of the Council. These include the Council itself, Te Poari Akoranga, and the Māori Committee. For this reason, a level of consistency demonstrates the value of the learner voice within Te Pūkenga eco-system.

To enable our learners to succeed in these roles, we will also offer development opportunities to support them to improve their governance skills.

Interim Learner Advisory Committee

Recommended Remuneration table - Term: August 2021 – December 2022

	Frequency (per annum)	Time commitment	Total rate per Meeting
Committee members	6-12 meetings	4-6 hr hui (+ 4hrs prep)	s 9(2)(a)
Co-chairs (additional prep & responsibility)	Per meeting chaired	As above + per hui	s 9(2)(a)

Other expenses	Frequency (per annum)	Time commitment	Hourly Rate	Total maximum amount claimable
Travel time (if applicable)	6 meetings + Up to 5 PD days	2 hrs maximum for travel exceeding 3 hrs in total	s 9(2)(a)	
Travel expenses (if applicable)	4 meetings (total per term) + Up to 5 PD days	ILAC secretariat to book travel arrangements for committee members including airport transfers		
Accommodation (if applicable)	Up to 3 meetings + Up to 5 PD days	Where appropriate, the Director Learner & Whānau Engagement to approve accommodation costs for committee members where it is impractical to complete travel in one day		

Meals	3 meetings + Up to 5 PD days	ILAC secretariat arrange catering for face to face meetings including morning tea, lunch, afternoon tea and where travel times extend the day longer than 8 hours – breakfast and/or dinner.
Professional Development	Up to 5 PD days (including induction day)	All costs incurred by training and development offered will be covered and arranged by the ILAC secretariat.

Te Pae Tawhiti | Tiriti Excellence Framework

The appointment processes of the Interim Learner Advisory Committee members ensure Māori learner representation within its membership including a Māori Co-Chair. ILAC will also have a Māori member sitting on the Māori Committee to provide a strong connection between ILAC and iwi Māori voice.

Pānga ki Ngā Ākonga/Kaitukumahi | Learner/Employer Impact

Learner voice is a focus area of Te Rito Learner Action Plan. With learners at the centre of all we do here at Te Pūkenga, the ILAC is central to providing learner voice at the governance level.

Ōritetanga | Equity Impact

ILAC ensures a diverse range of learners within its membership including, but not limited to, Maori, Pacific, and disabled voices.

Having a strong learner voice informing every stage of Te Pūkenga transition and transformation is an integral part of the necessary changes within the existing system.

Te Pūkenga Charter 4 (e) asks that we hold inclusivity and equity as core principles, recognising and valuing the diversity of all its learners, and providing the unique types of support different learners need to succeed.

To do this we must hold the learner voice as being as valuable as voices from other parts of the education eco-system.

Ngā tino raru ka heipu mai | Key risks

Should learners be remunerated to a significantly lower level than other members of the Council's advisory committees, it could lead to perverse outcomes that make the Learner Advisory Committee a less desired seat as effort is valued higher within other settings. We will closely manage the perception of the ILAC through positive reinforcement of their contribution and support its membership to grow and flourish in their advisory capacity. Especially through the use of its professional development funding and utilising mentors within the network.

Te tirohanga taha pūtea | Financial considerations

The financial impact of the recommended level of remuneration is anticipated to be at an annual level that does not exceed \$80,000, including Professional development and travel.

Te Ahunga Ki Mua | Next steps

1. Committee membership formalised through a letter of appointment
2. Contract for services are completed for ILAC members

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

62_ILAC TOR_NO RELEASE as duplicate of 58

Not released – duplicate item

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982

63_personal appointment letter to chair

Not released – privacy of individuals s 9(2)(a)

RELEASED UNDER THE
OFFICIAL INFORMATION ACT 1982



Appendix 1 – International Learner Candidate Matrix

Candidate	YZ	PT	JT	MZ	HP
Experience					
Enrolled within the Te Pūkenga network					
Governance experience (desirable)					
Representative experience and networks with specified learner communities					
Te Ao Maori and Tikanga					
Knowledge / Skills					
Intermediate level of computer literacy					
Strong communication skills written and verbal					
An understanding of underserved learners					
Understanding of Te Tiriti					
Equity & Diversity					
Does this candidate represent any specified learner groups?					
Ethnicity					
International Fee Paying Student					
Geographical spread					
Matrix Score					

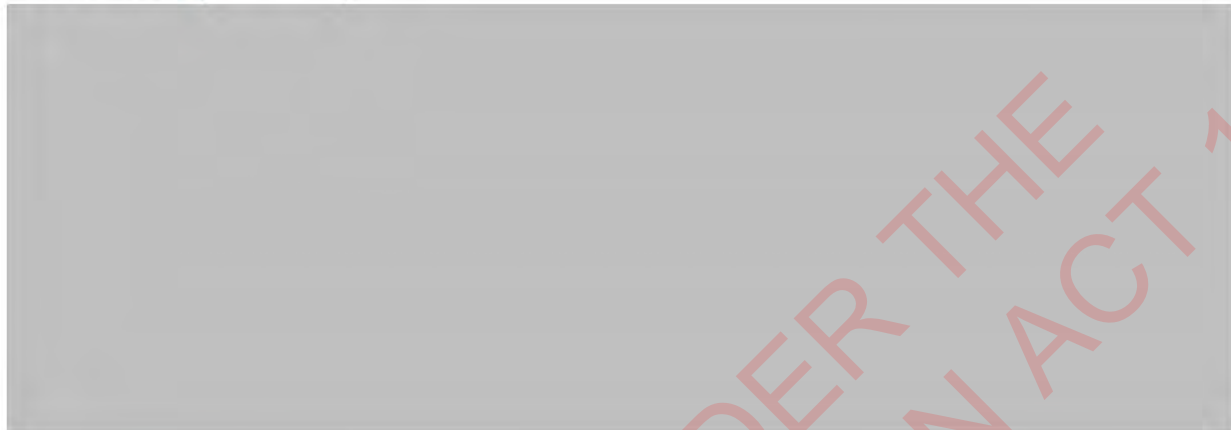
Y = evidenced in CV to a mod - high level

X = not or insufficiently evidenced in CV

O = unable to tell from Info provided OR low to mod

Appendix 2 – Biography and proof of enrolment for recommended ILAC Appointee:

Introduction - 



Te Waka Ako

International Admissions

Telephone: +64-3-9408732

Facsimile: +64-3-9408642

Email: intladmissions@ara.ac.nz

Website: www.ara.ac.nz

Ara Institution Code: 6006

22 December 2021



65_ILAC March 22 report for Council

Pūrongo Kaunihera a Te Pūkenga

Council Report

15 March 2022

Title	Approval of Relationship Agreements and Work Programmes for the Interim Learner Advisory Committee (ILAC) and Interim Staff (Kaimahi) Advisory Committee (IKAC)
Provided by	Tania Winslade, DCE Learner Journey & Experience § 9(2)(a) Keri-Anne Tane, Director People & Culture
Author	§ 9(2)(a)
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that the Council:

a.	receive the report;
b.	approve the draft Relationship Agreements and Work Programmes for the Interim Learner Advisory Committee (ILAC) and Interim Staff (Kaimahi) Advisory Committee (IKAC);
c.	note ILAC and IKAC Co-Chairs involvement in developing the relationship agreements and work programmes, and that the draft documents were circulated to all ILAC and IKAC members for review and feedback; and
d.	note that the draft relationship agreement is not a legal agreement but will constitute the agreed protocols and means of engagement between Council and the Interim Advisory Committees so there is clarity as to process and expectations.
e.	delegate authority to the Chair and Deputy Chair of Council should any amendments to the documents be required, in consultation with the ILAC and IKAC Co-Chairs, and sign the final documents on behalf of Council.

Te Tāhuhu Kōrero | Background

Following Council's direction and in line with the ILAC and IKAC terms of reference, a facilitated workshop took place on 4 Feb 2022 with the Chair and Deputy Chair of the Council and the Co-Chairs of ILAC and IKAC, to work through:

- a proposal for how the relationship between Council and the relevant Interim Advisory Committees will operate (to be set down in a relationship agreement); and
- a process to develop an agreed work programme for each committee.

The workshop was a useful exercise and identified several challenges the interim advisory committees are currently navigating, along with some ideas and opportunities for improvement.

Using the guidance and direction provided at the workshop, staff worked with ILAC and IKAC Co-Chairs to develop draft relationship agreements (**Appendix 1 & 3**) and work programmes (**Appendix 2 & 4**). The draft documents have been circulated to all ILAC and IKAC members for review and feedback. The feedback received was incorporated or addressed appropriately.

Te pūtake o tēnei pūrongo | Purpose of this report

To approve the draft relationship agreements and work programmes for ILAC and IKAC and to delegate authority to the Chair and Deputy Chair of Council should any amendments to the documents be required, in consultation with the ILAC and IKAC Co-Chairs, and sign the final documents on behalf of Council.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

Both interim advisory committees' terms of reference set out that a relationship agreement is to be developed between the advisory committees and the Council to set out more detailed provisions and ways of working.

The draft relationship agreements (**Appendix 1 & 3**) build on the interim advisory committees' terms of reference and aim to clarify and address several challenges and opportunities identified at the workshop. Specifically, the relationship agreement sets out the following headings in more detail:

- Purpose of the Relationship Agreement
- Scope of Interim Advisory Committees
- What Advisory Committees Are/Are Not
- Purpose of Learner/Staff Advisory Committee
- Interim Advisory Committee Key Deliverables
- Principles and Behaviours of Good Governance
- Roles and Responsibilities.

Alongside the process of developing draft relationship agreements, draft work programmes have been developed. The work programmes set out the key deliverables for the interim advisory committees in line with their terms of reference and some of the draft relationship agreement provisions.

A key theme that emerged at the workshop centred around needing to re-set and clarify the understanding of the interim advisory committees' purpose across the network. The draft relationship agreements and work programmes identify some work/deliverables to help address this issue i.e., working with staff to develop a communications plan to clarify the purpose of the interim advisory committees, and to develop a process for redirecting operational matters that sit outside the scope of the interim advisory committees.

The work programmes are living documents that recognise the fluidity of the Council's own work programme and their requirement to seek advice from, or delegate work to, ILAC and IKAC on significant matters relating to the Council's strategic direction. The

interim advisory committees have requested that once the Council's work programme has been set down, thought then be given to the timing and process of engagement with, and provision of advice from the interim advisory committees on key strategic matters, particularly to do with the development of policies and frameworks that directly affect learners and staff.

Although the interim advisory committee members had an opportunity to review and provide feedback on the documents, it is noted that the next meetings for both ILAC and IKAC occur after the 15 March 2022 Council meeting. Therefore, it is recommended that the Council Chair and Deputy Chair be delegated authority to work through and approve any minor amendments to the documents that may be requested by the interim advisory committees at their next meetings.

Te Pae Tawhiti | Tiriti Excellence Framework

The development of the draft relationship agreements and work programmes incorporate Te Pae Tawhiti principles and refer to the framework in the reference section of the draft relationship agreement. Te Tiriti O Waitangi guidance relevant to the work of the interim advisory committees is being developed and will form part of the relationship agreement reference documents once completed.

Pānga ki Ngā Ākonga/Kaitukumahi | Learner outcomes

Having clarity on the purpose of the Interim Learner Advisory Committee and the focus of their work further supports the development of processes to ensure the voice of learners are kept at the forefront of the Councils decision making and will enable the Council to ensure it fulfils its statutory obligation to consult with this group on key strategic matters.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

Having clarity on the purpose of the Interim Staff (Kaimahi) Advisory Committee and the focus of their work further supports the development of processes to ensure the voice of kaimahi are considered by the Council to inform its decision making and will further enable the Council to fulfil its statutory obligation to consult with this key stakeholder group on key strategic matters.

Ōritetanga | Equity Impact

The process to develop the draft relationship agreements and work programmes for the interim advisory committees encompassed Te Rito outcomes framework, co-design principles and undertook to hear from participants in a way that aimed to mitigate any potential power imbalances between parties.

Te Uiuinga Whānui | Engagement/consultation

The Council Chair and Deputy Chair and the Co-Chairs for both ILAC and IKAC were involved with and have contributed to the development of the draft relationship agreements and work programmes. All interim advisory committee members had an

opportunity to review and provide feedback on the draft documents with feedback incorporated where appropriate.

Ngā tino raru ka heipu mai | Key risks

The draft relationship agreements and work programmes mitigate the risk around different levels of understanding of the interim advisory committee's purpose. The documents set out clear roles and responsibilities, expectations, and deliverables of both parties.

The documents also serve as the basis to re-set and clarify the different levels of understanding of the interim advisory committees' purpose and deliverables across the network.

For the avoidance of doubt, Council is asked to note that the agreement is not a legal agreement but will constitute the agreed protocols and means of engagement between the Council and its Interim Advisory Committees so that there is clarity as to process and expectations.

Te tirohanga taha pūtea | Financial considerations

Work to develop the Relationship Agreements and Work Programmes is covered within existing budgets

Te Ahunga Ki Mua | Next steps

The Chair and Deputy Chair of Council to work through any final minor amendments in consultation with the Advisory Committee Co-Chairs and sign the final documents on behalf of Council.

Council and interim advisory committee Co-Chairs, with the support of governance staff, have the responsibility to ensure key deliverables for each party are upheld and effected inline with the provisions set out in the final relationship agreements and work programmes.

Te Hunga whai koha | Contributors

See Engagement/Consultation section above. In addition to key parties being involved with the development of the draft relationship agreement and work programmes.

Ngā Tāpirihanga | Appendices

- 1) ILAC Draft Relationship Agreement
- 2) ILAC Draft Work Programme
- 3) IKAC Draft Relationship Agreement
- 4) IKAC Draft Work Programme

Interim Learner Advisory Committee – DRAFT 2022 Work Programme

AGENDA ITEM	MAR 16	APR 12	JUNE 02	AUG 16	OCT 4	DEC TBC
GOVERNANCE (Council Priorities)						
Develop Interim Advisory Committee Relationship Agreement	●	●				
Develop Interim Advisory Committee Work Programme	●	●				
Develop an operational issues process and provide advice on a communication plan to ensure the Advisory Committees purpose within the wider network is understood and communicated effectively.		●	●			
Develop Permanent Learner Committee Framework (<i>terms of reference, relationship agreement, position descriptions, induction & handover guides</i>) noting statutory framework and Council decisions.		●	●	●	●	
Advise on the development of an Election Process for the 2023 Learner Advisory Committee (in conjunction with Kaimahi elections)		●	●	●	●	
PERFORMANCE MONITORING						
Quarter 1 report to Council		●				
Quarter 2 report to Council				●		
Quarter 3 report to Council						●
Quarter 4 report to Council – Final report from Interim Committee						
STANDING ITEMS						
Komiti Māori report	●	●	●	●	●	●
Te Poari Akoranga report	●	●	●	●	●	●
Co-Chairs report	●	●	●	●	●	●
Council Update Report		●		●		●
ONGOING - Advise on Council Strategic Matters						
Learner Voice (Contribute perspectives of Te Pūkenga Learners, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals)						



Pūrongo Kaunihera a Te Pūkenga

Council Report

Out-of-Cycle Approval – 25 March 2022

Title	Interim Learner Advisory Committee (ILAC) Council Representative
Provided by	Tania Winslade, DCE Learner Journey and Experience s 9(2)(a)
Authored by	s 9(2)(a)
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that:

- The Council notes the Interim Learner Advisory Committee (ILAC) met on 16 March 2022 and approved to recommend to Council the re-appointment of Jordan Gush as the Interim Learner Advisory Committee Council representative; and
- The Chair and Deputy Chair of Council under the delegated authority afforded to them at the Council Meeting of 15 March 2022 approve the re-appointment of Jordan Gush as the representative on Council for the Interim Learner Committee (ILAC) for a term concluding on 31 December 2022; and
- The Chair of Council sign the variation to contract letter (appendix 2).

Te pūtake o tēnei pūrongo | Purpose of this report

To seek approval from the Chair and Deputy Chair of Council for the re-appointment of Jordan Gush as the representative on Council for the Interim Learner Advisory Committee for a term concluding on 31 December 2022.

Te Tāhuhu Kōrero | Background

On 7th September 2021 Jordan Gush was appointed as ILAC Council Representative with an agreed review after three-six months (effective from 4 October 2021). At its 15 March meeting, the Council delegated authority to the Council Chair and Deputy Chair to consider and approve the re-appointment/appointment of an ILAC Council representative nominated by ILAC.

ILAC discussed and reviewed this matter at its 16 March 2022 meeting and approved the recommendation that Council re-appoint Jordan Gush as its ILAC Council representative. ILAC base this recommendation on the performance of their Council representative to date, and to provide continuity to the Council and ILAC during this period of transformation toward the Day one horizon of 1st January 2023.

Excerpt from the draft minutes of the meeting of the Interim Learner Committee meeting held
16 March 2022

Recommendation:

Resolved: (Hamish Duncan/Henry Geary)

That ILAC:

- a) *noted the committee have reviewed the appointment of the ILAC Council representative and approve Jordan Gush be recommended as the ILAC Council Representative until the permanent advisory committees are established.*

Ngā Tāpirihanga | Appendices

- 1) Appointment letter of ILAC Chair to Council October 2021 Jordan Gush
- 2) Variation to appointment letter for ILAC Co-Chair Jordan Gush



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Appointment and Remuneration Committee

08 December 2022

Title	Interim Advisory Committee member extensions and remuneration
Provided by	s 9(2)(a) Chief Advisor
Author	s 9(2)(a) Kaikōkiri Director Governance
For	Decision

Te Taunaki | Recommendation(s)

It is recommended that the Appointment and Remuneration Committee (RemCo):

a.	Recommend to Council that the appointments of current Interim Komiti Māori members be extended until the earlier of either:
i.	the appointment of members of the Māori advisory committee as required by s.325(1) of the Education and Training Act 2020; or
ii.	30 September 2023.
b.	Recommend to Council that the appointments of current Interim Learner Advisory Committee members and Interim Kaimahi Advisory Committee members also be extended until the earlier of either:
i.	the election of their successors, due to take place in Q3 2023; or
ii.	30 September 2023.
c.	Recommend to Council that the current remuneration for all interim advisory committees is rolled over in its current form until 31 March 2023, which will allow RemCo to more fully consider appropriate remuneration for the permanent advisory committees and existing interim advisory committees in Q1 2023.

Te pūtake o tēnei pūrongo | Purpose of this report

1. To formally approve a recommendation to be put to Council to extend the appointment of the current Interim Komiti Māori members, Interim Learner Advisory Committee members, and Interim Kaimahi Advisory Committee members as well as extend the current form of remuneration.

Te Tāhuhu Kōrero | Background

2. Council is required to set up Advisory Committees pursuant to s.325(1) of the Education and Training Act 2020 ('the Act'), specifically a learner advisory committee, a staff advisory committee and a Māori advisory committee.

3. Section 326(1)(a) of the Act requires members of the learner advisory committee and staff advisory committees to be elected, but consisting of persons representing a minimum of each regional division of Te Pūkenga. Until the operating model was finalised, this was not possible - accordingly Council determined to set up both the Interim Learner Advisory Committee and the Interim Kaimahi Advisory Committee to undertake the functions of the advisory committees until such time as the election process could be determined, elections complying with the Act held and the permanent advisory committees established. Earlier this year, Council approved the deferral of elections to Q3 2023 – the paper approving that noted (but did not formally approve) the extension of current member terms until their successors were appointed.

4.

Out of Scope

5. Interim advisory committees have met frequently (up to monthly) in 2022. Following the recent Council planning days, it is proposed that interim advisory committees (and permanent advisory committees once constituted) will generally meet quarterly to advise Council. This suggests a maximum number of meetings of 6 per year, taking into account planning and any other issues which the advisory committees may need to consider.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

Extension of terms

6. The terms of all current members of Interim Komiti Māori expire on 31 December 2022. As noted above, while Council noted the extension of appointments of members of the Interim Learner and Kaimahi Advisory Committees was a necessary consequence of the deferral of elections, Council did not formally approve such extensions.
7. As matters currently stand, s 9(2)(a) as a member of Council appointed pursuant to s.320(1)(c) of the Act, would also end her term as a Te Pūkenga Council member as at 31 December 2022. In the absence of a formal approval of the extensions of terms by Council, arguably s 9(2)(a) would also end their terms as Council members on 31 December 2022.
8. Staff therefore advise RemCo to recommend to Council the formal extension of appointments of all members of the interim advisory committees until the earlier of the appointment of their successors, or 30 September 2023.
9. Extension letters for kamahi or learner advisory committee members will note that the extension of term is subject to those members remaining eligible (i.e. they are either a learner or a staff member).

Remuneration of interim advisory committee members

10. The current remuneration for all advisory committee members is attached as **Appendix 1** – this was approved by RemCo in November 2021 and subsequently endorsed by Council.
11. The simplest approach to remuneration would be to roll over the existing remuneration until such time as RemCo can consider the appropriate level of remuneration in detail in Q1 2023.

Remco can consider both the appropriate rates to apply to existing interim advisory committees and the rates to apply to permanent advisory committees. Accordingly staff suggest that the existing remuneration is continued until 31 March 2023.

12. Extension letters will note that the existing remuneration will apply until 31 March 2023 with such to be reconsidered by RemCo in Q1 2023 and subsequently advised to interim advisory committee members.

Ngā tino raru ka heipu mai | Key risks

13. There are no identifiable risks from implementing the recommendations in this paper.

Te Ahunga Ki Mua | Next steps

14. The next step is to seek Council's endorsement of the recommendations.

Council's Advisory Committees			
	Staff	Learner	Māori
Remuneration of Committee Chairs (not being a Council member) per day ¹	Out of Scope	s 9(2)(a)	Out of Scope
Remuneration of all other members per day			
Professional development			
Travel expenses	Subject to prior approval by Te Pūkenga and costs to be incurred in accordance with Te Pūkenga travel and expense policy with all bookings for flights made via Te Pūkenga.		

¹ The per day rate is based on an expectation of eight hours. Work for longer than eight hours in one day does not normally attract an extra payment. The per day rates includes preparatory work for a meeting (with it being recognised that the preparatory work may be carried out in the day/s preceding the meeting). Preparatory work is included in the day rate. Members are not normally paid for time spent travelling to or from meetings.

² The .FTE allocation of payment will apply to the staff member on the Komiti Māori from 1 January 2023.

68_Chair's briefing notes ILAC November 23



Chair's Briefing Notes for Interim Learner Advisory Committee 17 November 2023

17/11/2023 | 08:30 AM - Auckland, Wellington New Zealand Standard Time

Brentwood Hotel, Wellington

Attendees (6)

Jordan Gush; Henry Geary; Skyla Flowers; Nina Lee Griffiths; Cecily Zhou; Mr Ihongaro

Heamana | Chair: Jordan Gush

Apologies: Dahrian Watene (Co-Chair)

In attendance: Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement), Annie Waterworth (Senior Implementation Lead)

Minutes: Rebecca Donne (Council Secretary)

Observers: s 9(2)(a)

[Redacted]

Karakia timatanga

To be delivered by Ihongaro

1. Administration

8.30am

1.1 Welcome/apologies

Dahrian Watene is an apology for this hui.

There are a number of observers from LLG and ALG who will be present for most of the meeting but will be asked to leave for item 4.

- s 9(2)(a)

s 9(2)(a)

Recommendation

That the Interim Learner Advisory Committee note apologies from Dahrrian Watene.

1.2 Register of interests

Chair to remind members to declare any agenda items where a conflict arises between their role as a member of the ILAC and any private or other external interest they may have and stand aside from decision making in respect of that item.

1.3 Minutes of meeting held 21 September 2023

Are there any items arising from the minutes?

Recommendation

That the Interim Learner Advisory Committee approve the minutes of the meeting held on 21 September 2023 as a true and correct record.

1.4 Action register

Members to note the pending actions and discuss any which can be closed.

1.5 2024 workplan

Recommendation

That the Interim Learner Advisory Committee receive and adopt the proposed 2024 workplan.

2. Draft permanent Learner Advisory Committee Terms of Reference (for feedback)

8.45am

Recommendation

That Te Pūkenga Interim Learner Advisory Committee (ILAC):

1. *Receive the report titled 'Permanent Learner Advisory Committee Terms of Reference';*
2. *Provide feedback on the draft Learner Advisory Committee Terms of Reference; and*
3. *Note the next steps to approve the Terms of Reference.*

3. Draft Code of Conduct for Council and Committees (for feedback)

9.45am

Recommendation

That the Interim Learner Advisory Committee receive and note the proposed Code of Conduct for Council and Committees and provide feedback for incorporation into the next version.

4. Response to SANITI (for feedback)

10am

Observers will be asked to leave the meeting for this item so that ILAC can consider this "in committee". Once the letter is finalised, copies will be sent to all students associations and student councils, so they will see it then.

Recommendation

That Te Pūkenga Interim Learner Advisory Committee (ILAC):

1. *Receive the report titled 'Response to SANITI';*
2. *Provide feedback on the draft response, noting that it has not yet been reviewed by Te Pūkenga Communication team; and*
3. *Delegate to the Co-Chairs of ILAC to finalise the response with staff so it can be sent.*

Morning tea

10.20am (20 minutes)

5. Report from November Council meeting (for information)

10.40am

Recommendation

That the Interim Learner Advisory Committee note the report from the 1 November Council meeting.

6. Reports from Committees and other engagements

10.50am

6.1 BCITO apprentice leadership group feedback

Nina will provide a verbal update from the BCITO apprentice leadership group (deferred from September meeting).

Recommendation

That the Interim Learner Advisory Committee note the feedback on the BCITO apprentice leadership group.

6.2 Te Poari Akoranga

Henry to provide an update from the September and October meetings of Te Poari Akoranga.

Recommendation

That the Interim Learner Advisory Committee note the reports from Te Poari Akoranga meetings in September and October.

27 September 2023 hui

25 October 2023 hui

6.3 27 October Komiti Māori hui for noting

As Dahrian is absent, there will not be a verbal update on this report, but members may wish to make comment.

Recommendation

That the Interim Learner Advisory Committee note the report on the 27 October Komiti Māori hui which was provided to the 1 November Council meeting.

6.3.1 Learner appointment to Māori Advisory Committee - verbal update

s 9(2)(a) will provide a verbal update on this.

6.4 Careerforce Noho Marae experience

Nina will provide a verbal update on the Careerforce Noho Marae experience.

Recommendation

That the Interim Learner Advisory Committee note the update from Nina Lee Griffiths on the Careerforce Noho Marae experience.

7. Reading

11.25am

This time is for members to share reflections from any background reading that has been provided.

Two items have been provided for background reading:

- Te Pūkenga 4 October Council meeting (open pack)
- Three Regional Skills Leadership Group reports

8. Any other business

11.55am

Do any members want to raise any other business?

Karakia whakakapi

To be delivered by Nina

Lunch with Tim Fowler, Chief Executive Tertiary Education Commission

12pm

Extra time if required for items not completed before lunch

1pm

This time has been reserved in case discussions are not completed by 12pm. If not required it will be used for the wānanga.



Minutes for Interim Learner Advisory Committee 24 June 2024

24/06/2024 | 05:30 PM - Auckland, Wellington New Zealand Standard Time
Microsoft Teams

Attendees (4)

Dahrian Watene; Skyla Flowers; Nina Lee Griffiths; Mr Ihongaro

Heamana | Chair: Dahrian Watene

Apologies: Henry Geary, Jordan Gush

In attendance:

Paora Ammunson (DCE Tiriti Outcomes), Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement), Patrick Jones (Portfolio and Performance Director, item 2.), Peter Makara (Programme Manager Learner Journey and Experience, item 2. and item 5.), Phil O'Callaghan (Interim Chief Financial Officer, item 3.), Diana Law (Pastoral Care Code Lead, item 4.)

Minutes: Rebecca Donne (Governance Director)

Karakia timatanga

Whakarongo rā e Rongo ki Te Pūkenga te manawa nei ki te rongo taketake, te whiwhia, te rawea te whiwhi-ā-nuku whiwhi-ā-rangi i takea mai i te kāhui o ngā ariki. kia tūturu ka whakamau ai kia tina, Tīna! (everybody) Hui e? Tāiki e!	Listen o Rongo to Te Pūkenga offering gratitude for the peace and harmony that allows us to enjoy he gifts of the earth and the heavens bequests of a higher order. And bind it firmly, firmly! Do we all concur? We concur!
---	---

1. Administration

Meeting to start at 5.30pm

1.1 Welcome/apologies

- Apologies have been received from Henry Geary and Jordan Gush.
- s 9(2)(a) has not re-enrolled so did not renew her membership of ILAC

1.2 Register of interests

Remind members to declare any agenda items where a conflict arises between their role as a member of the ILAC and any private or other external interest they may have and stand aside from decision making in respect of that item.

1.3 Minutes of meeting held 6 May 2024

Recommendation:

That the Interim Learner Advisory Committee approve the minutes of the meeting held on 6 May 2024 as a true and correct record.

1.4 Action register

Outstanding actions are:

- **Rebecca** to distribute a soft copy of Simone's presentation on the LSP to all members. Clarification is required on the purpose of this.
- **Dahrin and Jordan** to make recommendations on what options are available for a learner advisory committee for the remainder of Te Pūkenga existence.

2. For feedback: 2025 Investment plan (including Learner Success Plan implications)

5.40pm

In attendance: Patrick Jones (Portfolio and Performance Director) and Peter Makara (Programme Manager - from 6pm)

Recommendation:

That Te Pūkenga Interim Learner Advisory Committee (the Committee):

- a. Receive the report titled 'Te Pūkenga Investment Plan 2025'; and*
- b. Provide feedback and advice on priorities for the investment plan for 2025.*

3. For information: Verbal update on approach to 2025 fee setting

6.25pm

In attendance: Phil O'Callaghan (Interim Chief Financial Officer)

Recommendation:

That the Interim Learner Advisory Committee note the approach to fee setting for 2025.

Break

6.35pm - 6.50pm

4. For feedback: Pastoral Code self-report 2023

6.50pm

In attendance: Diana Law, Pastoral Care Code Lead

Recommendation:

That Te Pūkenga Interim Learner Advisory Committee (the Committee):

- a. Receive and provides feedback on the final draft Pastoral Code Self-Review Report 2023; and*
- b. Note that this self-review report is a final draft which is embargoed until it has been approved by Council for submission to the New Zealand Qualifications Authority.*

5. For information: Standing update on 2024 Learner Success Plan

7.20pm

In attendance: Peter Makara (Programme Manager Learner Journey and Experience)

Recommendation:

That the Interim Learner Advisory Committee note the update on the 2024 Learner Success Plan.

6. Any other business

7.30pm

No other business has been received in advance. Do any members have any other business that they wish to raise?

Karakia whakakapi

Puritia, puritia ngā kōrero o te wānanga puritia Kia ū, kia mau puritia kia ita Unuhia, unuhia atu rā Te tapu o te kāhui o ngā ariki mauria atu rā ko te kahu ora o Rongo he rongo taketake he rongo mau tonu ka whakamau kia tina, Tina! (everybody) Hui e, Tāiki e!	Hold fast, hold firmly the words of the academy cement them firmly fixed in the mind. Release ourselves of the decorum of formality let us take up the life giving cloak of Rongo the permanence of peace and harmony and bind it firmly, Firmly!
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70_Chair’s briefing notes ILAC August 24

Chair’s Briefing Notes for Interim Learner Advisory Committee 29 August 2024

29/08/2024 | 05:00 PM - Auckland, Wellington New Zealand Standard Time
Microsoft Teams

Attendees (6)

Jordan Gush; Dahrian Watene; Henry Geary; Skyla Flowers; Nina Lee Griffiths; Mr Ihongaro

In attendance:

Gus Gilmore (Chief Executive), Paora Ammunson (Pourangi Hua Tiriti), Clarke Raymond (Director Strategy and Performance), Rebecca Donne (Governance Director - minutes)

Tuwhera ai te hui | Meeting opens

Meeting to start at 5.00pm

Whakarongo rā e Rongo ki Te Pūkenga te manawa nei ki te rongo taketake, te whiwhia, te rawea te whiwhi-ā-nuku whiwhi-ā-rangi i takea mai i te kāhui o ngā ariki. kia tūturu ka whakamau ai kia tina, Tina! (everybody) Hui e? Tāiki e!	Listen o Rongo to Te Pūkenga offering gratitude for the peace and harmony that allows us to enjoy he gifts of the earth and the heavens bequests of a higher order. And bind it firmly, firmly! Do we all concur? We concur!
---	---

1. Administration

1.1 Welcome and apologies

No apologies have been received for the hui.

1.2 Register of Interests

Page 3

Remind members to declare any agenda items where a conflict arises between their role as a member of the Committee and any private or other external interest they may have and stand aside from decision making in respect of that item.

1.3 Minutes of meeting held 24 June 2024

Page 4

Are there any matters arising from the open minutes?

RECOMMENDATION

That Te Pūkenga Interim Learner Advisory Committee (ILAC) approve the open minutes of the 24 June ILAC meeting.

1.4 He kōrero mō ngā mahi o mua | Update on previous actions

Page 9

Actions overdue or due at this meeting:

- **Rebecca** to send **s 9(2)(a)** a thank you letter from ILAC. *This will be completed next week.*
- **Paora** to consider transition for learner voice into regional structures and what communities of practice could look like. *It is too early to report on this until the outcomes of the consultation are known, so the due date for this needs to be extended to 2025.*

Actions which Management recommend to close:

- **ILAC members** to draft some learner designed persona case studies showing that markers of success are different for individuals. *This is no longer required.*
- **Jordan and Dahrian** to make recommendations on what options are available for a learner advisory committee for the remainder of Te Pūkenga existence. Te Pūkenga will continue to exist until the end of 2025. *Management propose to extend all membership terms until the end of 2025, and expect that advisory committees will meet twice each during 2025.*

All other actions are due in future.

2. Vocational Education and Training consultation

5.10pm

Page 10

Clarke Raymond Director Strategy and Performance is in attendance to collate the feedback so that it can be incorporated into Council's submission.

The Co-Chairs of the advisory committee should lead the discussion, but Management will be present to provide an overview and answer any questions.

- Two weeks ago, Te Pūkenga Council held a workshop on the consultation process currently underway on the future of vocational education.
- The Council has agreed that it will provide feedback at a system level as part of the consultation process and would like to obtain advice from the advisory committees to inform its submission.
- The basis of this submission will be Council's view expressed in the cover letter to the SAG report, which is that it supports a structure consistent with the four regions of Te Pūkenga.
- The key questions which we want advisory committee feedback on are:
 - What would you like kept from Te Pūkenga and taken into new entities? (note that we have a summary of this from your engagement with SAG)
 - What do you think will work well and not so well in the three proposals that the government is consulting on?
 - What would you like clarified in the three proposals?
 - In your opinion do you think VET will be better or worse off as a result of the three proposals? And why?
- As advisory committees of Te Pūkenga Council, it is appropriate that your advice is provided to Te Pūkenga Council for consideration of whether to include elements of this advice in its submission. Advisory Committees should not make their own submissions on the consultation as a group, however you are all encouraged to make individual submissions and/or contribute to submissions made by any other groups that you belong to.

3. Statement of Performance Expectations 2025

6.00pm

Page 42

Clarke Raymond Director Strategy and Performance is in attendance to provide an overview of the 2025 Statement of Performance Expectations framework, which Te Pūkenga is required to produce, and receive any feedback.

4. Any other business

6.20pm

- Management are conscious that the membership terms for advisory committees is until the end of this year, however Te Pūkenga will continue to exist until the end of 2025. We will propose to Te Pūkenga Council to extend all membership terms until the end of 2025, and expect that advisory committees will meet twice each during 2025.
- Do members have any other business that they wish to raise?

Mutu ai te hui | Meeting closes

Puritia, puritia ngā kōrero o te wānanga puritia Kia ū, kia mau puritia kia ita Unuhia, unuhia atu rā Te tapu o te kāhui o ngā ariki mauria atu rā ko te kahu ora o Rongo he rongo taketake he rongo mau tonu ka whakamau kia tina, Tīna! (everybody) Hui e, Tāiki e!	Hold fast, hold firmly the words of the academy cement them firmly fixed in the mind. Release ourselves of the decorum of formality let us take up the life giving cloak of Rongo the permanence of peace and harmony and bind it firmly, Firmly!
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71_Chair’s briefing notes ILAC March 24



Chair’s briefing notes for Interim Learner Advisory Committee 10 March 2025

10/03/2025 | 05:00 PM - Auckland, Wellington New Zealand Standard Time
Microsoft Teams

Attendees (5)

Dahrian Watene; Henry Geary; Nina Lee Griffiths; Mr Ihongaro; Jordan Gush

In attendance:

Sue McCormack (Te Pūkenga Council Acting Chair), Gus Gilmore (Chief Executive), Warwick Pitts (Operations Lead - Wintec), Rebecca Donne (Governance Director, item 2), § 9(2)(a)

Tuwhera ai te hui | Meeting opens

Meeting to start at 5.00pm

Whakarongo rā e Rongo ki Te Pūkenga te manawa nei ki te rongo taketake, te whiwhia, te rawea te whiwhi-ā-nuku whiwhi-ā-rangi i takea mai i te kāhui o ngā ariki. kia tūturu ka whakamau ai kia tina, Tina! (everybody) Hui e? Tāiki e!	Listen o Rongo to Te Pūkenga offering gratitude for the peace and harmony that allows us to enjoy he gifts of the earth and the heavens bequests of a higher order. And bind it firmly, firmly! Do we all concur? We concur!
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1. Administration

1.1 Welcome and apologies

Dahrian may not be able to attend.

1.2 Register of interests

Page 4

Remind members to declare any agenda items where a conflict arises between their role as a member of the Committee and any private or other external interest they may have and stand aside from decision making in respect of that item.

1.3 Minutes of meeting held 29 August 2024

Page 5

Are there any matters arising from the open minutes?

RECOMMENDATION

That Te Pūkenga Interim Learner Advisory Committee (ILAC) approve the open minutes of the 29 August 2024 ILAC meeting.

1.4 He kōrero mō ngā mahi o mua | Update on previous actions

Page 8

Gus and Warwick will provide a verbal update on the outstanding actions.

1.4.1 Enrolment data

Page 9

This report was provided to the Finance, Risk and Audit Committee on 28 February. It is provided here to address the outstanding action about enrolment data.

2. 2025 workplan

5.15pm

Page 15

The Committee is invited to provide feedback on the workplan for 2025.

3. Disestablishment update

5.25pm

Page 16

Recommendation:

That the Interim Learner Advisory Committee receive the report titled 'Disestablishment update'.

4. Potential work-based learning arrangements

5.45pm

Page 22

The purpose of this item is for the Committee to understand the potential work-based learning arrangements that the Government has consulted on.

5. ILAC input into upcoming legislative reform

6.05pm

This item is an opportunity for ILAC to discuss whether it wishes to provide input as part of the legislative reform process expected later in the year, and what areas it might like to focus its feedback on.

6. Any other business

6.25pm

Do members have any other business that they wish to raise?

Mutu ai te hui | Meeting closes

Puritia, puritia ngā kōrero o te wānanga puritia Kia ū, kia mau puritia kia ita Unuhia, unuhia atu rā Te tapu o te kāhui o ngā ariki mauria atu rā ko te kahu ora o Rongo he rongo taketake he rongo mau tonu ka whakamau kia tina, Tīna! (everybody) Hui e, Tāiki e!	Hold fast, hold firmly the words of the academy cement them firmly fixed in the mind. Release ourselves of the decorum of formality let us take up the life giving cloak of Rongo the permanence of peace and harmony and bind it firmly, Firmly!
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Pūrongo Kaunihera a Te Pūkenga | Council Report

1 March 2023

Title	Learner and Kaimahi Advisory Committees
Provided by	Andrew McSweeney, Deputy Chief Executive Learner and Employer Experience and Attraction and Keri-Anne Tane, Chief People Officer
Author	Andrew McSweeney, DCE Learner and Employer Experience and Attraction
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report;
b.	Note that Management recommendations on the composition of and election process for the Learner Advisory Committee and Kaimahi Advisory Committee will be provided to the Appointment and Remuneration Committee on 28 March 2023 for discussion and review, and then subsequently to Council for approval.

Te Tāhuhu Kōrero | Background

Te Pūkenga is required by the Education and Training Act 2020, to establish permanent learner and staff Advisory Committees. Interim Committees were created in 2021.

We are finalising management recommendations, including consideration of extensive feedback from the current Committees, as part of their interim roles, on the composition of the Committees (to ensure suitable representation of learners, in particular those underserved). We are also finalising options for a suitable election process, that will need to be efficient and effective when conducting an election of this scale. We currently plan to conduct the election in Q3 2023.

Te pūtake o tēnei pūrongo | Purpose of this report

To confirm that the composition of Committees and the process for the two election processes will be taken initially to the Appointment and Remuneration Committee.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

Not applicable at this stage.

Te Pae Tawhiti | Te Tiriti o Waitangi Excellence Framework

The recommendations will support the outcomes of Te Pae Tawhiti – Insight 1 – to ensure that Te Pūkenga governance, management and operations give effect to Te Tiriti – through direct representation of Māori on both Committees.

Pānga ki Ngā Ākonga/Kaitukumahi | Learner outcomes

The recommendations will ensure that the Learner Advisory Committee meets needs of learners and provides an Advisory Committee that is representative of all learners, including those underserved, specifically Māori, Pacific, and Disabled learners.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

Apart from providing work based ākonga with opportunity for representation, employers themselves will be unaffected.

Ōritetanga | Equity Impact

The two Committees will deliver improved equity in terms of representation.

Te Uiuinga Whānui | Engagement/consultation

Widespread consultation with key Committees has occurred, details of which will be provided when recommendations are finalised.

Ngā tino raru ka heipū mai | Key risks

Not applicable at this stage.

Te tirohanga taha pūtea | Financial considerations

Not applicable at this stage.

Te Ahunga Ki Mua | Next steps

Not applicable at this stage.

Te Hunga whai koha | Contributors

Not applicable at this stage.

Tā Te Pūkenga Komiti Pūrongo | Te Pūkenga Appointment & Remuneration Committee

30 March 2023

Title	Learner and Kaimahi Advisory Councils
Provided by	Andrew McSweeney, DCE Learner and Employer Experience and Attraction Keri-Anne Tane – Chief People Officer
Author	
For	Discussion and Endorsement

Te Taunaki | Recommendation(s)

It is recommended that the Te Pūkenga Appointment & Remuneration Committee:

a.	Receive the report;
b.	Note the advice to Council regarding the representation arrangements and processes required to support the development and operation of permanent committees from the Interim Learner Advisory Committee (ILAC) and Interim Kaimahi Advisory Committee (IKAC) at Appendix 1 and 2;
c.	Note Te Pūkenga Management analysis of the advice from ILAC and IKAC;
d.	Consider and endorse for Council approval, the following Management recommendation for the permanent Learner Advisory Committee and Kaimahi Advisory Committee of: i. an eight member committee comprising two members from each region; and ii. Option to co-opt non-voting representatives of learner / kaimahi groups as required to provide advice to the Advisory Committee for example, Māori, Pasifika, Disabled, LGBTQI+ representatives

Te pūtake o tēnei pūrongo | Purpose of this report

1. The purpose of this report is to seek endorsement of the recommendations, which will then be taken to Te Pūkenga Council (Council) regarding the future representation arrangements for both the permanent Learner and Kaimahi (Staff) Advisory Committees.
2. This report relates to the Learner and Kaimahi Advisory Committees only (referred to as Committees in this report); recommendations for the third advisory committee, Komiti Māori, will come to the Appointments and Remuneration Committee in a separate report.
3. Te Pūkenga staff have analysed the advice from the interim Committees, which have informed Management's recommendation for the Appointment and Remuneration Committee's endorsement.

Te Tāhuhu Kōrero | Background

4. Te Pūkenga is required by the Education and Training Act 2020 (the Act) to establish permanent learner and staff advisory committees. Interim Committees were created in 2021 while Te Pūkenga progressed its operating model and organisation design and structure.
5. Te Pūkenga has now progressed aspects of the operating model, including the creation of regions and ako networks, and therefore is in a position to commence the process for permanent committees. The required elections for the establishment of permanent committee members are on the work plan for Quarter 3 2023.
6. This paper outlines the mahi and options developed and recommended by the current interim Committees, which is in the scope of their Terms of Reference and work plans.
7. It also sets out Management recommendations, which have been informed by the feedback from the current interim Committees on the composition of the Committees to ensure suitable representation of learners, in particular those underserved.
8. The paper also discusses the approach being planned for a suitable election process, that will need to be efficient and effective when conducting an election process of this scale.

Legislative requirements

9. Te Pūkenga Charter (Schedule 13 of the Education and Training Act 2020) sets out that Te Pūkenga must operate in a way that allows it to:
 - empower students and staff on academic, non-academic, and well-being matters and matters relating to the organisation's practices and services;
 - hold inclusivity and equity as core principles, recognising and valuing the diversity of all its learners, and providing the unique types of support different learners need to succeed; and
 - meet the needs of all its learners, in particular, those who are underserved by the education system, **including, but not limited to**, Māori, Pacific, and Disabled learners.
10. Section 325 of the Act states that Te Pūkenga must establish staff, student, and Māori Advisory Committees and that it must:
 - consult each committee established under subsection (1) about significant matters relating to the Council's strategic direction that are relevant to the class of people represented by that committee; and
 - consider any advice given on those matters or any other matters by the committee.
11. Section 326 states that:
 - each committee must consist of persons representing a **minimum** of each regional division of Te Pūkenga;
 - each member of the students' committee is a student enrolled at Te Pūkenga or Te Pūkenga subsidiary whom the students have elected to represent them; and
 - every committee member of the staff committee must be a permanent member of general or teaching staff (i.e., not casual, temporary, or contracting) employed by Te Pūkenga or a Te Pūkenga subsidiary and elected by their peers.

Process undertaken in developing options and recommendations by interim Committees

12. The respective Terms of Reference for the committees includes that they will provide advice to Council on the:
- representation arrangements for the permanent committees, and
 - processes required to support the development and operation of these committees.
13. Supported by Te Pūkenga staff, an extensive process was undertaken by the interim Committees to discuss and provide their advice. This resulted in several options being considered, which are attached at **Appendix 1 and 2**.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis summary

Analysis of the Learner Advisory Committee's options

14. The options developed by ILAC as set out at **Appendix 1** resulted in a recommendation of ten members comprising four regional representatives and one national representative for Māori, Pacific, Disabled, LGBTQI+, Te Pūkenga Work Based Learning (WBL) and international learners.
15. Te Pūkenga Management considers this option retains a committee structure which has proven to work well to date. We also consider that it:
- Has strong diversity of experience and perspectives which is demonstrated through robust deliberations.
 - Is cohesive enough to build good relationships that support collegiality, willingness to engage constructively, and encourages effective decision-making.
 - A structure developed as part of a learner co-design process and therefore already carries a strong learner mandate.
 - Meets the requirements of primary (and secondary) legislation.
16. We appreciate that this option exceeds primary legislative requirements under the Act. However, while the Act requires some priority groups be given regard, it does not limit Council to these groups when identifying those needing additional support to have their needs met. For example, secondary legislation under the Act such as the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) requires diverse learner voice and participation to understand and meet their safety and well-being needs.
17. We also identified LGBTQI+ and work-based learners as additional learner voice groups for inclusion in the committee given past under-representation of their voice.
18. However, there are concerns and risks with the suggested options provided by ILAC, including the complexity of identifying representative groups of learners, and the inter-sectionality of learners and therefore identifying which representative group a voter participates in together with the issue of potentially multiple votes being cast. Given these, the least complex and lowest risk approach, with 2 reps per region, and with the ability to co-opt Advisors, seems the most appealing.

Analysis of the Kaimahi Advisory Committee's options

Out of Scope

Out of Scope

-
-
-
-

Te Pūkenga Management recommendation

21. When reviewing ILAC and IKAC's advice and options, Te Pūkenga Management considered the practicality of the options, consideration of representation, simplicity, election process, a balance of regions versus representative, as well as number of members.
22. Te Pūkenga Management recommendations for the Appointment and Remuneration Committee's endorsement are set out below:
 - a) For the Learner Advisory Committee and Kaimahi Advisory Committee, an eight member Committee comprising of two members from each region; and
 - i. Option for each Committee, should they need to, to co-opt non-voting representatives of learner and kaimahi groups as required to provide advice to the Advice Committees, for example Māori, Pasifika, Disabled, LGBTQI+ representatives.
23. The above recommendation takes into consideration the future state of Te Pūkenga organisation design where all three modes of delivery will be integrated and replacing the need to have a specific 'work based learner' representative. Also the work based learner and international representation can be achieved through the regional voting process.
24. If the committee requires additional representation or advice, then the Terms of Reference would include the ability to co-opt advisors as and when they need.

Out of Scope

25.

26.

27.

Te Pae Tawhiti | Tiriti Excellence Framework

28. The analysis and recommendations in this report support the outcomes of Te Pae Tawhiti. Insight 1 – to ensure that Te Pūkenga governance, management and operations give effect to Te Tiriti o Waitangi - as they seek to ensure dedicated representation of Māori on both Advisory Committees.

Pānga ki Ngā Ākonga/Kaitukumahi | Learner outcomes

29. The recommendations in this paper will implement actions related to stronger learner voice in Te Pūkenga Equity and Ākonga Success Strategy approved by the Council in June 2022.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

30. Not applicable other than that work based learners have opportunities to vote and as representatives on the permanent Committees.

Ōritetanga | Equity Impact

31. Both Committees in their deliberations and recommendations have demonstrated a clear commitment to improving equity in terms of representation and achieving better outcomes.

Te Uiuinga Whānui | Engagement/consultation

Group Engaged With	Level of Engagement	Commentary
Interim Learner Advisory Committee	Significant	See Appendix 1 attached.
National Student Associations (NSA) and Learner Leadership Group (LLG)	Some	The NSA and LLG were briefed on the recommendation put forward for the Learner Advisory Committee and were provided with the background reports. No specific feedback was received.
Interim Kaimahi Advisory Committee	Significant	See Appendix 2 attached.
Komiti Māori	Feedback sought	The draft report was presented to Te Komiti Māori on 28 September 2022. Komiti Māori were largely supportive of the recommendations for both committees but noted that the size of the Kaimahi Advisory Committee should be smaller in line with best practice governance advice.
Partnerships and Equity Steering Committee	Feedback sought	Feedback provided on the IKAC options paper and taken into consideration for the final options paper.
Executive Leadership Team	Feedback sought	The draft report was presented to ELT on 21 February 2023 for comment.

Ngā tino raru ka heipu mai | Key risks

Risk Title	Description	Potential Consequences	Current Mitigation	Comments
Delay to decision	Delays to a decision on the representation arrangements will delay the necessary work required to hold elections in 2023.	Timeframes are tight, quality of elections design has implications for candidate/voter support and experience.	Staff are undertaking early preparations.	With early planning underway and the outsource to election services provider delays will be mitigated.

Te tirohanga taha pūtea | Financial considerations

32. The establishment of permanent Advisory Committees has been budgeted for.

Te Ahunga Ki Mua | Next steps

33. Develop a Governance Support Framework for the committees (e.g., charters, terms of reference, position descriptions, induction process and tools).

34. Prepare election-system design, planning and implementation processes for committees.

Election process

35. The elections process will be outsourced to one of two specialists in this type of work. Either will be capable of delivering the election process that will consist of:

- Calling for nominations in each region (which Te Pūkenga will review/assess)
- Registering to vote in relevant regions (many will be pre-populated based on existing data)
- Voting
- Tabulating results
- Confirmation of successful candidates

36. Te Pūkenga will carry out a comprehensive communication and engagement campaign prior to provide ample opportunity to participate.

37. We anticipate a self-nomination process. Te Pūkenga will call for candidates to put their names forth in the various regions and outline the eligibility criteria and preferred strengths of candidates.

38. We will work with the business divisions to streamline candidate processes.

39. Voting will be by ballot. Both online voting and paper voting will be available. Online voting forms will be provided to all eligible learners and staff, who will register to vote, via an independent website hosted by the elections scrutineer. A 0800 number and email address are provided for anyone wanting to request a copy of the voting papers.

40. The ballot, voting papers and processes are managed by the independent election's provider, not Te Pūkenga.

41. As per legislation, learners must be currently enrolled with Te Pūkenga. Staff must be current employees of Te Pūkenga.

42. If Members leave their post, the position will go to the next highest polling candidate, that ran in the same category.

Te Hunga whai koha | Contributors

- Chief Advisor to the Chief Executive
- Director Legal
- Interim Learner and Kaimahi Advisory Committees

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Ngā Tāpiritanga | Appendices

This Appendix presents a summary of the options considered by both Advisory Committees and key considerations for these. Each summary is followed by a matrix providing a high-level view of how each option aligns with Council priorities in relation to the following criteria:

- Compliance with legislation– that the option meets primary legislative requirements
- Holds Learners at the Centre and recognises Equity – empowers diverse learner voice and agency. Encourages necessary structures and systems for diversity, equity, and inclusion.
- Meets Te Tiriti obligations - upholds Māori rangatiratanga and promotes Māori participation and representation.
- Cost effectiveness and ease of implementation – provides financially viable and sustainable representation model and is of sufficiently low complexity to implement by Q3 2023.
- Complies with good practice governance – meets the threshold for good governance principles and practice.

All options presented:

- Meet minimum legislative requirements in terms of regional representation and that of Māori, Pasifika, and Disabled learner priority groups where these are specified.
- Assumes there are four regional divisions.
- Retain a committee size similar to, or less than, the current interim Advisory Committees.

Appendix 1 - ILAC Advisory Committee Options Discussion

Options discussion for permanent LAC representation arrangements

1. Four options for the LAC (including that recommend by ILAC) are presented for the consideration of Council. The advantages and disadvantages of option 1 (ILAC recommendation) are explained further in following section along with staff advice.
2. Option 1: ILAC recommended representation arrangements is given a greater level of explanation to ensure the rationale and perspectives of ILAC in making this recommendation – and therefore the voice of the learners – is clearly articulated and recorded.
3. Option 2: This was the preferred option of ILAC prior to advice that appointments could not be made. This option does not meet legislative requirements for all members to be elected by their peers.

ILAC Preferred Option: discussion and key considerations

Option 1: ILAC preferred representation arrangements (10 members).

Regional level	National level	Considerations
One 'open-category' representative for each region.	One representative elected from these priority groups: • 1 Māori • 1 Pasifika • 1 Disabled • 1 International • 1 LGBTQI+ • 1WBL	• Meets all minimum legislative and priority group representation requirements. Includes international learners as per Council commitments. • Extends representation to other groups identified as underserved learners. • More complicated elections process Extended candidate categories may be seen to guide elections outcome beyond an acceptable level for a democratic process.

4. ILAC discussions established a high level of consensus already existed within the ILAC for two key components:
 - Maintaining a similar committee size to current numbers.
 - Maintaining the same mix of diversity that was currently in the Committee as a minimum (based on that mix having been identified by a previous learner working group as capturing traditionally underserved priority groups in need of specific representation support).
5. In terms of resolution-making processes ILAC:
 - Recognised that the principle of consensus was valued strongly but saw potential difficulties for ensuring effective and efficient decision-making in a committee of high diversity.
 - Agreed to a high majority (2/3 later increased to 3/4 vote). The intent to work towards consensus prior to voting be built into LAC governance tools (such as the TOR or development of a charter to guide the Committees' operation).
 - In addition, the Committee expressed strong desire to ensure dissenting views (from that of the majority vote) are recorded in minutes. Also, that these views are captured in reporting to Council to ensure the full spectrum of learner voice on matters is presented.
6. The mix of representatives that should make up the LAC was collectively acknowledged by ILAC:

- Māori, Pasifika, Disabled and International learners all had specific legislation or commitments from Te Pūkenga that meant these groups required specific representation within the membership of LAC.
 - That previously, in forming the ILAC, LGBTQ+ and Work-Based Learners (WBLs) were recognised as learner groups that traditionally suffered from under-representation of their voice. The Committee agreed this meant they should continue to have dedicated representation on LAC alongside those groups identified above (noting that the legislation requires some specific groups to be prioritised but does not prevent the addition of others).
 - A range of other potential learner groups were considered for inclusion – in particular, distance, mature, gender minority (e.g., women in trade/men in nursing), returning and parenting learners. After further discussion it was determined that a line had to be drawn if membership numbers were to remain limited to around ten and that there would be other avenues to support these learner voices.
 - That it is likely most learners wear multiple ‘hats and many additional different learner groups would be represented on LAC without expressly reserving a candidate seat for them.
 - That the parallel Future State of Learner Voice work programme and ensuring a voice for specific learner groups not allocated dedicated representation on the LAC would be supported by linking into the wider network of learner representation and advocacy groups.
7. The initial recommendation resolved by ILAC was the same as Option 2 presented in Table 1 with the priority groups to be appointed rather than elected at national level (to ensure a good mix of skills and experience).
8. However, as noted previously, legal advice was that this was not an option available to the Committee and it was subsequently resolved to recommend Option 1 in Table 1.

Table 1: Learner Advisory Committee options assessment summary

Description	Regional level	National level	Considerations
1. ILAC recommended representation arrangements (10 members).	One ‘open-category’ representative for each region. 4 open	One representative elected from these priority groups: • 1 Māori • 1 Pasifika • 1 Disabled • 1 International • 1 LGBTQI+ • 1 Work-Based Learner (WBL)	• Meets all minimum legislative and priority group representation requirements. Includes international learners as per Council commitments. • Extends representation to other groups identified as underserved learners. • Complicated elections process • Extended candidate categories (LGBTQI+ & WBL) may be seen to guide elections outcome beyond an acceptable level for a democratic process.
2. ILAC preferred representation arrangements with appointments process instead of national	One ‘open-category’ representative for each region. 4 open	One representative appointed from these priority groups: • 1 Māori • 1 Pasifika • 1 Disabled • 1 International • 1 LGBTQI+	• Meets all representation and regional election requirements. Does not meet legal requirements for all members to be elected therefore has not been considered appropriate. • Skills/experienced-based appointments with regional elections support effective governance.

Description	Regional level	National level	Considerations
elections (10 members).		1 WBL	- Simpler, likely less costly elections process as limited to 'open' at regional level. - Extends representation to other groups.
3. Meeting minimum legislative and Council expectations (12 members)	Two 'open-category' representatives for each region. 8 open	One representative elected from these priority groups: 1 Māori 1 Pasifika 1 Disabled 1 International	- Meets all representation and regional election requirements. Includes international learners as per current Council commitments. - Slightly less complicated elections process than options 1 and 4. - Greater perceived candidate choice for voters with more 'open'/less reserved candidate categories - may be seen as more democratic and a stronger mandate. - Does not consider other learner groups identified as priority/underserved by the learner working groups – potentially seen as limiting the diversity of learner voice.
4. Ako based with minimum priority groups representation (14 members).	One 'open-category' representative for each region. 4 Open	One representative elected from these priority groups: 7 Ako representatives 1 Māori 1 Pasifika 1 Disabled	- Meets minimum legislative and priority group representation requirements. - Extends representation to Ako networks. Although this may be seen as not the priority for learner representation in relation to underserved learners. - Complicated elections process (potentially requires more funding to deliver). - Does not consider other learner groups identified as priority/underserved groups. - Increases Committee size beyond ILAC preferences.

Table 2: Learner Advisory Committee options assessment matrix

Option assessment against criteria	1. ILAC recommended representation arrangements (10 members).	2. ILAC preferred representation arrangements with appointments process instead of national elections (10 members).	3. Meeting minimum legislative and Council expectations (12 members)	4. Ako based with minimum priority groups representation (14 members).
Compliance with legislation	HIGH	LOW	HIGH	HIGH

Option assessment against criteria	1. ILAC recommended representation arrangements (10 members).	2. ILAC preferred representation arrangements with appointments process instead of national elections (10 members).	3. Meeting minimum legislative and Council expectations (12 members)	4. Ako based with minimum priority groups representation (14 members).
Complies with good practice governance	HIGH	HIGH	MEDIUM	MEDIUM-LOW
Meets Te Tiriti obligations	HIGH	HIGH	HIGH	HIGH
Hold Learners at the Centre and recognises Equity	HIGH	HIGH	HIGH	HIGH
Cost effectiveness and ease of implementation	MEDIUM-HIGH	MEDIUM-HIGH	MEDIUM	MEDIUM-HIGH

Appendix 2 - Kaimahi Advisory Committee Options Discussion

Out of Scope

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Table 3: Kaimahi Advisory Committee options assessment summary

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Out of Scope

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2. Some specific matters for the Council to consider in reaching its decision are set out below.

Table 5 – Key considerations for the Council

Te Tiriti excellence and equity for Māori	
Interim Learner and Kaimahi perspectives - Both Advisory Committees considered Te Tiriti and how best to approach this. - Some options considered by the Interim Kaimahi Advisory Committee seek an even split between the number of Māori and non-Māori members, whereas others attempt to balance the need for strong Māori representation alongside other representation priorities or priority groups. - In considering these options it should be noted that, while reserving a greater proportion of seats dedicated to Māori candidates supports improved equity of opportunity for Māori candidates and perception of equity in practice, this alone may not necessarily ensure the greatest impacts on equity of outcomes for Māori kaimahi and learners.	Staff advice - If and how Council implements a Co-governance model is a matter for Council and Te Tiriti o Waitangi partners. - Ensuring appropriate Māori representation at the governance level supports both outcomes of Te Pae Tawhiti and in particular goal 5 – Stronger responsive practices. All options attempt to address inequity of opportunity by reserving candidate seats for Māori. - Development of governance systems that ensure the Advisory Committees operate in a way that gives effect to Te Tiriti and Te Pae Tawhiti are required to support all Committee members to lead improvements in equitable outcomes. Options that reserve less candidate seats for Māori may likely still be effective in driving improvements in equity with good governance tools and connections to other support structures or entities focused on achieving equity.
Limitations of elections process' achieving equity	
Interim Learner and Kaimahi perspectives Achieving a specific mix of representation as part of an elections process poses challenges. Both the interim Learner and Kaimahi Advisory Committees see achieving a specific mix of representation as integral to their role and achievement of Te Pūkenga equity goals.	Staff advice - Direct appointments to the committees would not meet necessary requirements. - A well-designed elections system can support the representation intentions of legislation and Advisory Committees. However, these same goals can also be limited by what is possible and ethical in terms of democratic elections process and the availability of data to support specific design choices.

	- The options in this report reflect the mix of representation required to give effect to the legislation, Te Pūkenga and Advisory Committee priorities. However, following resolution of what representation arrangements should be, staff will need to work through a process to develop an elections system that can deliver this mix in a transparent, fair, and ethically democratic way. e.g., planning and delivery of election engagement campaigns that support specific candidate categories; how to support equity of opportunity; practicalities of voting; budget and staff resource available. - In relation to reserving candidate seats for certain staff categories or characteristics - Te Pūkenga must be careful to balance mechanisms to ensure diversity and equity of opportunity with the need to maintain integrity of democratic process. Two additional points are relevant here: - There are numerous tools available to Te Pūkenga in the design of election engagement campaigns to help drive participation of a greater diversity of candidates and voters across a range of groups regardless of whether seats are reserved for them or not. - By the time of elections in Quarter 3 of 2023, links into the wider network of kaimahi and learners and the existing entities that support these, will be strengthened, and will contribute to informing Council, Advisory Committees, management, and staff.
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Further expertise and resource required to ensure Advisory Committees can operate effectively

Interim Learner and Kaimahi perspectives - There is a need to strengthen the wider learner voice ecosystem - - Similarly, there is a need for further development and connection of existing kaimahi networks/groups.	Staff advice - Through prior stocktakes on learner voice across our network (including Work-Based Learning), there is a clear need to further develop learner networks, strengthen connections, and improve communication with local and national student associations and councils. This will ensure access to the diverse learner communities which will support the permanent Learner Advisory Committee in providing robust advice to Council. Overall WBL learner voice systems, structures and practices are less mature - Establishing good data and insights will be essential to understand learner and kaimahi needs, support gap analysis, monitor changes, progress, and trends.
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Voices that the Advisory Committees represent

Interim Learner and Kaimahi perspectives The interim Learner Advisory Committee has identified priority learner groups.	Staff advice One of the challenges in determining the most appropriate representation arrangements for is defining
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- The interim Kaimahi Advisory Committee's view is that Pasifika and Disabled representation should be included alongside Māori. Some staff saw inclusion of these groups as a useful proxy for addressing what are also underserved kaimahi groups. This is the rationale for the inclusion of specific representation of Pasifika and Disabled kaimahi in two of the options.

the 'voice' that is to be represented and then how best to achieve this.

- This is clear for the Learner Advisory Committee with legislation directly pointing out priority learner groups in need of specific representation and inviting more to be identified, which the interim Learner Advisory Committee has done.
- This is not straight forward for the Kaimahi Advisory Committee. Except for Māori kaimahi, it is not specified in legislation, Te Pūkenga documents which groups should specifically be represented as the voice of kaimahi – whether this should be a focus on diversity of individual characteristics and lived experience, industry/teaching specialisation, staff role type, learner categories served or a blend of all of these.



Tā Te Pūkenga Komiti Pūrongo

Te Pūkenga Appointment and Remuneration Committee

30 March 2023

Title	Advisory Committee remuneration from 1 April 2023
Provided by	Rebecca Donne, Council Secretary
Author	
For	Noting

Te Taunaki | Recommendation(s)

It is recommended that the Appointment and Remuneration Committee (the Committee):

a.	Receive the report titled "Advisory Committee remuneration from 1 April 2023"
b.	Recommend to Te Pūkenga Council that interim Advisory Committee remuneration be continued until 30 September 2022 at current rates

Te pūtake o tēnei pūrongo | Purpose of this report

This report is to provide the Committee with a recommendation for interim Advisory Committee remuneration from 1 April 2023.

Te Tāhuhu Kōrero | Background

Te Pūkenga is required by the Education and Training Act 2020 (the Act) to establish permanent learner and staff advisory committees. Interim Committees were created in 2021 while Te Pūkenga progressed its operating model and organisation design and structure.

Te Pūkenga has now progressed aspects of the operating model, including the creation of regions and ako networks, and therefore is able to commence the process for permanent committees. The required elections for the establishment of permanent committee members are on the work plan for Quarter 3 2023.

Council and interim Advisory Committee remuneration has been outside of the Cabinet Fees Framework (the Fees Framework) during the establishment phase. From 1 April 2023, all Te Pūkenga Council members need to be remunerated in line with the Fees Framework, updated 6 October 2022.

Each interim Advisory Committee has been remunerated differently. This is laid out in the table below.

Role	Komiti Māori (per meeting fee)	Interim Kaimahi Advisory Committee (ILAC) (per meeting fee)	Interim Learner Advisory Committee (IKAC) (daily attendance rate)
Co-Chair (non-Council member)	Out of Scope	s 9(2)(a)	Out of Scope
Member			
Representative from ILAC/IKAC on Komiti Māori			
Representation from ILAC/IKAC on Te Poari Akoranga			

Paragraph 74 of the Fees Framework states “the Framework provides that any employee of a government agency, appointed in their own right to a body covered by the Framework, must not retain both the fee and their ordinary pay, where the duties of the outside organisation are undertaken during their ordinary working hours.”

Advisory Committees are covered by Group 4 (All Other Committees and Other Bodies) of the Fees Framework. This category covers a vast array of bodies from advisory committees to technical review committees to professional regulatory bodies. These bodies may have their functions described in statute, or alternatively have been established by a Minister under a general statutory power to establish advisory committees or by the Cabinet.

The level within this category is determined by:

- skills, knowledge and experience required for members;
- function, level and scope of authority;
- complexity of issues;
- public interest and profile.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

It is recommended that the remuneration currently in place for the interim Advisory Committees is continued until the permanent committees are elected/appointed. This will ensure that thorough analysis can take place of:

- which level within Group 4 each Advisory Committee should be remunerated at; and
- whether Kaimahi Advisory Committee members should be remunerated separately to their ordinary pay

Ngā tino raru ka heipu mai | Key risks

This approach mitigates the risk that interim Advisory Committee members have a sudden change to their fees from 1 April 2023 which causes them to leave the Advisory Committee that they have been appointed to. It creates a risk that interim Advisory Committees are remunerated outside of the Fees Framework after the date which Council's exemption finishes.

Te Ahunga Ki Mua | Next steps

The recommendation to continue remuneration at the current rate will be presented to Council for decision on 5 April 2023.

Analysis of the level of remuneration for permanent Advisory Committees will be undertaken as part of the process to appoint the permanent Advisory Committees and a recommendation will be made to the Appointment and Remuneration Committee as part of that process.

Ngā Tāpirihanga | Appendices

Appendix 1 – [Cabinet Office Fees Framework](#)

Pūrongo Kaunihera a Te Pūkenga | Council Report

7 June 2023

Title	Reappointment of s 9(2)(a) to Interim Learner Advisory Committee
Provided by	Murray Strong, Council Chair
Author	s 9(2)(a)
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council (the Council):

a.	Receive the report titled 'Reappointment of s 9(2)(a) to Interim Learner Advisory Committee'; and
b.	Approve the reappointment of s 9(2)(a) to the Interim Learner Advisory Committee (ILAC) until the earlier of either: i. the election of ILAC's successors, due to take place in Q3 2023; or ii. 30 September 2023.

Te Tāhuhu Kōrero | Background

On 12 December 2023, Council approved an extension of the appointment of the members of the Interim Learner Advisory Committee (ILAC) until the earlier of either the election of their successors (due to take place in Q3 2023), or 30 September 2023.

s 9(2)(a) and member of ILAC at the time, chose not to accept the extension as there was a misunderstanding about the impact s 9(2)(a) enrolment status for 2023. s 9(2)(a) membership lapsed at the end of 2022. Subsequently, the Learner Journey and Experience team has contacted s 9(2)(a) and discovered that s 9(2)(a) still enrolled as a learner with Te Pūkenga. Given that the number of ILAC members has reduced due to other lapses in membership this year, and that s 9(2)(a) represents a learner group not otherwise represented on ILAC (International learners), ILAC would value reinstating s 9(2)(a) membership.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to gain the Council's approval for the reappointment of s 9(2)(a) to ILAC.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The recommended option is to reappoint s 9(2)(a) to ILAC, to ensure a diverse range of learners are providing strategic advice to Council.

The other option available is not to reappoint s 9(2)(a) to ILAC.

Te Pae Tawhiti | Te Tiriti o Waitangi Excellence Framework

This decision does not have any direct impact on progressing the outcomes and goals of Te Pae Tawhiti.

Ōritetanga me te Angitu Ākonga | Equity Impact and Ākonga Success

While this decision does not directly impact equity and ākonga success, having a diverse range of learners on ILAC will help to ensure that the advice it provides to the Council is inclusive of a wide range of learners. There will be no changes for learner experience as a result of this reappointment.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

There will be no impact on employer experience as a result of this decision.

Te Uiuinga Whānui | Engagement/consultation

The members of ILAC are supportive of this reappointment.

Ngā tino raru ka heipū mai | Key risks

This is a low risk decision.

Te tirohanga taha pūtea | Financial considerations

s 9(2)(a) will be remunerated at the same rate as other ILAC members, and this will have a negligible effect on the Governance budget.

Te Ahunga Ki Mua | Next steps

Following Council's approval of s 9(2)(a) reappointment, a letter will be provided s 9(2)(a) from the Council Chair to confirm s 9(2)(a) reappointment, s 9(2)(a) will attend the next two scheduled ILAC meetings in June and August.

Te Hunga whai koha | Contributors

N/A

Ngā Tāpiritanga | Appendices

N/A

Pūrongo Kaunihera a Te Pūkenga | Council Report

7 June 2023

Title	Advisory Committee changes May 2023
Provided by	Murray Strong, Council Chair
Author	§ 9(2)(a)
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled ‘Advisory Committee changes May 2023’; and
b.	Note the changes to advisory committee membership.

Te Tāhuhu Kōrero | Background

Te Pūkenga Council has three interim advisory committees, as required under Section 325 of the Education and Training Act 2020. These interim advisory committees provide strategic direction to the Council, including on the establishment of permanent advisory committees by the end September 2023.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is to update the Council on some changes to membership of the three interim advisory committees.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

Out of Scope

3. § 9(2)(a) a member of the Interim Learner Advisory Committee (ILAC), § 8(2)(a)
This does not impact his membership of ILAC.

Te Pae Tawhiti | Te Tiriti o Waitangi Excellence Framework

These changes do not have any direct impact on progressing the outcomes and goals of Te Pae Tawhiti.

Ōritetanga me te Angitu Ākonga | Equity Impact and Ākonga Success

These changes do not have any direct impact on equity impact and ākonga success.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

There will be no impact on employer experience as a result of these changes.

Te Uiuinga Whānui | Engagement/consultation

N/A

Ngā tino raru ka heipū mai | Key risks

N/A

Te tirohanga taha pūtea | Financial considerations

There is no financial impact from these changes.

Te Ahunga Ki Mua | Next steps

The Council Chair will write to s 9(2)(a) to thank them for their contributions to our interim advisory committees.

Te Hunga whai koha | Contributors

N/A

Ngā Tāpiritanga | Appendices

N/A

Pūrongo Kaunihera a Te Pūkenga | Council Report

2 August 2023

Title	Learner and Kaimahi Advisory Committee elections
Provided by	Andrew McSweeney, Pourangi Ākonga me te Ahumahi Deputy Chief Executive Learner and Employer Experience and Attraction Keri-Anne Tane, Pourangi Tangata Chief People Officer
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled 'Learner and Kaimahi Advisory Committee elections'; and
b.	Approve the rescheduling of elections for the permanent learner advisory committee and permanent kaimahi advisory committee to March/April 2024;
c.	Appoint the Chief Executive or his nominee as the Returning Officer for the elections;
d.	Delegate to the Chief Executive authority to conduct the elections and do all things necessary to conduct the elections in a fair and transparent way, including: establishing eligibility to vote, calling for nominations, setting the date for nominations, setting the election date and/or period over which voting takes place, arranging for the secure conduct of the election, arranging for the secure counting of votes, declaring those who are elected, and arranging the establishment and first meetings of the Committees;
e.	Approve the extension of the term of all eligible interim learner and kaimahi advisory committee members to 31 May 2024 or such earlier date as may be the commencement of office of the newly elected Committee members; and
f.	Authorise the Council Chair to confirm the extension of the term of appointment to Interim Learner Advisory Committee and Interim Kaimahi Advisory Committee members as per recommendation e.

Te Tāhuhu Kōrero | Background

Te Pūkenga is required by the Education and Training Act 2020 (the Act) to establish permanent student and staff advisory committees. Interim Advisory Committees were created in 2021 until elections could be held for permanent advisory committees. Their term is currently until 30 September 2023.

At the Council meeting on 5 July 2023, the Interim Kaimahi Advisory Committee (IKAC) and Interim Learner Advisory Committee (ILAC) requested that Council extend the terms of their members, to allow for a later date for elections to both Committees to be conducted, because of concerns

regarding the impact of the consultation process currently underway with kaimahi on holding elections this year.

Te pūtake o tēnei pūrongo | Purpose of this report

This report presents Management's advice in response to requests from the IKAC and ILAC to delay elections for the permanent advisory committees until 2024.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

The following three options have been identified for the timing of permanent learner and kaimahi advisory committee elections. Option 1 (extending ILAC and IKAC terms until May 2024 and holding elections in March/April 2024) is recommended.

Option	Risks	Benefits
Option 1 (recommended) Extend the term of all current IKAC and ILAC members who wish to, and remain eligible to, until 31 May 2024. Hold elections in March/April 2024 for permanent Learner Advisory Committee (LAC) and Kaimahi Advisory Committee (KAC).	Interim advisory committee members may become ineligible prior to elections due to finishing study or ending their employment with Te Pūkenga, requiring short term appointments to ensure quorum. Does not meet Council's and Management's commitments to hold these elections before the end of 2023.	Optimal learner numbers in March/April. Organisational design will be well progressed which allows for staff to feel more settled. More time for comprehensive communications and engagement through an awareness campaign. Preferred timings of both ILAC and IKAC.
Option 2 Hold permanent LAC elections in October 2023, and extend tenure of ILAC members to 30 November 2023 to enable the strategic advice to Council while new elected members are brought on board. Hold permanent KAC elections in early 2024, and extend term of IKAC members to 30 June 2024, or until the permanent committee is appointed.	Low engagement due to the impacts of organisational design on staff capacity to support these elections. ILAC have expressed a preference for the permanent LAC elections to occur at the same time as the permanent KAC elections. The potential for increased costs of running two election processes is unknown.	There is less chance of ILAC members becoming ineligible due to finishing their study than Option 1. Partially meets Council's and Management's commitments to hold these elections before the end of 2023.

Option	Risks	Benefits
Option 3 Hold elections in October 2023 for permanent LAC and KAC. Extend the term of all current IKAC and ILAC members who wish to, and remain eligible to, participate until 30 November 2023 to enable the strategic advice to Council while new elected members are brought on board.	Low engagement due to lack of awareness of regions and regional representation and the impacts of organisational design on staff capacity to participate in KAC elections or support LAC elections.	Meets Council's and Management's commitments to hold these elections before the end of 2023.

In addition to the consideration of the timing of the election, Management is acutely aware that this issue has occupied a great deal of both Council and Committee time. Council has already made decisions on the representation model for the committees and will today confirm the timeframe for elections.

There are several actions that will then need to be actioned to ensure the free and fair conduct of the elections. To progress this and avoid more governance time devoted to this issue it is recommended that at this point Council delegate to the Chief Executive (or his nominee) authority to conduct the elections and do all things necessary to conduct the elections in a fair and transparent way. This includes establishing eligibility to vote, calling for nominations, setting the date for nominations, setting the election date and/or period over which voting takes place, arranging for the secure conduct of the election, arranging for the secure counting of votes, declaring those who are elected, and arranging the establishment and first meetings of the Committees. These matters are administrative but necessary to ensure that the election is sound.

Te Pae Tawhiti | Te Tiriti o Waitangi Excellence Framework

Māori will be encouraged to participate in voting through targeted engagement and campaigns. The candidacy process will target Māori, and candidates will be asked to demonstrate an understanding of Te Tiriti o Waitangi. Māori representation may be co-opted into the committees if needed.

Ōritetanga me te Angitu Ākonga | Equity Impact and Ākonga Success

Holding elections in March/April 2024 is likely to increase participation, especially for second chance learners and those enrolled in shorter qualifications. Steps will be taken to encourage candidates from underserved learner groups.

Accessibility requirements will be built into the Request For Quote (RFQ) for an election provider to ensure that elections related processes are highly accessible.

Pānga ki Ngā Ākonga/Kaitukumahi | Employer Impact

Any work-based learners involved in committee work will need the support of their employer. Although current practice is to largely hold ILAC meetings after business hours, this is not always possible especially when members are serving on Council or other committees.

Te Uiuinga Whānui | Engagement/consultation

At their meetings in June 2023, both ILAC and IKAC expressed concerns about holding elections in 2023 due to the organisation design and consultation process and would prefer to delay until 2024.

ILAC expressed a preference to align the LAC elections with the KAC elections and felt that advisory committee elections taking place during the General Election could also create confusion and an October/November election would intensify the campus-based bias for learner representation.

IKAC felt that if kaimahi have not yet transitioned to a regional structure or are unsure if they will have a role in the new structure, they may be reluctant to participate in the process and that holding KAC elections while consultation feedback and recruitment is underway could feel disrespectful to kaimahi who are still processing the changes.

Ngā tino raru ka heipū mai | Key risks

Risk title	Description	Potential consequences	Current mitigation
Data	Lack of data readiness. Lack of data policy, procedures and protocols.	Unable to have sufficiently accurate data to enable robust elections. Third party risk is not managed and Te Pūkenga data is not kept safe.	Cohort definitions (and their data definitions) currently being created to be reviewed by the data steering committee. Data policy, procedures and protocols are intended to be in place by the end of September 2023.
Loss of existing Committee members	Existing Advisory Committee members relinquish their membership or become ineligible to participate.	Committees are unable to meet quorum. Council membership may be impacted if Co-Chairs who sit on Council become ineligible before the permanent committees are in place.	ILAC – Expressions of Interest can be sought from Te Pūkenga Learner Leadership Group for short terms appointments to ensure quorum is met. IKAC – if membership drops further than the current quorum of 13, the Terms of Reference may require adjustment.

Te tirohanga taha pūtea | Financial considerations

An elections provider will likely cost about \$250k to run both learner and kaimahi elections. If elections for learners are held at a different time to kaimahi there will be a financial impact. The quantum of this is unknown until an RFQ process has been undertaken.

The 2023 Learner Success Plan (LSP) has a significant contribution to deliver the learner component of the initial elections. The cost to deliver the initial elections for the kaimahi component will come from the Governance budget.

The ongoing cost of running elections has not yet been considered as the frequency of elections will need to be determined. There is work underway through the LSP to consider existing elections processes across the network to maximise future election spend.

Te Ahunga Ki Mua | Next steps

A cross-functional project team will organise the elections following Council approval.

Te Hunga whai koha | Contributors

Contributors to the report include: Kaikōkiri Learner and Whānau Engagement, Pounuku Rautaki Tangata | People and Culture Strategic Director, Senior Implementation Lead Learner Journey and Experience, Data and Information Director, and Council Secretary.

ELT considered this matter on 25 July 2023 and endorsed Option 1.

Ngā Tāpiritanga | Appendices

Not applicable.



Pūrongo Kaunihera a Te Pūkenga | Council Report

12 September 2024

Title	Extension of membership terms for interim advisory committees
Provided by	Gus Gilmore, Tumuaki Chief Executive
Author	Rebecca Donne, Governance Director
For	Approval

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled “Extension of membership terms for interim advisory committees”; and
b.	Approve extension of current Advisory Committee members’ appointments to 31 December 2025, subject to them still meeting the requirements of their roles under the Education and Training Act.

Te Tāhuhu Kōrero | Background

At its March 2024 meeting, Te Pūkenga Council resolved to extend the appointment of interim advisory committee members until the end of 2024, noting that the disestablishment date for Te Pūkenga would become clearer later in the year. It is a requirement under the Education and Training Act that we have these advisory committees.

The Tertiary Education Commission has now confirmed that Te Pūkenga will continue to exist until the end of 2025.

In the last week of August, all the interim advisory committees met to consider the VET submission and Statement of Performance Expectations framework. We took the opportunity to canvas their willingness to continue their membership until the end of 2025.

Te pūtake o tēnei pūrongo | Purpose of this report

The purpose of this report is for Council to approve extension of the interim advisory committee membership until the end of 2025.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

All interim advisory committee members expressed willingness for their terms to be extended until the end of 2025. They noted that the opportunities for strategic advice to Te Pūkenga Council would be reduced in 2025, and that they would be likely to only meet twice next year. They expressed a desire to have input into the design of future entities if possible.

Following Council approval, the Council Secretariat team will prepare documentation for each advisory committee member to confirm their acceptance of the extended membership term.

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