Te Pūkenga

Consultation decision document

Haratua | May 2025

Ara Connect

Ara Institute of Canterbury

STRICTLY CONFIDENTIAL TO KAIMAHI (STAFF) OF ARA

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Overview

A proposal and formal consultation to disestablish Ara Connect was shared with kaimahi on 14 March 2025. The proposal outlined the rationale for change, including financial considerations, evolving learner needs, and alignment with institutional strategy. It also set out potential impacts on delivery and roles and invited feedback to support a transparent and well-informed decision-making process.

The proposed change responded to several converging factors: increasing financial pressures, shifting patterns in learner engagement, and the Government's expectation for a more regionally responsive and financially viable tertiary education sector. It also reflected Ara's strategic imperative to strengthen academic quality and better align provision with the needs of the Canterbury region and its communities.

Ara Connect's unique drop-in delivery model, while historically valuable, current enrolment trends and the expectations of today's learners have shifted away from this type of delivery model and provision of similar learning opportunities continues to be available elsewhere within the wider tertiary network and other freely accessible tools such as LinkedIn Learning. As such, Ara proposed to redirect resources towards more flexible, digitally enabled, and academically cohesive programmes that are better positioned to support long-term learner success and regional impact.

Following thorough consideration of all feedback received, the final decision honours the contributions of those who have supported Ara Connect's mahi whilst balancing the views of stakeholders with Ara's broader obligations to deliver high-quality, relevant, and sustainable education.

While this decision affects a specific group of kaimahi and community-based delivery sites, it is part of a wider commitment to strengthening Ara's educational offerings and ensuring alignment with Vision 2030 — supporting ākonga, industry, and community needs both now and into the future.

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Background

In June 2024, the **Tertiary Education Commission (TEC)** raised concerns about the viability of Te Pūkenga's Institutes of Technology and Polytechnics (ITP) divisions. Under Section 332 of the **Education and Training Act 2020**, TEC required Te Pūkenga to engage specialist consultants to review the financial performance of ITP divisions and explore opportunities to enhance their sustainable viability. This included the potential establishment of regionally autonomous ITPs. Simultaneously, the government is undertaking the process of disestablishing Te Pūkenga.

Against this backdrop, Ara Institute of Canterbury's Vision 2030 emerges as a guiding framework for navigating these challenges. It sets a clear direction for leading in academic excellence, impactful research, regional engagement, and global connectivity. As a future-focused organisation, Ara is committed to empowering ākonga and communities while achieving sustainable growth in an evolving educational landscape. Central to this vision is the need for innovative approaches to recruitment, engagement, and operational efficiency supported by advanced technology.

The landscape of tertiary education is rapidly evolving. Today's ākonga demand flexible, digitally-integrated educational experiences that cater to their professional and personal needs. The rise of alternative education providers offering micro-credentials, online learning platforms, and industry-focused training has intensified competition, making it essential for institutions like Ara to adapt to stay relevant.

Ara is not immune to the financial pressures facing our sector. For the past three years, for a variety of reasons, we have not produced a surplus. This level of financial performance is unsustainable. If left unaddressed, it could render Ara financially unviable, compromising our independence and our ability to fulfil our core purpose: **transforming lives and strengthening communities through the power of education.**

Rationale for the disestablishment of Ara Connect

In August 2024, we identified that the academic programmes and portfolios associated with Ara Connect were financially unsustainable:

- **All Adult and Community Education (ACE) funded delivery**
- **NZ2592 New Zealand Certificate in Computing (Level 3) – Intermediate User**

Unique model of operation and the need for change

Ara Connect is a drop-in model, requiring kaimahi to be available during all opening hours. This model depends on maintaining high enrolment numbers to remain financially sustainable. However, enrolments have not reached the necessary threshold.

In today's rapidly evolving educational landscape, Ara must innovate to meet the needs of modern ākonga and remain competitive in the tertiary education market. This requires adopting innovative teaching methods, enhancing digital offerings, and aligning programmes with shifting customer expectations and industry demands.

This change reflects Ara's commitment to:

- Remaining financially sustainable.
- Staying relevant within the vocational education and training sector.
- Aligning with strategic objectives as outlined in Vision 2030.

Financial overview

Financial data for Ara Connect showed a consistent and unsustainable trend of financial deficits over the past three years, with projections indicating future challenges. Despite efforts to manage costs, the programmes consistently generated income below what's needed to keep operating.

- In 2022, actual income was $176,200, significantly below the budgeted figure of $300,045. With total expenses reaching $258,006, the programme recorded a deficit of $81,807, reflecting a 46% shortfall against income.
- This downward trend continued into 2023, with actual income falling to $134,202 and expenses increasing to $280,031. This resulted in a more substantial deficit of $145,829, equivalent to 109% of total income. Financial performance further deteriorated in 2024, with income declining to $123,499, well below the budgeted income of $190,477. Despite efforts to reduce costs, including adjusting staffing levels, total expenses remained high at $257,582, leading to another deficit of $134,083 (a 109% shortfall). s 9(2)(b)(ii) [redacted]

Several factors contribute to this ongoing financial pressure:

- High operational costs: Teaching staffing expenses, which remain a significant cost, are projected s 9(2)(b)(ii) [redacted] in 2025.
- Falling enrolments: Lower-than-expected enrolments have significantly impacted income generation, while fixed operational costs have remained relatively stable.

Given ongoing financial deficits and the changing nature of tertiary education, the proposed ceasing of our Ara Connect provision will allow Ara to reallocate resources into programmes that better reflect ākonga needs, industry expectations, and our financial sustainability.

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Period of ongoing change

Ara and Te Pūkenga have navigated a multitude of changes and formal consultation processes in recent years. We recognise this is an especially uncertain time as we await clarity on what the disestablishment of Te Pūkenga will mean for each business division.

While the future is uncertain, we are confident the changes will support the viability of our business division and position Ara strongly to become an autonomous, self-managing entity, ready to resume that responsibility from 2026.

Our values and principles for change

Our values of Hono (Connect), Hihiri (Inspire) and Aroha (Respect) guide all that we do at Ara. We have endeavoured to reflect these within this change. The following principles will continue to be applied during our change processes:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We work closely with our union partners and kaimahi.
- We honour our commitments to individual and collective employment agreements.
- We prioritise redeployment of impacted kaimahi, with redundancy a last resort.
- Kaimahi can access paid confidential support throughout the change process by visiting the OCP website, by phone: 0800 377 990 or by email: Support@OCP.co.nz.
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our identity as Ara.
- We carefully review and consider all feedback and give that feedback serious and thoughtful consideration before making any decisions.

Obligations to the Charter and Te Tiriti

Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to organisational changes, this includes 3(b) to: *"operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities." The design in this change will contribute to ensuring that Ara is able to continue to fulfil this obligation.*

Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.

Benefits of the changes

Withdrawing our Ara Connect provision

This change reinforces Ara's commitment to making data-informed, future-focused decisions that uphold the principles of sustainability, quality, and responsiveness. It strengthens our ability to serve ākonga, kaimahi, and the community while remaining true to our mission — transforming lives and strengthening communities through education.

Supporting financial sustainability

- **Reducing financial pressure**: By withdrawing non-viable programmes, we relieve pressure on other areas of delivery and reduce reliance on internal cross-subsidisation.

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- **Redirecting investment**: Freed resources can be reallocated to high-demand, high-impact areas that contribute to growth and innovation across Ara.

Responding to evolving ākonga needs

- **Meeting learner expectations**: This change allows us to invest in contemporary delivery models that better reflect how ākonga wish to learn, including online, hybrid, and on-demand options.
- **Enhancing relevance and quality**: Concentrating on in-demand programmes strengthens the learner experience and ensures alignment with skills required for future success.

Streamlining operations

- **Improved efficiency**: Kaimahi expertise and institutional resources will be re-focused on growth areas, improving operational agility and institutional impact.

Strengthening competitiveness

- **Positioning for success**: In a competitive tertiary landscape, this change ensures our offerings are financially viable and market-relevant.
- **Enabling strategic investment**: Resources can now be channelled into areas with strong enrolments and sector demand, reinforcing Ara's leadership in vocational education and training.

Aligning with Ara's strategy

- **Advancing Vision 2030**: This change directly supports our long-term goals of academic excellence, regional engagement, and global readiness.
- **Enhancing community outcomes**: By focusing on programmes that meet regional and industry needs, we continue to positively contribute to the economic and social wellbeing of our communities.

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Proposed impacts presented during consultation

Current structure and impacts

Key	
	Significant change *(disestablished)*

Feedback

Summary of feedback from the Ara Connect team

We would like to express our sincere appreciation for the professionalism and engagement demonstrated by impacted kaimahi throughout the change proposal process. We acknowledge that this has been a challenging time.

We want to extend our gratitude to all kaimahi in the Ara Connect team, as well as to the Ara Academic Staff of Canterbury (AASC) Union, for the depth of thought and care reflected in the submissions received.

The review team has carried out a comprehensive analysis of all feedback, recognising its thorough, professional, and considered nature.

Three pieces of in-scope feedback (feedback from the Ara Connect team) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email. Individual names and identifying details have been anonymised by the People and Capability team for this report.

Following careful consideration, the following key themes were identified:

Theme	Feedback	Response and any decisions from feedback
Advocacy for digital literacy support:	Respondents highlighted a strong requirement for digital literacy services for current kaimahi, enrolled ākonga and particularly in Timaru, where there are few to no other offerings available. Respondents advocated keeping a Timaru and Madras campus offering.	Ara acknowledges the importance of digital literacy for both ākonga and kaimahi. While Ara Connect will be discontinued, there are many online and distance providers, including the Open Polytechnic, that can support Ara kaimahi and that we can support our ākonga to transition to.
Reduce management overheads and retain the Timaru and Madras campus provision:	Respondents suggested reducing manager and team lead roles to retain frontline staff and cut costs.	Ara appreciates the feedback regarding cost-saving suggestions. The decision to discontinue Ara Connect was based on overall sustainability, enrolment trends, and strategic alignment, not solely on staffing structure. While management efficiencies continue to be explored institution-wide, retaining the Timaru and Madras provision was not deemed viable.
Fees or funding partnerships:	Consider charging small fees or seeking funding from the community, the Ministry for Social Development or other government organisations.	Ara acknowledges the intent behind these suggestions. At this time, the decision to discontinue Ara Connect was made based on broader

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		strategic priorities and long-term sustainability.
Increase marketing:	Respondents suggested options to increase internal marketing and engagement with the community.	Ara acknowledges the feedback around increasing marketing and community engagement. While greater promotion may have supported visibility, the decision to discontinue Ara Connect was based on broader strategic considerations beyond awareness alone.

Summary of feedback from people outside the Ara Connect Team

A total of two pieces of out-of-scope feedback (from people outside the impacted teams) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email.

Key themes, or recurring topics from out-of-scope feedback include:

Theme	Feedback	Response and any decisions from feedback
Clarity on Digital Boost vs. Ara Connect:	Respondents sought clarification on whether the proposed withdrawal from the Ara Connect programme provision includes Digital Boost.	Digital Boost may continue to be offered through the faculty, subject to sufficient demand and financial viability. It is not included in the Ara Connect withdrawal decision.
Success and financial viability of Digital Boost:	Feedback highlighted the value and success of Digital Boost, particularly its financial viability, flexibility and geographical accessibility, and significant contribution to the Southern Campus region.	Thank you for this feedback. Ara recognises there may be value in Digital Boost and will consider its continuation through faculty delivery pathways if it remains viable.

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Final decisions

1. **Withdrawal from Ara Connect provision**

The following proposals were made:

- Cease the provision of Adult and Community Education (ACE) delivery.
- Cease provision of NZ2592 New Zealand Certificate in Computing (Level 3) – Intermediate User.
- Retire the *Ara Connect* brand and remove the associated programme portfolio from Ara's academic offerings.
- Close Ara Connect sites at:
  - Christchurch (Madras Street)
  - Woolston
  - Papanui (at Papanui High School)
  - Timaru.

Decision: confirmed

Areas out of scope

Following feedback received during the consultation period, Digital Boost and the role of Digital Boost Delivery Trainer – Casual were clarified to be out of scope of the consultation process because Digital Boost is a paid-service model.

The role of Academic Manager has been confirmed to be out of scope of this consultation process because it is already within the scope of another consultation process for the Academic Innovation and Research Division.

Confirmed summary of changes

Impact	FTE	Hourly Paid	Casual roles
Significant change (disestablished)	2 FTE*	2000 hours *(minimum guaranteed hours)*	3**

**Academic Manager (1 FTE) is out of scope of this process and is included within the Academic Innovation and Research Division consultation proposal.*

***Number of casual kaimahi (headcount), no fixed hours.*

See the appendices for the list of confirmed impacted positions.

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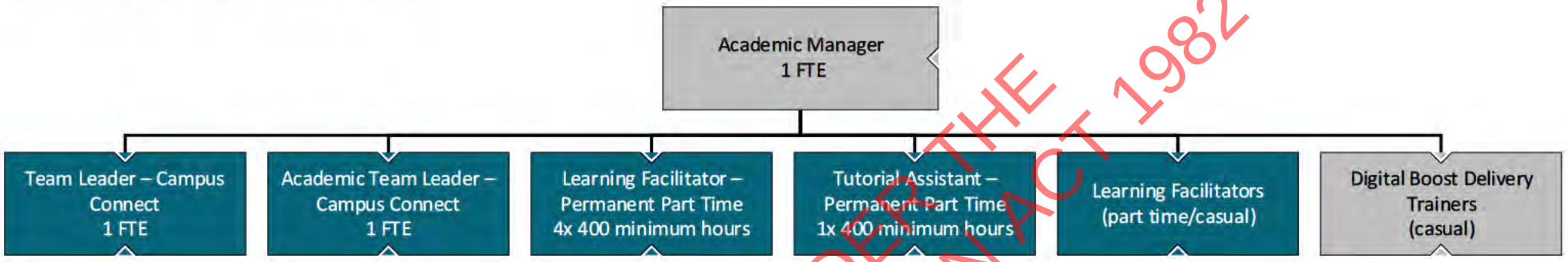
Confirmed impact on positions



Key	
	Significant change *(disestablished)*
	Out of scope

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What happens next?

Decision process

As the decisions have now been made, we intend to:

- **Step 1**: Hold a group meeting to announce the decision
- **Step 2**: Provide the final decision document and a letter to individual kaimahi.
- **Step 3:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned.

Timeline following decisions

Milestone	Date
Decisions communicated to impacted kaimahi	23 May 2025
Other kaimahi are informed who may not be impacted	The week of 26 May 2025
Redeployment conversations	From 23 May 2025 onwards
Disestablishments take effect	30 July 2025

Redeployment process

Affected kaimahi can apply for other positions within Ara and Te Pūkenga network.

Voluntary redundancy

When a role is confirmed as disestablished, we are open to having a voluntary redundancy conversation. Please note that voluntary redundancy is not guaranteed, and the impacted kaimahi will need to make an application. Applications will be treated on a case-by-case basis.

We will ensure we meet our legal and employment agreement (including Collective Employment Agreement) requirements and our business operational requirements.

Teach-out period and disestablishment timeline

- All learning activities associated with Ara Connect sites will conclude, and related services and support would cease.
- No new enrolments are to be accepted into the Ara Connect provision.
- The formal teach-out will begin immediately, and the disestablishment of the provision will be completed by **30 July 2025**.
- All ACE provision must be taught out and concluded by 30 July 2025.
- There are currently **22 learners** enrolled in the NZ2592 programme for 2025.
    - Learners will be offered the opportunity to transfer to the Open Polytechnic to complete their qualification.
        - All learners enrolled in New Zealand will be supported to transfer to the Open Polytechnic for continued delivery by 30 July 2025.

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- Learners who have not completed their first course will be supported to complete this course during the transition period through to 30 July 2025. They will also be supported to transfer to the Open Polytechnic if they wish to complete their qualification.

Where do I get support?

We genuinely care about your wellbeing. We understand that change can be disruptive and unsettling for many people. It's natural to feel a mix of emotions during such times, and we want to acknowledge those feelings. We're here to support you as we navigate through these changes together. Your experience matters, and we appreciate your patience and resilience. We encourage you to speak to your leader, support network, union representative, or People and Capability Business Partner and support each other through this consultation process.

Please remember you can access Employee Assistance Service support through our provider, OCP. You can contact OCP by visiting their website, by phone: 0800 377 990 or by email: Support@OCP.co.nz. As a reminder, we encourage you to seek independent advice regarding this proposal. You are entitled to have a representative or support person present at any meeting.

If you are an Ara Academic Staff of Canterbury (AASC) Union member, you may want to seek support from local branch members.

We support you in sharing your situation with whānau or trusted colleagues. It's crucial to have a support network, and we understand the importance of connecting with others during this time. As you share at work, we ask that you keep in mind the diverse experiences and feelings of those around you and remain professional. Sometimes, when discussing concerns, it can be helpful to approach the conversation constructively, aiming to alleviate rather than add to any anxiety. Your thoughtful consideration can make a positive difference for everyone involved. Remember, you're not alone in this journey.

If you feel that the available support options don't meet your needs, please don't hesitate to reach out to People and Capability for assistance. If you have any questions regarding this proposal, we encourage you to talk openly with your leader, union representative or People and Capability. Your concerns are important to us; we're here to help you navigate this.

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Appendices

- Appendix 1: Table of disestablishments
- Appendix 2: Glossary

Disestablished roles

Role	Current team	Rationale and what happens to the work the role is doing
Academic Manager (1FTE)	Ara Connect	The responsibilities and function of this role will cease. Incumbent may apply for available positions within Ara
Academic Team Leader – Campus Connect (1FTE)	Ara Connect	The responsibilities and function of this role will cease. Incumbent may apply for available positions within Ara
Team Leader – Campus Connect (1FTE)	Ara Connect	The responsibilities and function of this role will cease. Incumbent may apply for available positions within Ara
Learning Facilitators – Permanent Part time (4 x 400 minimum hours)	Ara Connect	The responsibilities and function of this role will cease. Incumbent may apply for available positions within Ara
Tutorial Assistant – Permanent Part Time (400 minimum hours)	Ara Connect	The responsibilities and function of this role will cease. Incumbent may apply for available positions within Ara
Part time/casual Learning Facilitators	Ara Connect	The responsibilities and function of this role will cease.

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Glossary

Term	Definition
Impacted kaimahi	Kaimahi are considered impacted when a decision is made that their position is to be disestablished. This does not automatically mean someone's employment ends through redundancy. Our priority is to place impacted kaimahi into the new positions in the structure through redeployment.
Application	An application process is where you can signal your interest in a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications, and experience are comparable to the current positions of significantly impacted kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than one applicant).
Disestablished position	If a position is disestablished, it will not exist in the new structure. A position that is confirmed disestablished is because we no longer need it, the responsibilities of the role are distributed differently between new roles in the structure, or because the work of the position has changed so significantly the position is no longer the same.
Business Divisions	The former Institutes of Technology and Polytechnics (ITPs) and Industry Training Organisations (ITOs) that are part of Te Pūkenga.
ITO and WBL	The 9 Industry Training Organisations, often referred to as work based learning (WBL). Are referred to as Business Divisions.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business Divisions
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position. This is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of impacted kaimahi.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Vocational Programme. TEC wrote to Te Pūkenga in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga. Te Pūkenga was required to seek specialist assistance under section 332 of the Education and Training Act 2020. These consultants reviewed the financial information for the ITP Business Divisions.

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Ring-fenced/Many too few/Reduction in roles	A closed process is followed when several incumbents are in the same or similar impacted roles. This means a selection process is followed instead of a full recruitment process.
Surplus staffing	A situation where, following a consultation process, Te Pūkenga has identified a need to reduce the number of kaimahi, or where kaimahi can no longer be employed in their current position or grade
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	Te Tiriti o Waitangi Excellence Framework, developed by Te Pūkenga, is a self-reflective tool to monitor and assess how well the Network is tracking towards Te Tiriti o Waitangi excellence and achievement of their objectives of demonstrable Te Tiriti o Waitangi partnerships and inclusivity and equity for Māori.
Voluntary redundancy	The ability to ask for voluntary redundancy is provided for in some employment agreements in certain circumstances. It enables impacted kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.

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Te Pūkenga

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Haratua | May 2025

Centre for Assessment of Prior Learning

Ara Institute of Canterbury

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Overview

A formal consultation process regarding the proposed disestablishment of Ara's Centre for Assessment of Prior Learning (CAPL) was initiated with kaimahi on 14 March 2025. The consultation document outlined the context for change, including the rationale, the impact on roles within the CAPL team, and the process through which staff could provide feedback and engage with the proposal.

The proposal to disestablish CAPL is grounded in a clear need to improve alignment with our vocational education and training (VET) focus, ensure financial sustainability, and strengthen academic integration. Despite CAPL's longstanding contribution to alternative learner pathways, it has faced ongoing challenges in achieving key strategic objectives, such as candidate throughput, financial performance and regional reach.

The change proposal suggested reinforcing Recognition of Prior Learning (RPL) as a core academic process directly within faculties[1], enabling more consistent, efficient, and academically-integrated delivery. This supports a shift toward greater alignment with teaching and learning practice, industry relevance, and streamlined learner pathways. The proposal suggested we formally step away from the practice of Applied Prior Learning (APL), ensuring greater consistency, academic integrity, and transparency in assessment. These changes are designed to strengthen the academic quality and credibility of our qualifications while enhancing responsiveness to learner and industry needs.

As part of this transition, we will also implement a change in our policy and process framework for RPL. A revised RPL policy will limit recognition to no more than 33% (one-third) of a qualification, which is consistent with industry providers in higher education in New Zealand.

Following thorough consideration of all feedback received, the final decision honours the contributions of those who have supported CAPL's mahi while positioning us to begin a more integrated and future-focused approach to recognising prior learning, embedded in academic excellence, operational sustainability, and sector-aligned practice.

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[1] We acknowledge that decisions for the Academic, Innovation, and Research proposal are not yet confirmed. For the purpose of this document, "faculties/faculty" means our academic teams/departments/faculties.

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Background

In June 2024, the **Tertiary Education Commission (TEC)** raised concerns about the viability of Te Pūkenga's Institutes of Technology and Polytechnics (ITP) divisions. Under Section 332 of the **Education and Training Act 2020**, TEC required Te Pūkenga to engage specialist consultants to review the financial performance of ITP divisions and explore opportunities to enhance their sustainable viability. This included the potential establishment of regionally autonomous ITPs. Simultaneously, the government is undertaking the process of disestablishing Te Pūkenga.

Against this backdrop, Ara Institute of Canterbury's Vision 2030 emerges as a guiding framework for navigating these challenges. It sets a clear direction for leading in academic excellence, impactful research, regional engagement, and global connectivity. As a future-focused organisation, Ara is committed to empowering ākonga and communities while achieving sustainable growth in an evolving educational landscape. Central to this vision is the need for innovative approaches to learner recruitment, engagement, and operational efficiency supported by advanced technology.

The landscape of tertiary education is rapidly evolving. Today's ākonga demand flexible, digitally-integrated educational experiences that cater to their professional and personal needs. The rise of alternative education providers offering micro-credentials, online learning platforms, and industry-focused training has intensified competition, making it essential for institutions like Ara to adapt to stay relevant.

Ara is not immune to the financial pressures facing our sector. For the past three years, for a variety of reasons, we have not produced a surplus. This level of financial performance is unsustainable. If left unaddressed, it could render Ara financially unviable, compromising our independence and our ability to fulfil our core purpose: **transforming lives and strengthening communities through the power of education.**

Rationale for the proposed disestablishment of CAPL

The Centre for Assessment of Prior Learning (CAPL) at Ara Institute of Canterbury was established in 2002 under the Christchurch Polytechnic Institute of Technology (CPIT). It was considered an innovative offering that recognised prior learning and provided alternative credentialing services. CAPL offered ākonga the ability to gain formal qualifications by recognising their previous skills, knowledge, and professional experiences, ideal for those who had acquired significant expertise outside of traditional academic environments.

Despite its early success and the commitment of the team, CAPL has faced underutilisation challenges in recent years. Declining CAPL throughput, financial constraints, and systemic inefficiencies have limited the centre's ability to fulfil its potential. An independent enquiry commissioned in 2022 revealed CAPL's fixed costs had exceeded its revenue since 2016, with annual revenues falling below NZD $200,000 over the last six years - far below the required threshold for financial viability. Given Ara's financial challenges and the government's move to disestablish Te Pūkenga, maintaining CAPL in its current form is unsustainable.

Despite efforts to revitalise and support CAPL's operations, several key objectives have remained unmet. This has led to ongoing concerns around CAPL's viability and effectiveness as a strategic offering within Ara's portfolio. We must evaluate all our operations, including CAPL, to ensure alignment with strategic goals, financial sustainability, and evolving educational demands.

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Period of ongoing change

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While the future is uncertain, we are confident the changes will support the viability of our business division and position Ara strongly to become an autonomous, self-managing entity, ready to resume that responsibility from 2026.

Our values and principles for change

Our values of Hono (Connect), Hihiri (Inspire) and Aroha (Respect) guide all that we do at Ara. We have endeavoured to reflect these within this change. The following principles will continue to be applied during our change processes:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We work closely with our union partners and kaimahi.
- We honour our commitments to individual and collective employment agreements.
- We prioritise redeployment of impacted kaimahi, with redundancy a last resort.
- Kaimahi can access paid confidential support throughout the change process by visiting the OCP website, by phone: 0800 377 990 or by email: Support@OCP.co.nz.
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our identity as Ara.
- We carefully review and consider all feedback and give that feedback serious and thoughtful consideration before making any decisions.

Obligations to the Charter and Te Tiriti

Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to organisational changes, this includes 3(b) to: *"operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities." The design in this change will contribute to ensuring that Ara is able to continue to fulfil this obligation.*

Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.

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Benefits of the changes

Integrating CAPL functions into faculties

These changes reflect Ara's commitment to making strategic, data-informed decisions that support long-term sustainability and educational excellence. By supporting RPL directly within faculties and discontinuing CAPL, we are positioning ourselves as a responsive, future-focused provider of vocational education and training.

Financial sustainability

- **Ensuring long-term viability**: Removing CAPL as a standalone team addresses persistent financial challenges and ensures efficient use of institutional resources.
- **Reinvesting in growth areas**: Resources previously invested in CAPL can now support high-demand academic areas, fostering innovation and programme development.

Responding to changing ākonga needs

- **Meeting learner expectations**: Learners increasingly expect flexible, accessible ways to have prior learning recognised. Faculty-led RPL offers streamlined, academically rigorous assessment.
- **Enhancing the student experience**: Integration enables faster, clearer decision-making and improved support for ākonga navigating academic pathways.

Streamlining operations

- **Reducing duplication**: Consolidating RPL within faculties eliminates duplicate processes and associated administrative burdens.
- **Improving integration**: Alignment with institutional systems will strengthen data reporting and quality assurance.

Strengthening Ara's competitiveness

- **Adapting to a dynamic sector**: Integrated, faculty-led RPL supports Ara to respond to national reforms and changing learner and employer needs.
- **Investing strategically**: Redirected resources will support industry-relevant programme delivery and responsive academic pathways.

Aligning with Ara's strategy

- **Advancing Vision 2030**: This change supports Ara's focus on academic excellence, innovation, regional engagement, and global connectivity.
- **Enhancing community and industry alignment**: A faculty-led model enables better alignment with workforce development and regional skill needs.

Building capability and equity

- **Supporting academic teams**: Training and development will ensure kaimahi have the confidence to enable high-quality RPL.
- **Reviewing accessibility and affordability**: A comprehensive review of RPL fees will ensure the process remains financially accessible while supporting high standards of delivery.

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Proposed impacts presented during consultation

Current structure and impacts

Key	
	Significant change *(disestablished)*
	Minor change
	Fixed term
	Out of scope

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Summary of proposed changes

Impact	Current FTE	Current hourly paid
Minor change	0.5	
Fixed term/secondment ending	0.7	
Significant change (disestablished)	1.0	300 hours
Total	**2.2**	
Reduction in FTE	**2.2**	**300 hours**

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Feedback

Summary of feedback from the Centre for Assessment of Prior Learning team

We would like to express our sincere appreciation for the professionalism and engagement demonstrated by the team throughout the change proposal process. We acknowledge that this has been a particularly challenging time.

We extend our gratitude to all kaimahi in the Centre for Assessment of Prior Learning team, as well as to the Ara Academic Staff of Canterbury (AASC) Union, for the depth of thought and care reflected in the submissions received.

The review team has carried out a comprehensive analysis of all feedback, recognising its thorough, professional, and considered nature.

Seven pieces of in-scope feedback (feedback from the Centre for Assessment of Prior Learning team) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email. Individual names and identifying details have been anonymised by the People and Capability team for this report.

Following careful consideration, the following key themes were identified:

Theme	Feedback	Response and any decisions from feedback
Distinction Between RPL and APL:	Respondents clarified the use of language and the distinction between RPL and APL.	We appreciate this clarification and confirm that a revised RPL policy will reflect national VET sector standards. A clear distinction will be embedded in policy and communications. RPL will be capped at 33% of any qualification, and Ara will formally step away from APL as a recognised practice. This ensures academic integrity and alignment with sector best practice.
Mixed feedback on integration and concerns on integrating CAPL functions to academic faculties:	The majority of respondents (four) disagreed with integrating CAPL functions to academic faculties, while one respondent stated that the approach would work but highlighted the need for capability building among tutorial kaimahi. Respondents highlighted concerns around capacity and workload, administrative burden on faculties and risks	We acknowledge the concerns raised about capability and capacity. Training, professional development, and transitional support will be provided to ensure faculties continue to deliver high-quality RPL processes. Workload distribution and academic oversight will be closely monitored and dedicated support resources

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	for quality assurance of processes.	will be made available where needed. The Academic Excellence team will continue to provide additional support to meet the needs of our learners. Policies and procedures will be updated to reflect the removal of RPL for more than 33% of a qualification.
Advocacy for the accessibility and impact of CAPL:	Facilitation services were highlighted as being essential for supporting non-traditional and diverse APL candidates, ensuring equity, accessibility, and higher completion rates.	We acknowledge the important role CAPL has played in supporting learners from diverse backgrounds. As part of the transition, we remain committed to equity and accessibility. Faculties will be supported where needed with tools, resources and training to ensure inclusive practice continues.
Process concerns:	Concerns were raised that the proposal is based on inaccurate information and data and fails to recognise the achievements of the last two years, disagreement with rationales provided within the consultation proposal document and requesting consultation with a wider group of stakeholders.	We acknowledge that CAPL kaimahi have contributed to improvement efforts and value the work undertaken in recent years. However, data from multiple reviews, including performance reporting in early 2025, has informed this decision. While broader engagement is always valued, the consultation followed the correct process. Feedback has informed the final decision and confirmed areas where implementation support is essential.

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Summary of feedback from people outside the Ara Connect Team

A total of seven pieces of out-of-scope feedback (from people outside the impacted teams) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email.

Key themes, or recurring topics from out-of-scope feedback include:

Theme	Feedback	Response and any decisions from feedback
Advocacy for the transformational impact of CAPL:	Respondents emphasise the crucial role that CAPL plays by providing accessible learning opportunities and recognising diverse knowledge and expertise gained through informal and non-formal learning. They raised that many current and former learners (ākonga) and staff (kaimahi) at Ara have significantly benefited from CAPL, highlighting its importance in personal and professional development. The programme validates experiential learning, bridging gaps between informal learning and formal education. The programme encourages lifelong learning.	We acknowledge and value the transformational impact CAPL has had for many ākonga and kaimahi over the years. The decision to disestablish CAPL does not reflect a dismissal of this contribution, but rather a need to better embed the recognition of prior learning more effectively within Ara's academic structures. The removal of CAPL will enable faculties to be responsible for the awarding of credit through RPL while aligning with Ara policy, improving academic consistency, and ensuring long-term sustainability. Training, resources, and policy changes will protect the integrity of RPL as a tool for lifelong learning.
Concerns about devolving CAPL to academic faculties:	Devolving CAPL to academic faculties was seen as inefficient, requiring replication of structures and processes across multiple faculties, which currently function effectively within CAPL. There is a fear that CAPL will not survive within faculties due to a lack of prioritisation, commitment, and resources and that it would become "invisible". Concerns were raised that maintaining academic rigour and consistency across faculties could be challenging, potentially leading to diluted and inconsistent processes. Concerns were raised about faculties not being resourced to handle the volume of work.	We acknowledge these concerns and confirm that faculties will be supported by policy guidance and institutional oversight. While CAPL as a team will be disestablished, faculties will be responsible for RPL with clear expectations for consistency and quality. To mitigate risks of fragmentation or invisibility, central coordination of policy, training, and reporting will remain in place, ensuring RPL is prioritised, monitored, and supported across faculties.

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Concerns for the negative impact:	Concerns were raised that closing CAPL and devolving CAPL to academic faculties would negatively affect adult learners, immigrants, low-income individuals, and current staff (kaimahi) who rely on RPL for career advancement and integration into the workforce. The closure could lead to a loss of expertise and resources, undermining the quality and availability of RPL services.	We are committed to maintaining equitable access to education and acknowledge the role CAPL has played in supporting diverse learner groups. The removal of APL for greater portions of credit is designed to enhance accessibility (by working closely with the faculty that learners are studying in) while improving sustainability. Faculties will be equipped with tools, guidance, and professional development to ensure that equity and inclusion remain central to RPL practice.
Advocacy for Centralisation:	Centralising CAPL was argued to be more efficient and effective in maintaining high standards and collaboration with faculties. The expertise and pedagogical knowledge within CAPL were considered irreplaceable and essential for the continued success and transformation of learners. Decentralising CAPL could lead to each department operating independently, resulting in a fragmented process. Without a central point of coordination, there is a risk of duplication of efforts across faculties, which could hinder the overall efficiency. A centralised CAPL team was seen to provide a consistent structure and marketing strategy, ensuring that communities know who to contact. This consistency was seen as crucial for building trust and familiarity, especially for those engaging with CAPL for the first time.	While we recognise the perceived benefits of centralisation, the decision to remove APL for larger portions of credit aligns with our broader strategy of embedding academic quality and responsibility into our faculties. This model supports stronger academic integration, reduces duplication of effort and administrative load due to limiting RPL to no more than 33% of a qualification. To ensure continuity, we will retain central oversight through consistent policy, guidance, process, capability training and system design.
Concerns with the consultation process:	Concerns were raised about the current change proposal for the Academic Innovation and Research Division, particularly regarding its lack	We appreciate the feedback and acknowledge the desire for greater clarity. The discussion about CAPL's future was conducted through a

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	of transparency and inadequate consideration of CAPL's inclusion in the proposed academic faculty structures. Additionally, there were significant workload concerns related to the capacity and capability of staff to manage the increased workload, potential conflicts of interest, and the use of external contractors, which may not be cost-effective.	dedicated consultation process, which followed the correct institutional process. Integration into faculty structures is confirmed and will include centrally supported guidelines, resource mapping, and support to ensure the process is managed effectively. It is important to note that the administration of RPL will reduce, given RPL will be limited to no more than 33% of a qualification. External expertise will only be engaged where internal capacity or specialised knowledge is unavailable, and all decisions will be subject to value-for-money considerations.

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Final decisions

Final decisions:

1. Reassigning to Faculties

- We proposed integrating all Recognition of Prior Learning (RPL) activities directly into academic faculties which would result in the disestablishment of the Centre for Assessment of Prior Learning (CAPL).
- **Decision**
    - **Confirmed -** All RPL functions will be led by Ara's academic faculties. RPL will continue to form part of each faculty's core academic responsibilities, aligned with teaching, learning, research, and assessment. The Centre for Assessment of Prior Learning (CAPL) will be disestablished through a managed transition to conclude by 19 December 2025. Faculties will be supported to implement this change through training, updated policy, and coordinated oversight where required.

2. Improving academic alignment

- We proposed that all RPL functions would be led by faculties to ensure academic integrity and consistency across qualifications, enhance resource use and allow RPL activities to align more closely with teaching delivery, academic oversight and programme-level priorities.
- **Decision**
    - **Confirmed -** Ara will implement a revised RPL policy that limits recognition to no more than 33% (one-third) of any qualification.
    - **In addition, Applied Prior Learning (APL) will no longer be a core service or a recognised assessment process at Ara. APL will be formally retired and removed from institutional policy, systems, and practice.**
    - These changes align with national VET sector standards and reinforce academic integrity, clarity, and consistency across the institution.

3. Restructuring of CAPL functions

- We proposed that candidate profiling and associated RPL assessment functions be reassigned to academic faculties, allowing academic teams to conduct assessments while reviewing candidate documentation.
- **Decision**
    - **Confirmed -** Candidate profiling and assessment will be led by faculty teams and integrated into standard academic delivery. Where specialist assessment is required, external contractors may be engaged, depending on demand and value for money. Academic kaimahi will receive training and support to ensure consistency, academic quality, and readiness.

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4. Financial and structural efficiency

- We proposed to eliminate the duplication of effort between CAPL and faculties, streamlining academic processes and reducing fixed operational costs. This proposal allows resources to be more effectively used to support growth and innovation across academic areas.
- **Decision**
    - **Confirmed** - All CAPL roles will be disestablished.

These decisions support our commitment to providing flexible, inclusive, and academically rigorous learning pathways while ensuring long-term institutional sustainability and alignment with Vision 2030. We acknowledge and sincerely thank the CAPL team for their significant contribution to learner success. Faculty-led RPL will ensure that we remain responsive to learner needs, sector expectations, and the evolving demands of vocational education.

Confirmed summary of changes

Impact	FTE	Current hourly paid
Minor change	0.5	
Fixed term/secondment ending	0.7	
Significant change (disestablished)	1.0	300 hours
Affirmed reduction total	**2.2 FTE**	**300 hours**

See the appendices for the list of confirmed impacted positions and confirmed new roles.

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What happens next?

Decision process

As the decisions have now been made, we intend to:

- **Step 1**: Hold a group meeting to announce the decision
- **Step 2**: Provide the final decision document and a letter to individual kaimahi.
- **Step 3:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned.

Timeline following decisions

Milestone	Date
Decisions communicated to impacted kaimahi	23 May 2025
Other kaimahi are informed who may not be impacted	The week of 26 May 2025
Redeployment conversations	From 23 May 2025 onwards
Disestablishments take effect	30 July 2025
Transition and Teachout	31 July – 19 December 2025
RPL incorporated into faculties	19 December 2025

Redeployment process

Affected kaimahi have an opportunity to apply for other positions within Ara and Te Pūkenga network.

Voluntary redundancy

When a role is confirmed disestablished, we are open to having a voluntary redundancy conversation. Please note that voluntary redundancy is not guaranteed, and the impacted kaimahi will need to make an application. Applications will be treated on a case-by-case basis. We will ensure we meet our legal and employment agreement (including Collective Employment Agreement) requirements and our business operational requirements.

Transition and Implementation

- CAPL will operate under a "closing lid" model, with support continuing only for learners currently enrolled in an APL pathway at the time of this decision.
- Enquiries or expressions of interest not yet enrolled will not progress under the CAPL model.
- A clear transition and teach-out plan will be developed for each learner.
  The teach-out period will be prorated based on each enrolled candidate's expected completion date, with all transition support concluding by 19 December 2025.
- From 19 December 2025, responsibility for any remaining RPL learners will rest with academic faculties, supported by wraparound services for panel facilitation, progress monitoring, and academic assurance.
- We will cease all marketing and promotional activity related to CAPL, effective immediately.
- Marketing materials and public information will be updated to reflect the new RPL policy.

Training and policy implementation

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- We will deliver a comprehensive programme of training, guidance, and policy implementation by 19 December 2025 to support academic kaimahi in successfully assuming RPL responsibilities.
  This programme will include:
    - Professional development sessions for staff
    - Induction on new policy settings
    - Best practice guidance on RPL assessment and candidate support
    - Templates, tools, and academic advisory support to ensure consistency and equity in learner experience

Where do I get support?

We genuinely care about your wellbeing. We understand that change can be disruptive and unsettling for many people. It's natural to feel a mix of emotions during such times, and we want to acknowledge those feelings. We're here to support you as we navigate through these changes together. Your experience matters, and we appreciate your patience and resilience. We encourage you to speak to your leader, support network, union representative, or People and Capability Business Partner and support each other through this consultation process.

Please remember you can access Employee Assistance Service support through our provider, OCP. You can contact OCP by visiting their website, by phone: 0800 377 990 or by email: Support@OCP.co.nz. As a reminder, we encourage you to seek independent advice regarding this proposal. You are entitled to have a representative or support person present at any meeting.

If you are an Ara Academic Staff of Canterbury (AASC) Union member, you may want to seek support from local branch members.

We support you in sharing your situation with whānau or trusted colleagues. It's crucial to have a support network, and we understand the importance of connecting with others during this time. As you share at work, we ask that you keep in mind the diverse experiences and feelings of those around you and remain professional. Sometimes, when discussing concerns, it can be helpful to approach the conversation constructively, aiming to alleviate rather than add to any anxiety. Your thoughtful consideration can make a positive difference for everyone involved. Remember, you're not alone in this journey.

If you feel that the available support options don't meet your needs, please don't hesitate to reach out to People and Capability for assistance. If you have any questions regarding this proposal, we encourage you to talk openly with your leader, union representative or People and Capability. Your concerns are important to us; we're here to help you navigate this.

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Appendices

- Appendix 1: Table of disestablishments
- Appendix 2: Table of minor change to reporting line and/or position
- Appendix 3: Glossary

Disestablished roles

Role	Current team	Rationale and what happens to the work the role is doing
Administrator (1FTE)	Centre for Assessment of Prior Learning	The responsibilities and function of this role will cease. Incumbent may apply for available positions within Ara
CAPL Facilitator (ASM 300 min hours)	Centre for Assessment of Prior Learning	The responsibilities and function of this role will cease. Incumbent may apply for available positions within Ara
CAPL Facilitator (SASM fixed term 0.7FTE)	Centre for Assessment of Prior Learning	The responsibilities and function of this role will cease. Incumbent may apply for available positions within Ara

Minor change to reporting line and/or position

Role	Current team	Rationale and what happens to the work the role is doing
SASM (0.5 FTE)	Centre for Assessment of Prior Learning and Dept of Hospitality, Business and Service Industries	The responsibilities and functions of this role will continue until the delivery of the transition plan is executed up to and including 19 December 2025. The incumbent will return to a full-time SASM role on 20 December 2025.

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Glossary

Term	Definition
Impacted kaimahi	Kaimahi are considered impacted when a decision is made that their position is to be disestablished. This does not automatically mean someone's employment ends through redundancy. Our priority is to place impacted kaimahi into the new positions in the structure through redeployment.
Application	An application process is where you can signal your interest in a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications, and experience are comparable to the current positions of significantly impacted kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than one applicant).
Disestablished position	If a position is disestablished, it will not exist in the new structure. A position that is confirmed disestablished is because we no longer need it, the responsibilities of the role are distributed differently between new roles in the structure, or because the work of the position has changed so significantly the position is no longer the same.
Business Divisions	The former Institutes of Technology and Polytechnics (ITPs) and Industry Training Organisations (ITOs) that are part of Te Pūkenga.
ITO and WBL	The 9 Industry Training Organisations, often referred to as work based learning (WBL). Are referred to as Business Divisions.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business Divisions
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position. This is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of impacted kaimahi.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Vocational Programme. TEC wrote to Te Pūkenga in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga. Te Pūkenga were required to seek specialist assistance under section 332 of the Education and Training Act 2020. These consultants reviewed the financial information for the ITP Business Divisions.

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Ring-fenced/Many too few/Reduction in roles	A closed process is followed when several incumbents are in the same or similar impacted roles. This means a selection process is followed instead of a full recruitment process.
Surplus staffing	A situation where, following a consultation process, Te Pūkenga has identified a need to reduce the number of kaimahi, or where kaimahi can no longer be employed in their current position or grade
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	Te Tiriti o Waitangi Excellence Framework, developed by Te Pūkenga, is a self-reflective tool to monitor and assess how well the Network is tracking towards Te Tiriti o Waitangi excellence and achievement of their objectives of demonstrable Te Tiriti o Waitangi partnerships and inclusivity and equity for Māori.
Voluntary redundancy	The ability to ask for voluntary redundancy is provided for in some employment agreements in certain circumstances. It enables impacted kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.

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Te Pūkenga

Te Pūkenga

Consultation decision document

Paenga Whāwhā | April 2025

Marketing, Engagement and International

Ara Institute of Canterbury

STRICTLY CONFIDENTIAL TO KAIMAHI (STAFF) OF ARA

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Overview

A proposal to realign Ara's Marketing, Engagement and International teams was shared with kaimahi across 12, 13 and 14 February 2025. Formal consultation on the proposal commenced on 17 February 2025. The proposal outlined the background to the change, the rationale, potential impacts on positions, and provided a process for feedback and engagement.

The proposed changes reflected the need to improve the team's alignment with organisational strategy, strengthen learner recruitment and engagement support, and ensure long-term financial sustainability. These changes respond to internal financial pressures, shifting market expectations, and the Government's call for a more regionally responsive and financially-viable tertiary education sector.

The change proposal suggested consolidating and streamlining marketing and recruitment functions to better serve regional, national, and global markets. It acknowledged the importance of delivering targeted and coordinated activity to drive enrolments, enhance Ara's market visibility, and support sustainable growth. This included proposing disestablishing several roles and creating new positions better aligned to strategic recruitment and engagement priorities.

Following consultation, Ara has carefully considered all feedback received. The final decisions aim to honour the contributions of impacted kaimahi while positioning Ara to deliver stronger, more effective marketing and recruitment activity into the future. These changes reinforce Ara's commitment to its people and to delivering high-quality education that is responsive to the communities it serves.

Through this process, Ara is building a structure that better supports integrated, future-focused learner recruitment and engagement, strengthening outcomes for both ākonga and the institution.

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Background

In June 2024, the Tertiary Education Commission (TEC) raised concerns about the viability of Te Pūkenga Institutes of Technology and Polytechnics (ITP) divisions. Under section 332 of the Education and Training Act 2020, TEC required Te Pūkenga to engage specialist consultants to review the financial performance of ITP divisions and explore opportunities to enhance their sustainable viability. This included the potential establishment of regionally autonomous ITPs. Simultaneously, the government is undertaking the process of disestablishing Te Pūkenga.

Against this backdrop, Ara Institute of Canterbury's Vision 2030 emerges as a guiding framework for navigating these challenges. It sets a clear direction for leading in academic excellence, impactful research, regional engagement, and global connectivity. As a future-focused organisation, Ara is committed to empowering learners and communities while achieving sustainable growth in an evolving educational landscape. Central to this vision is the need for innovative approaches to recruitment, engagement, and operational efficiency, supported by advanced technology.

The rapid advancement of digital technology has transformed how our customers, stakeholders, and partners interact with us, driving a shift towards seamless, personalised, and digitally integrated experiences. By enhancing customer interactions and leveraging data for informed decisions, Ara aims to achieve its strategic goals through operational agility, global competitiveness, and local relevance.

Ara is not immune to the financial pressures facing our sector. For the past three years, we have not produced a surplus for various reasons. This level of financial performance is unsustainable. If left unaddressed, it could render Ara financially unviable, compromising our independence and our ability to fulfil our core purpose: **transforming lives and strengthening communities through the power of education**.

The redesign of our Marketing, Engagement and International structure was a proactive step towards addressing these challenges. It focuses on sustainability, agility, and academic excellence, ensures we continue to deliver robust academic programmes, improves learner outcomes, and strengthens industry partnerships. With these measures, we aim to position Ara for success in an increasingly competitive and dynamic environment.

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Rationale for change

The redesign of Ara's Marketing, Engagement, and International Marketing structure directly addresses critical challenges and opportunities, aligns with our Vision 2030 and meets the evolving expectations of our customers and the sector. The change proposal was developed with the following key factors in mind:

- **Aligning with Vision 2030:** The new structure strengthens Ara's ability to deliver academic excellence, enhance learner outcomes, and build enduring industry partnerships.
- **Refocusing on core business:** Throughout 2025, we want to reaffirm Ara's commitment to academic excellence and industry partnership. We will achieve this by ensuring our portfolio aligns with the needs of local, national, and global markets. Doing so is critical to delivering on Ara's purpose and maintaining our reputation for quality education and innovation.
- **Securing our financial viability:** Reduce overheads and drive growth to ensure a strong financial position. This change seeks to achieve a structural design that is more efficient and effective in the way that it completes its work. Consequently, the redesign of the Marketing, Engagement and International teams will result in a reduction of 6.5 Full-Time Equivalent (FTE) staff and a saving of approximately $500,000.
- **Growing enrolments:** Increase enrolments to exceed the benchmark of 7,800 Equivalent Full-Time Students (EFTS) within the next five years, up from fewer than 7,000 EFTS in 2024. Achieving this target is essential for returning to a financial surplus while sustaining current overheads. Key to this strategy is restoring international enrolments to pre-COVID levels. In 2025, the target is to exceed 575 international EFTS. By 2028, we need to have returned to pre-COVID levels of more than 1000 EFTS. This quantum of international growth is included in the financial sustainability modelling of 7800 EFTS.
- **Optimising resource utilisation:** Maximise our resources through strategic divestment, consolidation, and targeted reinvestment in key priority areas. This approach ensures resources are allocated efficiently, enabling greater agility, fostering innovation, and driving sustainable growth aligned with organisational priorities. As government priorities shift, areas within Ara, such as the Marketing and Engagement function, often face the dual challenge of meeting new demands while managing ongoing business pressures. This can result in added resources and processes reactively, which will not be sustainable. To remain adaptable and agile, we must focus on building robust structures and capabilities that allow the organisation to respond effectively to changing priorities without over-relying on additional resources. By fostering a proactive approach and embedding flexibility into its operations, we will be better positioned to adapt swiftly and efficiently whenever the need arises.
- **Improving responsiveness and agility:** The structure enhances Ara's ability to adapt to changes in policy, funding, market conditions, and customer expectations with greater agility.
- **Enhancing learner and community impact:** A streamlined structure ensures programmes and services remain accessible, relevant, and responsive to local, regional and global needs. The structure enhances Ara's ability to support and drive regional development and strong community engagement, ensuring alignment with local priorities and opportunities. Academic excellence and strong industry partnerships are integral to our success. By concentrating on development, relationships, and career pathways, we're positioning ourselves to create innovative, market-relevant programmes that benefit learners and employers.

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- **Prioritising internal customers:** Ara is placing a renewed emphasis on internal customers—students who are already engaged with us. By focusing on direct marketing strategies tailored to this group, we aim to provide exceptional experiences and promote their ongoing success. This approach is critical to achieving our broader strategic objectives of retention, progression, and pathway development.
- **Integrating innovation and technology:** To meet the evolving expectations of our customers, we must strengthen our capabilities in creative, digital, and customer-centric marketing. By embracing innovation and tailoring our approach, we can enhance engagement, build stronger relationships, and reinforce our position as a forward-thinking educational institution. Embedding technology-driven solutions across operations will enhance customer recruitment, engagement, and service delivery, ensuring Ara remains competitive and future-focused.
- **Investing in marketing innovation and talent:** Ara is increasing our investment in global partnerships, social media talent, and a global recruitment manager role. These efforts aim to capitalise on synergies across marketing initiatives, ensuring an integrated approach to digital engagement. Prioritising digital marketing capabilities and leveraging data-driven decision-making will strengthen our presence and mana in the industries we serve. Furthermore, we are committed to fostering partnerships between the faculties and employers to further enhance industry representation and messaging alignment.

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Period of ongoing change

Ara and Te Pūkenga have navigated a multitude of changes and formal consultation processes in recent years. We recognise this is an especially uncertain time as we await clarity on what the disestablishment of Te Pūkenga will mean for each business division.

While the future is uncertain, we are confident the changes will support the viability of our business division and position Ara strongly to become an autonomous, self-managing entity, ready to resume that responsibility from 2026.

Our values and principles for change

Our values of Hono (Connect), Hihiri (Inspire) and Aroha (Respect) guide all that we do at Ara. We have endeavoured to reflect these within this change. The following principles will continue to be applied during our change processes:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We work closely with our union partners and kaimahi.
- We honour our commitments to individual and collective employment agreements.
- We prioritise redeployment of impacted kaimahi, with redundancy a last resort.
- Kaimahi can access paid confidential support throughout the change process by visiting the OCP website, by phone: 0800 377 990 or by email: Support@OCP.co.nz.
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our identity as Ara.
- We carefully review and consider all feedback and give that feedback serious and thoughtful consideration before making any decisions.

Obligations to the Charter and Te Tiriti

Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to organisational changes, this includes 3(b) to: *"operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities." The design in this change will contribute to ensuring that Ara is able to continue to fulfil this obligation.*

Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.

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Ara's path to 2030: Structural and functional optimisation

This change forms part of a broader strategy to address the above challenges, ensuring Ara can meet our ambitions outlined in Vision 2030. Critical to achieving this is a sharper focus on academic and industry excellence and a clear commitment to restoring pre-COVID international learner enrolments.

Vision 2030 focuses on innovation, sustainability, and deep community engagement to position Ara as a leader in vocational tertiary education. The vision underscores our commitment to empowering learners, fostering meaningful partnerships, and driving local, regional and global impact.

By prioritising these objectives, we will position ourselves to better support our communities, drive our strategic vision, and ensure long-term financial and operational sustainability.

The following key factors drive these changes:

- **Optimising resources and processes:** we aim to improve financial performance and sustainability by streamlining processes, reducing duplication, and balancing resource allocation. This will enhance collaboration, reduce costs, and improve operational effectiveness.
- **Adapting to changing government priorities:** we must stay ahead of shifts in government policies and funding to remain relevant. This involves monitoring policy changes, designing more flexible programmes, building strategic partnerships, and ensuring we can quickly adapt to changes.
- **Meeting evolving customer expectations:** With the rise of digital technology, we need to offer seamless, personalised, and digitally integrated experiences. Strengthening digital and customer-centric marketing will help enhance engagement and build stronger relationships.
- **Leveraging data for decision-making:** Using comprehensive data, we can make informed decisions to optimise resources, refine strategies, and improve learner outcomes, aligning with our long-term goals.
- **Focusing on global and international growth:** To achieve financial stability, we are focusing on international recruitment, expanding our global presence and enhancing our reputation as a world-class educational institution. This will diversify the learner base, promote cultural exchange, and strengthen Ara's reputation globally.

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Benefits of the change

The confirmed structural changes to the Marketing, Engagement, and International teams will deliver measurable improvements in efficiency, effectiveness, and strategic alignment. These benefits will be realised through a more integrated and outcomes-driven structure that directly supports our institutional goals, including enrolment growth, enhanced market reach and financial sustainability.

Optimised use of resources through structural integration

- Consolidating teams under a unified Marketing and Recruitment structure reduces duplication and streamlines activity across previously siloed areas.
- The new structure fosters closer collaboration between marketing, outreach, recruitment, and international functions, enabling agile and responsive campaign delivery.
- Teams are better positioned to deploy capability where it is most needed, resulting in lower operating costs and a more consistent, customer-centred experience.

Greater market reach through coordinated strategy

- A single, strategically-aligned structure enables more deliberate use of data, resources, and digital platforms to engage local, regional, national and international audiences.
- The new model supports targeted marketing campaigns designed to return international EFTS to pre-COVID levels (1,000 EFTS) while maintaining strong domestic pipelines.
- A unified team enhances our ability to initiate and grow key partnerships across all markets.

Increased enrolments through a focused recruitment function

- The consolidation creates a dedicated recruitment function with clear accountability for enrolment growth across all key markets.
- Greater alignment between marketing and recruitment ensures improved conversion of interest to enrolment, driven by data-informed decision-making.
- The new structure enables a more strategic approach to programme promotion, prioritising high-yield offerings and reducing fragmentation.

Enhanced financial sustainability and organisational viability

- The structure is designed with financial efficiency in mind, reducing overheads and supporting reinvestment into high-impact areas.
- It positions our ability to meet or exceed TEC funding allocations through increased enrolments and better market alignment.
- With a streamlined and future-focused model, we are better equipped to sustain growth, support innovation, and deliver on Vision 2030 over the next five years.

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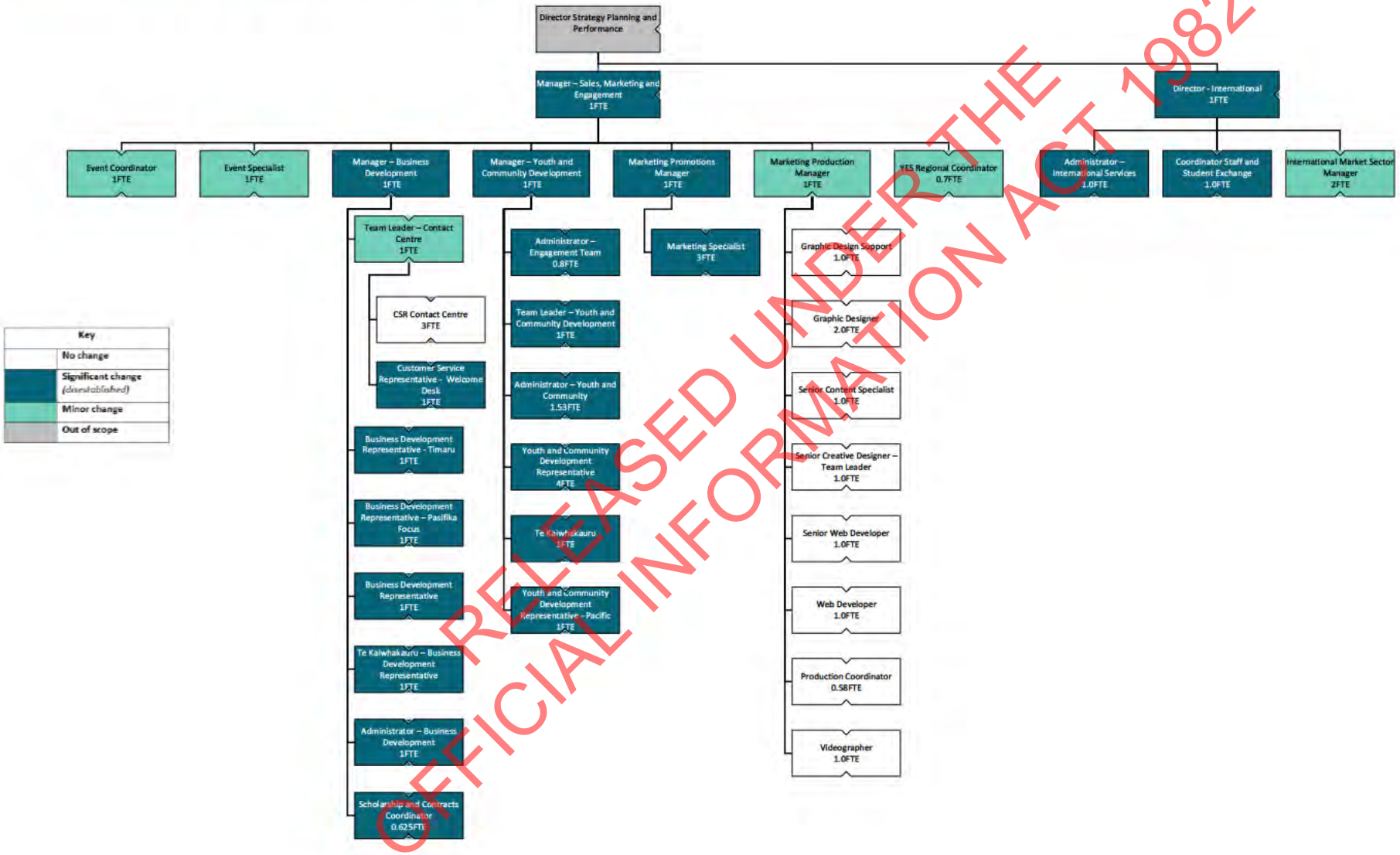
Proposed impacts presented during consultation



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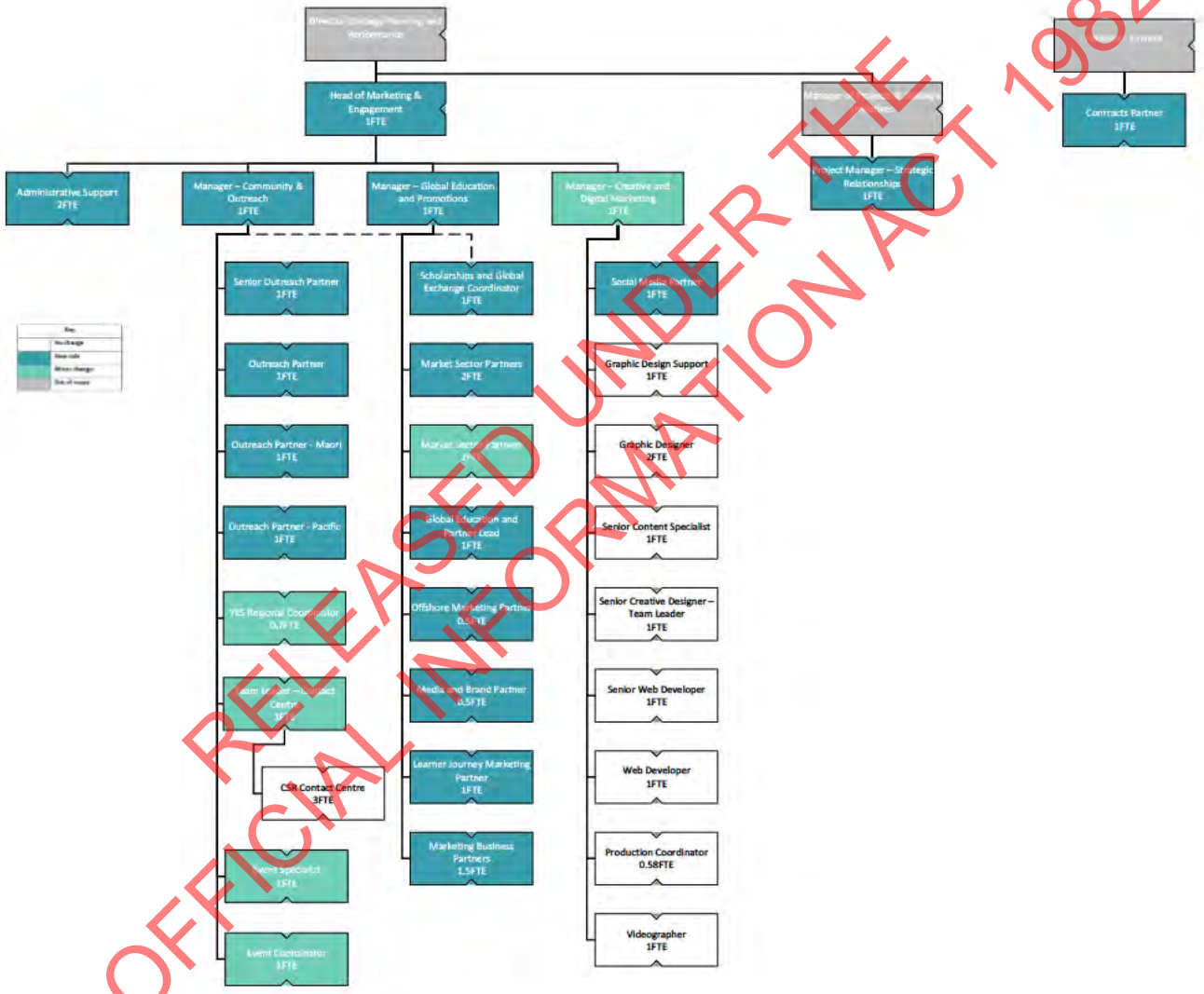
Proposed new structure presented during consultation



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Feedback

Summary of feedback from the Marketing, Engagement and International teams

We would like to express our sincere appreciation for the professionalism and engagement demonstrated throughout the change proposal process. We acknowledge that this has been a particularly challenging time.

Ara extends its gratitude to all kaimahi in the Marketing, Engagement and International teams, as well as to the Tertiary Institutes Allied Staff Association (TIASA), for the depth of thought and care reflected in the submissions received.

The review team has undertaken a comprehensive analysis of all feedback, recognising its thorough, professional, and considered nature.

15 pieces of in-scope feedback (feedback from the Marketing, Engagement and International teams) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email. Individual names and identifying details have been anonymised by the People and Capability team for this report.

Following careful consideration, the following key themes were identified:

Theme	Feedback	Response and any decisions from feedback
Positive integration	There was strong support for merging the Marketing and Engagement and International teams, with the integration seen as an opportunity to unify culture, enhance brand visibility globally, and improve international enrolments. Respondents emphasised the need for strong, visionary leadership to realise these benefits. No opposition to the merger was noted.	We acknowledge and thank you for the feedback. We can confirm that the integration will be progressed, and the department will be unified and called 'Marketing and Recruitment'.
Administrative resourcing	Respondents raised concerns that the proposed 2 FTE for administration is insufficient, given the needs across teams. International, Youth and Community, and Business Development functions all require specialised and extensive admin support. A proposal was made to increase this to 3 FTE, including a Senior Administrator.	We acknowledge the feedback and concerns raised. As a result, the administration FTE count will be increased to 2.5 FTE, with 1 FTE allocated to a Senior Administrator role. We also advise that there is an expectation that administration support is cross-functional across the Marketing and Recruitment department.

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		In future, there will also be opportunities to explore automation of tasks. One example is the possibility of automating invoicing and payments.
Retention vs. new roles	Respondents advocated for retaining the Welcome Desk role, noting its effectiveness and cost-efficiency, especially in supporting student retention. Respondents were less supportive of the proposed Learner Journey Marketing Partner role, believing its responsibilities could be integrated into existing structures.	We acknowledge the concerns raised and the feedback. We confirm the Welcome Desk role will be disestablished, with its responsibilities absorbed into the centralised Admissions and Enrolments function. This will allow for a more integrated, agile, and responsive service model. We confirm that the role of Learner Journey Business Partner is critical to our organisational priorities and will be progressing.
Naming and titles	Several role title changes were proposed to better reflect the nature and strategic weight of roles, particularly for international credibility. Respondents emphasised the need for co-designing titles with relevant kaimahi to suit global norms and enhance professional standing in key markets.	We acknowledge the feedback raised. We can confirm that there will be dual role titles for international working kaimahi.
Te Tiriti and cultural considerations	Concerns were raised about a generic marketing approach disadvantaging minority groups and contradicting Ara's Vision 2030 and Te Tiriti commitments. Respondents cautioned against shifting the workload onto already stretched cultural teams, risking service degradation and non-compliance with pastoral care obligations.	We acknowledge the concerns raised and the feedback. Our Community and Outreach Marketing team will have dedicated kaimahi with kaupapa Māori and Pacific expertise. We confirm that we will increase the Community and Outreach Partner—Māori by 1 FTE to a total of 2.

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Youth, Community, and Business Development functions	There were concerns about merging Youth and Community Development with Business Development. The proposed Outreach Partner role was seen as too broad, with insufficient FTE to maintain quality stakeholder relationships. Respondents noted differences in client needs and engagement hours, which may lead to burnout.	We acknowledge the concerns raised and the feedback. We can confirm that business development is not a priority for Ara. Our priority is to achieve domestic and international EFTS targets, aligned to Ara's agreed academic portfolio and strategic needs.
International focus	Feedback emphasised the need to retain a dedicated international administration role due to the complexity of international processes. Respondents also supported integrating domestic and international marketing, using culturally appropriate titles, and adopting a digital-first strategy for global engagement.	We acknowledge the concerns raised and the feedback. We do not support a dedicated role for International Administration. This mahi will be distributed and supported by the 2.5 FTE, automation of tasks in future to support invoicing and payments, plus leveraging our International Admissions team capability. We can confirm that there will be 3.0 FTE, aligned to the role and function of Global Recruitment Manager. While the proposal suggested 4.0 FTE for the above roles, we reserve the 4th role until our business model supports this.
Regional considerations	Strong concerns were voiced about under-servicing South Canterbury with reduced staffing. Respondents proposed an additional Outreach Partner based in the region to maintain visibility and relationships with local schools, iwi, businesses, and communities.	We acknowledge the concerns raised and the feedback. The Marketing and Recruitment department will be located at the Christchurch City campus and deployed in a planned and structured way to support the needs of our communities and stakeholders, locally, regionally, nationally and globally. We also emphasise that we are Ara Institute of Canterbury, and we are

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		responsive to the needs of our takiwā.
Social Media role	There was broad support for a dedicated Social Media Partner, with some suggesting two roles. Respondents recommended shifting this role to the Global Education and Promotions team to better reflect its strategic focus and integrate outreach efforts. Concerns were raised about unrealistic workload expectations.	We acknowledge the concerns raised and the feedback. We can confirm that we will progress the role of Social Media Partner (1.0 FTE). This role will report to the Manager – Local and Global Marketing, which was formerly proposed as Global Education and Promotions.
Faculty alignment	Suggestions included aligning 1 FTE Marketing Partner with each proposed faculty or incorporating a Digital Specialist across 3 FTE. Respondents favoured an integrated approach across domestic and international markets and recommended that all Marketing Partners possess digital marketing expertise.	We acknowledge the feedback. We can confirm that there will be 3.0 FTE Marketing and Sales Business Partners, which was formerly proposed at 1.5 FTE (Marketing Partner). These roles will have portfolio responsibilities and advise on local, national and global trends to lift recruitment and awareness.
Staff reductions vs. technology readiness	There was concern about cutting staff without the required technological systems in place. Respondents warned that increased workloads without technological support could lead to burnout and low morale, risking the success of the restructuring.	We acknowledge the concerns raised and the feedback. We see 2025 as our year to build the foundations of Ara, to enable us to be a stand-alone entity. The introduction and investment of technology will occur in a planned and supported way. This approach includes individual upskilling.
Scholarships and contracts	Feedback on the Contracts Partner role was mixed. While the reporting line to Finance was understood, views differed on how to allocate FTE across contracts, scholarships, and exchanges, suggesting a need for clearer differentiation of responsibilities.	We acknowledge the concerns raised and the feedback. The role of Contracts Partner will progress and report to the Finance portfolio. We can confirm that we will progress the new role of Scholarships and Global Exchange Coordinator. This role is responsible for raising

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		awareness for scholarships locally at Ara, while building international support.
Wellbeing and workload	Respondents highlighted the negative impact of ongoing change on staff wellbeing, including stress, burnout, and attrition. The proposed reduction in the Outreach team's size raised specific concerns, with a recommendation to expand the team to ensure a sustainable workload and preserve institutional knowledge.	We acknowledge the concerns raised and the feedback. We recognise the impact this process has had on individuals, and are responding with OCP offerings, change workshops and one-on-one support. We will continue to offer support to kaimahi through the process. The team's workload will be prioritised and aligned to Ara's business needs.
Transparency and process	There were concerns raised about the transparency of the change process. Respondents felt the proposal lacked supporting data and justification, particularly regarding role reductions and financial targets. They recommended better consultation with team leaders and clearer communication on the rationale for cost-saving and alternatives considered.	We acknowledge the concerns raised and the feedback. We sincerely apologise if it seemed that some aspects of the proposed changes weren't effectively communicated. We have worked hard to ensure that all kaimahi have the necessary information, but we recognise that we need to continually evaluate how we share updates and information. Thank you for your understanding. Numerous changes have been proposed as we seek to strike a balance between long-term financial sustainability and the need to invest in an organisational design that will enable our Vision 2030.

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Summary of feedback from people outside the Marketing, Engagement and International teams

A total of eight pieces of out-of-scope feedback (from people outside the impacted teams) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email.

Key themes, or recurring topics from in-scope feedback include:

Theme	Feedback	Response and any decisions from feedback
International team and strategic roles	Respondents underscored the critical importance of the International team in advancing Ara's international agenda. Concerns were raised about proposed reductions in the team and the disestablishment of the 300-level Director of International role. Feedback highlighted the lack of strategic international advisory capacity in the proposed structure, warning this could hinder Ara's ability to meet Vision 2030 goals and global engagement targets.	We acknowledge the concerns raised and the feedback. We have determined that we will progress with one L300 Head of Marketing and Recruitment. This role will lead the team in championing, local, regional, national and global recruitment priorities for the organisation. The introduction of the other global partner roles will further support our global reach and partnerships. In addition, the full Marketing and Recruitment department will collaborate and contribute to global awareness and strategic alignments.
Leadership and structure	Respondents questioned the rationale for including the International Team in the restructure, given its recent growth and essential function. They advocated for retaining a Director of International to provide oversight and maintain strong offshore relationships. There was concern about reducing the number of Marketing Business Partners, with suggestions to maintain at least 2 FTE to ensure effective workload management and continuity.	We acknowledge the concerns raised and the feedback. We have determined that we will progress with one L300 Head of Marketing and Recruitment. This role will strategically lead the team – championing, local, regional, national and global recruitment priorities for the organisation. We have adjusted the Marketing and Sales Business Partner roles to 3.0 FTE.
Impact on learners and programmes	Concerns were raised about how staffing reductions could negatively affect the learner	We acknowledge the concerns raised and the feedback.

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	experience, particularly for international students. Respondents emphasised the direct link between international recruitment efforts and enrolment targets, and the need for staff training to maintain service quality. The reduction in Marketing and Engagement roles was seen as detrimental to student support and attraction.	We believe the refreshed purpose and unified department will ensure we meet the needs of our customers. To be clear, the department will be responsible for Ara's recruitment targets.
Cultural safety and expertise and benefits of cultural specialists	Feedback highlighted the critical role of cultural experts in maintaining cultural safety and upholding appropriate tikanga. Māori and Pacific specialists were recognised for their unique ability to foster respectful, informed engagement, helping avoid cultural misunderstandings and supporting Ara's commitment to inclusivity. Respondents described the far-reaching benefits of Māori and Pacific cultural specialists, including stronger community connections, culturally relevant support for learners, and internal capability-building for other staff. Their institutional knowledge and cultural leadership were seen as essential to learner success and staff development. Respondents recommended retaining two specific Māori and Pacific cultural specialist roles, warning that removing them could harm learner recruitment, retention, and engagement. Such a move was seen as a step backwards for equity and could undermine institutional commitments to diversity and inclusion.	We acknowledge the concerns raised and the feedback. As a result, the Community and Outreach team will have dedicated kaimahi with kaupapa Māori and Pacific expertise.

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Accountability and partnership	There was strong advocacy for retaining cultural roles to uphold Ara's responsibilities under Te Tiriti o Waitangi and Pacific partnership obligations. Sustainable, authentic relationships with Māori and Pacific communities were seen as dependent on dedicated, culturally-grounded roles that embody Ara's equity and inclusion values.	We acknowledge the concerns raised and the feedback. As a result, the Community and Outreach team will have dedicated kaimahi with kaupapa Māori and Pacific expertise.
Outreach and engagement	Feedback reinforced the importance of face-to-face engagement, particularly in Māori contexts, and highlighted the valuable role of Marketing and Engagement staff in connecting with schools and communities. Respondents expressed concern about reduced capacity and praised initiatives such as liaison outreach and update events as key to maintaining trusted relationships and information flow.	We acknowledge the concerns raised and the feedback. As a result, the Community and Outreach team will have dedicated kaimahi with kaupapa Māori and Pacific expertise.

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Final decisions

1. **Integration of teams**
    - We proposed integrating the Marketing and Engagement team with International Marketing, forming a unified and cohesive structure. This change aims to streamline operations, enhance strategic alignment, and leverage synergies across domestic and international markets.
    - **Decision:**
        i. To streamline operations, enhance strategic alignment, and maximise the impact of marketing efforts across both domestic and international markets, the Marketing and Engagement team will be integrated with the International Marketing function. This unified structure is intended to foster collaboration, eliminate duplication, and leverage shared expertise.

        ii. The newly formed department will operate under the name Marketing and Recruitment, reflecting its cohesive mandate to drive enrolment growth and strengthen stakeholder engagement across all markets. This team will collectively own the responsibility for achieving Ara's recruitment targets.

        iii. **Confirmed** – the integration of the Marketing and Engagement team with International Marketing will proceed. The consolidated department will be formally established as Marketing and Recruitment.

2. **Reduction in senior leadership**
    - We proposed to reduce the number of senior leadership roles within the team at the third-tier level from two to one.
    - We proposed to disestablish the roles of Manager – Sales, Marketing and Engagement and Director – International and replace them with a single Head of Marketing and Engagement. This unified role will ensure strategic alignment, operational efficiency, and holistic oversight of all marketing and recruitment activities.
    - **Decision:**
        i. To improve strategic alignment, operational efficiency, and integrated oversight, the number of third-tier senior leadership roles within the Marketing, Engagement, and International portfolio will be reduced. The existing roles of Manager – Sales, Marketing and Engagement and Director – International will be disestablished and replaced by a single, unified leadership role: Head of Marketing and Recruitment.

        ii. This new position will provide cohesive leadership across all marketing and recruitment functions, ensuring a streamlined approach to strategy and delivery.

        iii. **Confirmed** – the proposed reduction in senior leadership roles will proceed. A new role, Head of Marketing and Recruitment, will be established to lead the integrated portfolio.

3. **Centralisation of Southern Campus marketing and recruitment operations**
    - We proposed centralising Marketing and Recruitment activities for the Southern Campus, with teams in the Canterbury region managed and deployed from Christchurch. This approach will ensure efficient resource utilisation while

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maintaining strong local and regional connections. Enhanced use of technology will play a critical role in supporting inclusivity, strengthening communication, and fostering sustainable practices. Stakeholders will experience a seamless and connected approach to engagement, regardless of location.

- **Decision:**
    i. To enhance efficiency, strengthen regional engagement, and support sustainable practices, Marketing and Recruitment operations for the Southern Campuses will be centralised. These functions will be delivered by a regionally-focused team based in Christchurch, ensuring cohesive service across the Canterbury region.

    ii. Through improved coordination, strategic use of technology, and a commitment to maintaining strong local connections, this centralised model will provide a consistent, inclusive, and connected experience for stakeholders regardless of their location

    iii. **Confirmed** – Marketing and Recruitment roles will be centralised and managed from Christchurch. The centralised team will serve the entire Canterbury Region as a unified, strategically deployed function.

4. Realignment and consolidation of functions

- We proposed to disestablish the Business Development and Youth and Community Development teams and consolidate them into a single, comprehensive Community and Outreach team. By integrating efforts, this team will enhance responsiveness to employers, communities, and learners, creating stronger pathways for employment, education, and community growth. The unified approach ensures a more strategic focus on outreach, collaboration, and delivering impactful outcomes for all priority groups.
- This proposed realignment also included integrating the Contact Centre, Events, and the Youth Enterprise Scheme (YES) initiative into the new structure, fostering collaboration and operational efficiency.
- We proposed to disestablish the role of Marketing Specialist and establish functions focussed on Ara's brand identity, learner journey pathways, and domestic and offshore promotion, which will enable enhanced marketing efficiency, clearer, more engaging messaging tailored to stakeholder needs, and a unified and professional presence in all markets.
- **Decision**
    i. Ara has determined that business development is no longer an organisational priority. The newly formed Marketing and Recruitment department will focus on the core business of achieving domestic and international EFTS targets aligned to Ara's agreed academic portfolio and strategic priorities.

    ii. As part of this shift, several functions will be realigned and consolidated to improve strategic alignment, operational efficiency, and impact.

    iii. The Business Development and Youth and Community Development teams will be disestablished and replaced by a unified Community and Outreach team. This new team will enhance Ara's responsiveness to communities, creating stronger, visible pathways into education and supporting regional

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and community growth. This new team is also expected to support at national events and initiatives as appropriate.

iv. The Contact Centre, Events, and Youth Enterprise Scheme (YES) teams will be integrated into the new structure, fostering collaboration and streamlining service delivery across engagement functions.

v. The Marketing Specialist roles will be realigned rather than disestablished. They will evolve into three Marketing and Sales Business Partner roles (3 FTE), established to focus on Ara's brand identity and promoting domestic and offshore offerings. This adjustment ensures more effective and targeted marketing and a unified, professional presence across all markets. ***As a result, these roles have been reclassified from significantly impacted to minor impacted.***

In the realigned model:

vi. Industry relationships will be the responsibility of the faculties, ensuring alignment with academic excellence, delivery and sector needs.

vii. The Marketing and Recruitment department will lead promotion efforts to businesses, stakeholders and communities, delivering on enrolment targets, growth and programme visibility.

viii. The Outreach function, in partnership with the whole Marketing and Recruitment department, will advocate for Ara at both regional and national levels—raising awareness, strengthening pathways, and celebrating Ara's contribution to its learners and communities.

ix. **Confirmed** – the proposed realignment and consolidation of functions will proceed as outlined. These changes reinforce Ara's commitment to current strategic priorities, operational efficiency, and delivering strong outcomes for learners and communities.

5. Centralisation and realignment of administrative resources

- We proposed to streamline and centralise administrative support, ensuring improved efficiency, consistency, and reduced task duplication. This will foster consistency in operations, enable cross-functional collaboration, and optimise resource allocation.
- We proposed disestablishing the Welcome Desk role, with its responsibilities absorbed into the centralised Admissions and Enrolments function, enabling a more integrated and responsive service model.
- **Decision**

i. To improve operational efficiency, reduce duplication, and foster greater consistency in service delivery, administrative support functions will be centralised. This change will support more streamlined processes, enable cross-functional collaboration, and optimise the allocation of resources across the Marketing and Recruitment department.

As part of this realignment:

ii. The Welcome Desk role will be disestablished, with its responsibilities absorbed into the centralised Admissions and Enrolments function. This will allow for a more integrated, agile, and responsive service model.

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iii. A total of 1.5 FTE administrative support and 1 FTE Senior Administrator roles will be established to provide centralised and overarching support to the Marketing and Recruitment department.

iv. **Confirmed** – administrative support will be centralised to improve efficiency and support the newly-formed Marketing and Recruitment department. The Welcome Desk role will be disestablished, and 2.5 FTE of centralised administration will be established, including a Senior Administrator.

6. Scholarships, Contracts and Exchange functions

- We proposed disestablishing the Scholarships and Contracts Coordinator role and realigning the contracts function with the Finance team to ensure that contracts align with organisational goals, regulatory requirements, and operational standards and so expert guidance is available to stakeholders.
- We proposed to disestablish the role of Coordinator – Staff and Student Exchange, combining the functions of scholarship and global mobility coordination into one role, enabling improved efficiency and flexibility to respond to changing demand.
- **Decision**

i. To ensure alignment with institutional priorities, regulatory requirements, and efficient service delivery, changes will be made to the structure of scholarships, contracts, and global mobility functions.

ii. The Scholarships and Contracts Coordinator role will be disestablished. The contracts function will be realigned to the Finance division, where it will benefit from greater oversight, improved compliance, and alignment with organisational standards. This shift will also provide more consistent and expert support to internal stakeholders managing contractual arrangements.

iii. The Coordinator – Staff and Student Exchange role will also be disestablished. Its responsibilities, along with scholarship coordination, will be combined into a single integrated role focused on both scholarships and global mobility. This will enhance flexibility and responsiveness to changing demands, while streamlining operations.

iv. **Confirmed** – the proposed changes will proceed. The contracts function will move to Finance, and a combined role will be created to oversee both scholarships and staff and student exchange activities.

7. Māori, Pacific, Youth, Community, and Disabled Learner engagement functions

- We proposed transitioning the engagement approach for Ara's diverse range of potential learners, including Māori, Pacific, youth, community, and disabled learners, from individual, targeted efforts to a broader, integrated strategy.
- We anticipated that this inclusive approach would embed priority group support as a fundamental responsibility across all roles within the Marketing and Recruitment department, ensuring alignment with Ara's commitment to equity and accessibility and fostering a culture of inclusivity.
- We proposed including specialists in Māori and Pacific communities within the Community and Outreach team, ensuring dedicated expertise and culturally

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responsive practices would be integrated into Ara's engagement strategies, strengthening connections with these priority groups.

- **Decision**

  i. Ara will transition its engagement approach for Māori, Pacific, youth, community, and disabled learners from siloed, targeted initiatives to a more integrated and inclusive strategy. This shift reflects Ara's ongoing commitment to equity, accessibility, and culturally responsive engagement.

  ii. Under the new model, responsibility for supporting priority learner groups will be embedded across all roles within the Marketing and Recruitment team – and all teams at Ara. This inclusive approach ensures that equity and accessibility are fundamental to all outreach and engagement activities, fostering a culture of belonging and shared responsibility.

  iii. To maintain culturally grounded expertise and ensure the needs of priority communities are meaningfully addressed, the newly formed Community and Outreach team will include dedicated specialists:

  - 2 Community Outreach Partner – Māori
  - 1 Community Outreach Partner – Pacific
  - 2 Community Outreach Partner – General

  iv. This team of five will provide targeted and regionally-responsive outreach, supporting Ara's marketing and recruitment needs while building strong, enduring connections with learners and communities across the Canterbury region.

  v. **Confirmed** – the integrated engagement model will be adopted. A total of five Community Outreach Partner roles will be established within the Community and Outreach team.

Paused roles

We can confirm that at this point, we will not progress the appointment of the Project Manager – Strategic Relationships role. Additionally, we will proceed with recruiting only 1.0 FTE Global Recruitment Manager instead of the two roles initially proposed.

This decision reflects our current focus on assessing Ara's business maturity, growth trajectory, and performance outcomes, with the need to precisely align our structure to financial sustainability goals and enrolment targets. We believe that a total of 3.0 FTE Global Recruitment Managers is sufficient to meet our needs. We must first embed changes across the organisation and allow them to stabilise before considering introducing the Project Manager role. We will continue to monitor progress and revisit these roles as our organisational capacity and priorities evolve.

Areas out of scope

Events team

We propose to retain the current Marketing and Engagement-based events roles within the new structure, and broader events functions remain outside the scope of this proposal. Currently, events responsibilities are distributed across several business areas, including Pacific Achievement, Māori Achievement, Ākonga Success, and others.

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Given events' significant organisational role, there is potential in the future to evaluate how these functions are structured to ensure alignment, efficiency, and effective coordination across all areas. For now, the focus is on maintaining the existing reporting arrangements for marketing and recruitment-based events roles while emphasising the importance of collaborating with other teams to manage event activities.

Reaffirming our position on events

At Ara, outward-facing events, like Open Days, information evenings, and community engagement activities, are primarily owned and led by the Marketing and Recruitment team, except for a small number of institution-wide events, most notably Graduation.

We want to reaffirm that the success of these events relies on shared ownership and collective contribution. While Marketing and Recruitment lead the planning and delivery, all roles within the relevant business areas are expected to support and participate actively. More importantly, the wider Ara community, all kaimahi across all academic areas and functions, play an essential role in bringing these events to life. It is this "One Ara" wairua (spirit) that makes our events authentic, engaging, and successful.

We also acknowledge that internal events, like student celebrations and recognition activities, are led by the Ākonga Success division. The Marketing and Recruitment department will remain fully committed to supporting the visibility and success of these initiatives, reflecting our shared goal of creating meaningful, learner-centred experiences.

Together, our coordinated approach will ensure that every event, whether outward-facing or internal, reflects the strength, warmth, and mana of the Ara community.

New confirmed structure

Summary of changes

Impact	Proposed	Final FTE
No change	11.6	11.6
Minor change	6.7	9.7
New positions	19.5	16.5
Total team	**37.8**	**37.8**

Number of positions disestablished	26	23
Reduction in FTE overall	**6.5**	**6.5**

See the appendices for the list of confirmed impacted positions and confirmed new roles.

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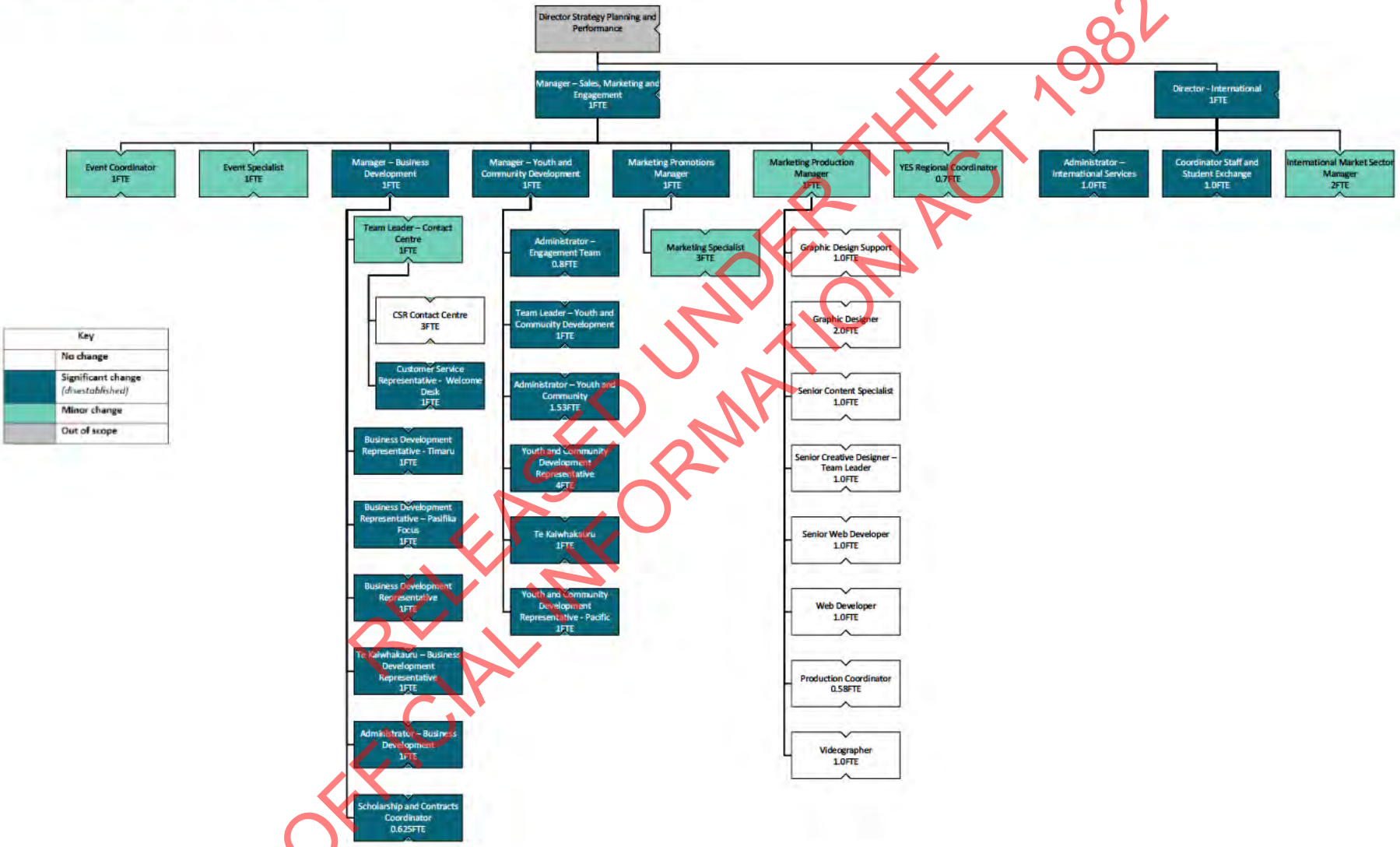
Confirmed impact on positions



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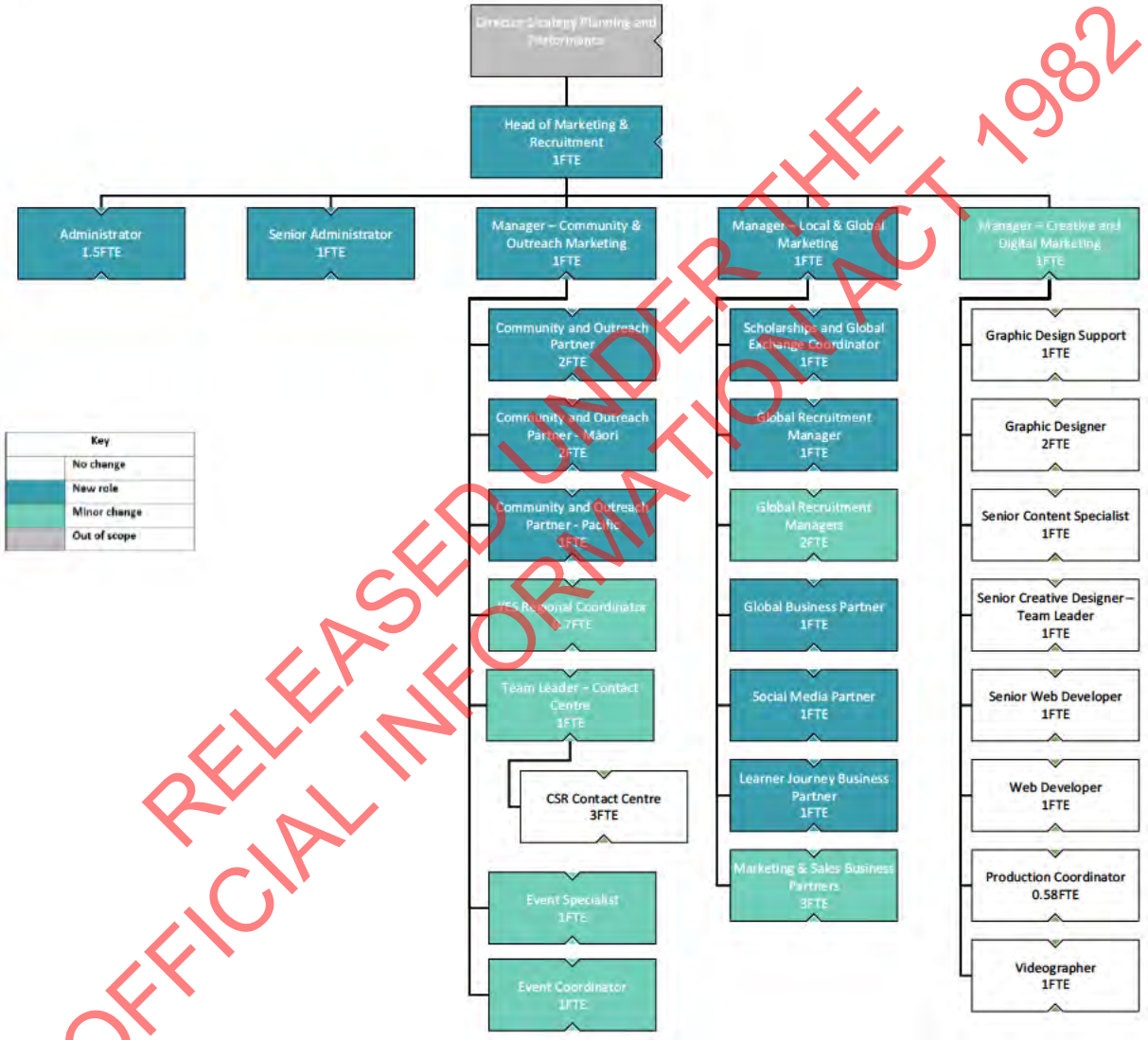
Confirmed new structure



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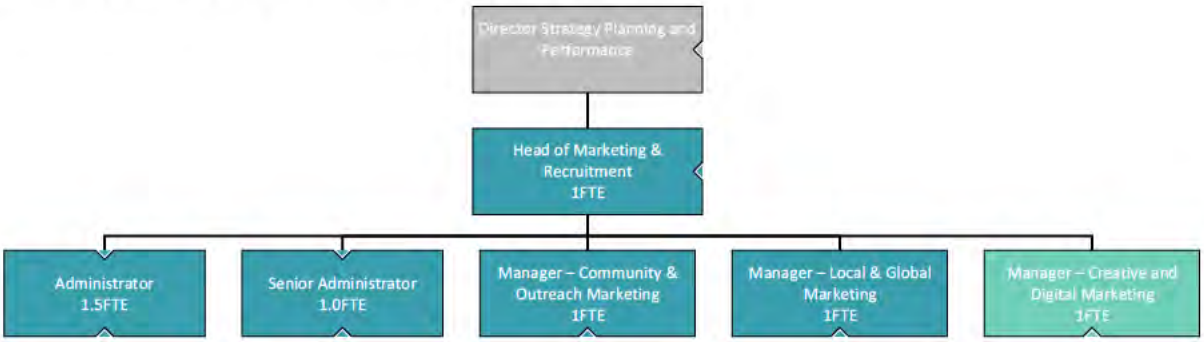
Senior leadership and administrative support structure



Community and Outreach Marketing structure

Key	
	No change
	New role
	Minor change
	Out of scope

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Local and Global Marketing structure

Key	
	No change
	New role
	Minor change
	Out of scope

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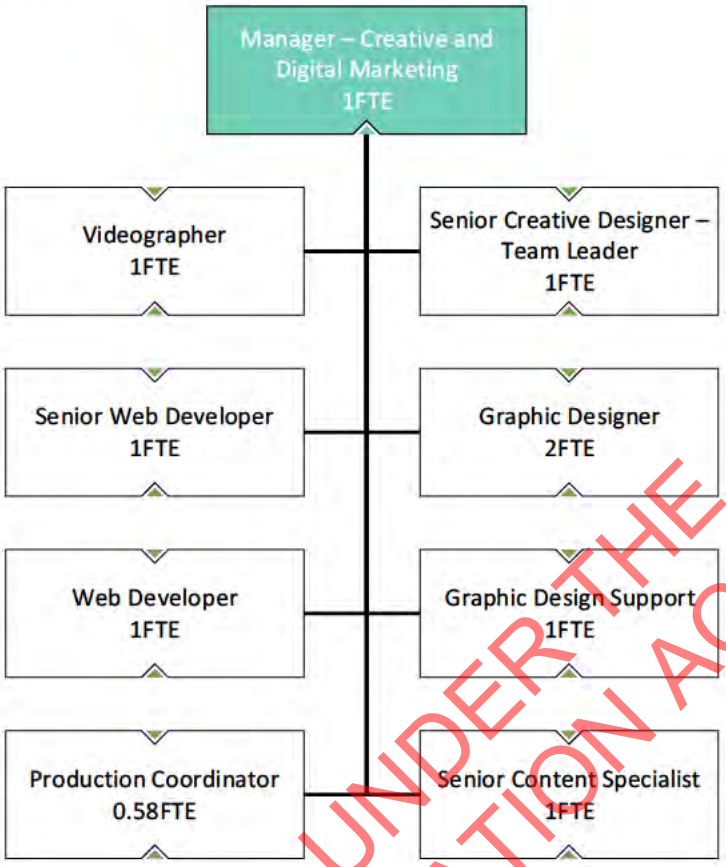
Creative and Digital Marketing structure



Contracts Business Partner structure

Key	
	No change
	New role
	Minor change
	Out of scope

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Marketing and Recruitment department

Our purpose

To drive student growth through targeted, insight-driven marketing and recruitment that elevates Ara's brand, meets enrolment targets, and underpins long-term financial sustainability.

We are the custodians of learner recruitment at Ara, leading efforts to grow enrolments across regional, national, and international markets. Our work connects the right learners with the right opportunities through bold storytelling, strategic outreach, and data-led decision-making. At our heart, we inspire action and create a sense of belonging.

Our values – how we work

- **Impact-driven**
  We focus relentlessly on outcomes that matter, including enrolment growth. Every campaign, conversation, and strategic move is designed to deliver results and support Ara's future.
- **Learner-centred, always**
  From local communities to global audiences, we centre the learner experience, tailoring every message and touchpoint to reflect their goals, motivations, and aspirations.
- **Bold, strategic, and insight-led**
  We take smart, informed risks. We act with purpose, guided by evidence and driven by creativity, to deliver campaigns that cut through and inspire action across all markets.
- **Connected and collaborative**
  We work as one Ara. Our success is built on strong partnerships with the faculties, services, and stakeholders, ensuring alignment, consistency, and impact in every interaction.
- **Agile, accountable, and always evolving**
  We take ownership of results. We move fast, learn from data, and refine our approach continuously to exceed expectations and stay ahead of the curve.

Our strategic priorities – what we focus on

- **Own and grow enrolments**
  We lead the charge in growing EFTS, delivering Ara's domestic and international recruitment targets with energy, expertise, and accountability.
- **Build a distinctive, trusted brand**
  We craft and maintain a strong, unified brand presence that makes Ara stand out, building awareness, credibility, and connection across all audiences.
- **Create personalised, high-impact recruitment journeys**
  We deliver seamless, engaging, and data-enabled learner journeys that convert interest into action and prospects into successful Ara learners.
- **Deepen market and community engagement**
  We are present, visible, and valued in our communities and markets, building trust, strengthening relationships, and making Ara accessible to all.
- **Use data to drive intelligent action**
  We harness data to inform strategy, optimise performance, and measure impact, ensuring every decision delivers real and measurable value.

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Justification for the new way of working

The redesign of the Marketing and Recruitment department reflects a fundamental shift in how Ara positions itself in an increasingly competitive and dynamic education landscape. A clear imperative has shaped this new way of working: to ensure enrolment growth, increase operational efficiency, and embed equity, agility, and accountability at the heart of our recruitment efforts.

Aligning with Ara's core business and financial sustainability

Student recruitment is central to Ara's long-term success; in fulfilling our educational mission and securing financial sustainability. By repositioning Marketing and Recruitment as a unified, accountable department, we ensure strategic alignment with institutional goals, particularly EFTS growth and brand strengthening. This focused approach allows us to allocate resources more effectively, avoid duplication, and operate with greater clarity and impact.

Meeting the expectations of modern learners

Today's learners expect seamless, personalised, and digitally enabled experiences. The new model moves away from fragmented engagement toward a learner-centred strategy that supports every stage of the recruitment journey. By embedding insight and agility in our approach, we can better respond to changing learner needs and create experiences that are relevant, inclusive, and meaningful, both locally and globally.

Leveraging data to drive decisions

Data is central to modern marketing. The new way of working embeds a culture of evidence-based decision-making, where campaigns are measured by impact and continuously improved. This enables us to target the right audiences, optimise messaging, and demonstrate a clear return on investment. Insight isn't an add-on, it's the foundation of how we plan, act, and succeed.

Strengthening collaboration and brand cohesion

By integrating marketing, outreach, and recruitment into a single, cohesive team, we eliminate silos and foster stronger collaboration with the faculties, services, and stakeholders. This unity ensures a consistent brand voice, strengthens Ara's reputation across all markets, and positions us as a trusted and accessible vocational education and training provider.

Embedding equity and community impact

The new structure deliberately incorporates dedicated outreach roles that reflect Ara's commitment to serving priority learner groups and our wider community. By weaving inclusivity into every aspect of our engagement and positioning equity as everyone's responsibility, we ensure that our recruitment efforts reflect who we are as an institution; connected, responsive, and people-first.

Future-focused and fit for purpose

This model is built for adaptability. It allows us to scale, pivot, and evolve our strategies as markets change and as Ara continues to grow. With clear roles, shared accountability, and aligned priorities, we are positioned to not only meet current enrolment targets, but to anticipate and lead future trends in education engagement.

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Marketing and Recruitment – functional overview

The **Marketing and Recruitment** department leads Ara's strategic efforts to attract prospective learners and drive enrolments across local, regional, national and global markets. The department works collectively to enhance brand visibility, promote Ara's educational offerings, and support the achievement of institutional recruitment targets.

Led by the Head of Marketing and Recruitment, the department operates as an integrated unit, delivering coordinated, data-informed activity that supports enrolment growth and aligns with Ara's strategic direction and Vision 2030.

The department is structured around the following core functions, each contributing to Ara's ability to drive recruitment:

- **Local and Global Marketing** – Plans and delivers targeted marketing campaigns to build awareness, generate demand, and strengthen Ara's presence across all markets — locally, regionally, nationally, and globally — directly supporting efforts to drive recruitment.
- **Community and Outreach Marketing** – Builds strong relationships with schools, communities, and key stakeholders to raise awareness of study options. This function plays a central role in connecting with potential ākonga and driving recruitment.
- **Creative and Digital Marketing** – Provides brand-aligned creative, content, and digital expertise to support the successful delivery of campaigns and outreach initiatives. Their work enables consistent, impactful marketing that support and drive recruitment across all learner markets.

Together, these functions form a cohesive, outcome-focused department that is central to Ara's enrolment strategy and supporting our ongoing financial sustainability.

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Head of Marketing and Recruitment (L300)

1.0 FTE

The Head of Marketing and Recruitment provides strategic leadership across Ara's Marketing and Recruitment department, ensuring alignment with institutional priorities and growth objectives. This role leads the department to take ownership of the organisation's recruitment targets, driving coordinated efforts across Local and Global Marketing, Community and Outreach Marketing, Creative and Digital Marketing, and recruitment. Through integrated planning, brand stewardship, and performance-focused delivery, the Head plays a critical role in increasing enrolments, strengthening Ara's market position, and supporting long-term sustainability.

Community and Outreach Marketing function

12.7 FTE

The Community and Outreach Marketing team is responsible for strengthening Ara's visibility, reputation, and connections within local communities, schools, and regional networks. This team leads initiatives that promote Ara's educational offerings, support pathways into tertiary study, and build strong relationships with whānau, community groups, secondary schools, and other key stakeholders. Through events, school visits, and partnership activities, the team supports domestic enrolment growth, increases awareness and access, and ensures Ara remains closely aligned with the needs and aspirations of the communities it serves.

Administration function

2.5 FTE

The administrative function provides essential operational support to enable the effective delivery of activity across the Marketing and Recruitment team. This support helps maintain efficient workflows, coordination, and smooth execution of team priorities.

Local and Global Marketing function

11.0 FTE

The Local and Global Marketing team is responsible for promoting Ara's brand, programmes, and value proposition across domestic and international markets. The team leads the development and delivery of targeted marketing strategies that drive awareness, interest, and enrolments, aligned to institutional goals and priority areas. Working across traditional and digital channels, the team plans and executes campaigns that respond to market trends, learner needs, and recruitment objectives. This team ensures Ara is visible, competitive, and relevant in a dynamic and evolving education landscape — locally, nationally, and globally.

Creative and Digital Marketing function

9.58 FTE

The Creative and Digital Marketing team is a core enabling function that underpins and supports the work of the Local and Global Marketing and Community Outreach Marketing teams. Their expertise in content creation, brand management, campaign design, and digital engagement ensures the successful execution of marketing and outreach initiatives. By delivering high-quality, audience-focused creative and digital solutions, this team plays a pivotal role in enhancing Ara's visibility, driving engagement, and supporting enrolment growth across all target markets

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What happens next?

Decision process

As the decisions have now been made, we intend to:

- **Step 1**: Hold a group meeting to announce the decision
- **Step 2**: Provide the final decision document and a letter to individual kaimahi.
- **Step 2**: Recruitment and selection process commences.
- **Step 3:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned.

Timeline following decisions

The following sets out a high-level timeline following the decisions that have been announced today.

Milestone	Date
Decisions and notice provided to impacted kaimahi	Tuesday 15 April 2025
Internal advertising commences	Monday 28 April 2025
Internal advertising closes	Wednesday 07 May 2025
Shortlisting complete	Friday 09 May 2025
Interviews commence	Week of Monday 12 May 2025
Offers made	From 19 May onwards
Disestablishments take effect	Friday 27 June 2025
New structure effective	Monday 30 June 2025

Recruitment process

New roles

We are committed to an open and transparent recruitment process based on the selection criteria below.

Selection process

Our preference is to redeploy kaimahi where possible, however we are committed to appointing the best person for the role. The recruitment process for any new position is:

- In the first instance, new roles will be open to impacted kaimahi within Te Pūkenga network. Kaimahi will have 10 calendar days to apply for the role.
- If this does not fill the new role, we will then open the process to all kaimahi within Te Pūkenga network. Kaimahi will have 10 calendar days to apply for the role.
- Vacancies will be advertised at both the above stages on Waituhi and Te Whare.
- All potential internal candidates will be required to apply with a cover letter and complete an Expression of Interest (EOI) form relating to the selection criteria.
- A shortlist will be completed within five business days after the advertising period closes.
- Unsuccessful and successful shortlist candidates will be advised of the next steps.
- The interview will be formal and include competency-based questions relating to the job description.
- If the position is not filled internally, we will then advertise externally.

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- We will explore other redeployment opportunities with unsuccessful candidates.

Proposed selection criteria for new roles and reduction in roles

Description	Selection criteria
Experience and Qualifications	• Relevant qualifications required for the position (and/or where relevant, the equivalent body of knowledge gained through experience) • Currency, relevance, and extent of industry, professional or community-related experience in relevant field/s
Technical skills	• Evidence of specific technical skills/knowledge of position
Te Tiriti o Waitangi and Equity	• Experience, understanding / supporting / advocating / leading the inclusion of Te Tiriti o Waitangi practices in a workplace setting • Experience in supporting / advocating / leading approaches that promote equity and prioritise the needs of our priority groups
Values	• Evidence of clear behavioural examples which demonstrate Ara's values alongside the code of professional practice
Performance	• Experienced performing across a broad range of deliverables within position scope • Examples of recent performance deliverables

Voluntary redundancy

When a role is confirmed disestablished, we are open to having a voluntary redundancy conversation. Please note that voluntary redundancy is not guaranteed, and the impacted kaimahi will need to make an application. Applications will be treated on a case-by-case basis. We will ensure we meet our legal and employment agreement (including Collective Employment Agreement) requirements and our business operational requirements.

Where do I get support?

We genuinely care about your wellbeing. We understand that change can be disruptive and unsettling for many people. It's natural to feel a mix of emotions during such times, and we want to acknowledge those feelings. We're here to support you as we navigate through these changes together. Your experience matters, and we appreciate your patience and resilience. We encourage you to speak to your leader, support network, union representative, or People and Capability Business Partner and support each other through this consultation process.

Please remember you can access Employee Assistance Service support through our provider, OCP. You can contact OCP by visiting their website, by phone: 0800 377 990 or by email: Support@OCP.co.nz. As a reminder, we encourage you to seek independent advice regarding this proposal. You are entitled to have a representative or support person present at any meeting.

If you are a Tertiary Institutes Allied Staff Association (TIASA Te Hononga) member, you may want to seek support from local branch members, which you can find on their website.

We support you in sharing your situation with whānau or trusted colleagues. It's crucial to have a support network, and we understand the importance of connecting with others during this time. As you share at work, we ask that you keep in mind the diverse experiences and feelings of those around you and remain professional. Sometimes, when discussing concerns, it can be helpful to

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approach the conversation constructively, aiming to alleviate rather than add to any anxiety. Your thoughtful consideration can make a positive difference for everyone involved. Remember, you're not alone in this journey.

If you feel that the available support options don't meet your needs, please don't hesitate to reach out to People and Capability for assistance. If you have any questions regarding this proposal, we encourage you to talk openly with your leader, union representative or People and Capability. Your concerns are important to us; we're here to help you navigate this.

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Appendices

- Appendix 1: Ara Institute of Canterbury Vision 2030.
- Appendix 2: Job descriptions can be found on the 2025 Transformation Programme page on Waituhi.
- Appendix 3: Table of disestablishments
- Appendix 4: Table of minor changes to reporting lines or position.
- Appendix 5: Table of new roles.
- Appendix 6: Glossary.

Disestablished roles

Role	Current team	Description	Rationale and what happens to the work the role is doing
Administrator	Business Development	Position not included in the structure. Incumbent may apply for available positions in structure.	Efficiencies can be found through the consolidation of Engagement, Marketing and International Services teams, and as such, administrative resources are shared across 2.5 FTE.
Administrator	Engagement Team	Position not included in structure. Incumbent may apply for available positions in structure.	Efficiencies can be found through the consolidation of Engagement, Marketing and International Services teams, and as such, administrative resources are shared across 2.5 FTE.
Administrator	International Services	Position not included in structure. Incumbent may apply for available positions in structure.	Efficiencies can be found through the consolidation of Engagement, Marketing and International Services teams, and as such, administrative resources are shared across 2.5 FTE.
2x Administrators	Youth and Community	Positions not included in structure. Incumbent may apply for available positions in structure.	Efficiencies can be found through the consolidation of Engagement, Marketing and International Services teams, and as such, administrative resources are shared across 2.5 FTE.
2x Business Development Representatives	Business Development	Positions not included in structure. Incumbent may apply for available positions in structure.	Business development is no longer a priority for the Marketing and Recruitment department. The different elements that make up these functions are distributed into faculties.
Business Development Representative - Pacific Focus	Business Development	Position not included in structure. Incumbent may apply for available positions in structure.	Business development is no longer a priority for the Marketing and Recruitment department. The different elements that make up these functions are distributed into faculties.

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Coordinator Staff and Student Exchange	International Services	Position not included in structure. Incumbent may apply for available positions in structure.	The different elements that make up these functions are distributed into the proposed new Scholarships and Global Exchange Coordinator.
Scholarships and Contracts Coordinator	Business Development	Position not included in structure. Incumbent may apply for available positions in structure.	The different elements that make up these functions are distributed across the Scholarships and Global Exchange Coordinator and Contracts Business Partner roles.
Customer Service Representative - Welcome Desk	Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The responsibilities of this role are combined into existing functions in the Central Administration and Registry team.
Director – International	International Services	Position not included in structure. Incumbent may apply for available positions in structure.	The responsibilities and function of this role are included in the role of Manager – Local and Global Marketing and the Head of Marketing and Recruitment.
Manager - Business Development	Business Development	Position not included in structure. Incumbent may apply for available positions in structure.	Business development is no longer a priority for the Marketing and Recruitment department. The different elements that make up these functions are distributed into faculties.
Manager - Sales, Marketing and Engagement	Marketing and Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The responsibilities and function of this role are included in the role of Head of Marketing and Recruitment.
Manager - Youth and Community Development	Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The responsibilities and function of this role are included in the role of Manager – Community and Outreach Marketing.
Marketing Promotions Manager	Marketing Services	Position not included in structure. Incumbent may apply for available positions in structure.	The responsibilities and function of this role are included in the role of Manager – Local and Global Marketing.
Te Kaiwhakauru	Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The different elements that make up these functions are distributed into the new roles within the Community and Outreach Marketing team.
Te Kaiwhakauru - Business Development	Business Development	Position not included in structure. Incumbent may apply for available positions in structure.	Business development is no longer a priority for the Marketing and Recruitment department. The different elements that make up these functions are distributed into faculties.

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Team Leader - Youth and Community Development	Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The different elements that make up these functions are distributed into the new roles within the Community and Outreach Marketing team.
2x Youth and Community Development Representative	Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The different elements that make up these functions are distributed into the new roles within the Community and Outreach Marketing team.
Youth and Community Development Representative - Southern Campuses	Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The different elements that make up these functions are distributed into the new roles within the Community and Outreach Marketing team.
Youth and Community Development Representative - Community Focus	Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The different elements that make up these functions are distributed into the new roles identified within the Community and Outreach Marketing team.
Youth and Community Development Representative – Pacific	Engagement Services	Position not included in structure. Incumbent may apply for available positions in structure.	The different elements that make up these functions are distributed into the new roles within the Community and Outreach Marketing team.

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Minor changes to reporting line or position

Role	New Team	Description	Rationale and what happens to the work the role is doing.
Marketing Production Manager	Marketing and Recruitment	Change in reporting line to Head of Marketing and Recruitment and two minor changes to the position description.	The function of the role will largely continue to be carried out as it is now with minor changes to the position description and title as per description and a change in reporting line. • The Manager – Creative and Digital Marketing leads and oversees creative direction and digital strategy that drives content creation, digital campaigns, and multimedia marketing to enhance engagement. • Collaborates across other strategic areas of Marketing and Recruitment to enable content to be shared through suitable media channels.
Marketing Specialists (3 FTE)	Local & Global Marketing	Change in title to Marketing and Sales Business Partner and reporting line to Manager – Local and Global Marketing within the Local and Global Marketing function.	The function of the role will largely continue to be carried out as it is now with minor changes to the position description and title as per description and a change in reporting line. • The Marketing & Sales Business Partner role is sales-enabled with direct accountability for driving enrolments, conversions, and growing EFTS. It requires analytical insights to inform strategy, focusing on performance metrics, impact measurement, and strategic alignment with institutional goals. • Emphasises partnership with the faculties and industry to develop tailored strategies, shifting from an internal-facing marketing service model to a consultative, business-partnering approach. • A greater focus on the learner journey and customer engagement, formalised collaboration with Local and Global Marketing teams, and ownership of market segments to actively craft demand-generation strategies.

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YES Regional Coordinator (0.7 FTE)	Community & Outreach Marketing	Change in reporting line to Community and Outreach Marketing Manager within the Community and Outreach function.	The function of the role will largely continue to be carried out as it is now with only a change in reporting line.
Team Leader – Contact Centre	Community & Outreach Marketing	Change in reporting line to Community and Outreach Marketing Manager within the Community and Outreach Marketing team.	The function of the role will largely continue to be carried out as it is now with only a change in reporting line.
Event Coordinator	Community & Outreach Marketing	Change in reporting line to Community and Outreach Marketing Manager within the Community and Outreach Marketing team.	The function of the role will largely continue to be carried out as it is now with only a change in reporting line.
Event Specialist	Community & Outreach Marketing	Change in reporting line to Community and Outreach Marketing Manager within the Community and Outreach Marketing team.	The function of the role will largely continue to be carried out as it is now with only a change in reporting line.
International Market Sector Managers (2 FTE)	Local & Global Marketing	Change in reporting line to Manager – Local and Global Marketing within the Local and Global Marketing team.	The function of the role will largely continue to be carried out as it is now with a change in reporting line and job title to Global Recruitment Manager.

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No changes to position or reporting line

Role	New Team	Description	Rationale and what happens to the work the role is doing.
Customer Service Representatives – Contact Centre (3 FTE)	Community and Outreach Marketing	Maintain same reporting line to Team Leader – Contact Centre but now sit under the Community and Outreach Marketing team.	The function of the role will largely continue to be carried out as it is now, with no change in reporting line.
Graphic Design Support	Creative and Digital Marketing	Maintain same reporting line to the Manager – Creative and Digital Marketing (new title, same role) in the Creative and Digital Marketing team.	The function of the role will largely continue to be carried out as it is now, with no change in reporting line.
Graphic Designer (2 FTE)	Creative and Digital Marketing	Maintain same reporting line to the Manager – Creative and Digital Marketing (new title, same role) in the Creative and Digital Marketing team.	The function of the role will largely continue to be carried out as it is now, with no change in reporting line.
Senior Content Specialist	Creative and Digital Marketing	Maintain same reporting line to the Manager – Creative and Digital Marketing (new title, same role) in the Creative and Digital Marketing team.	The function of the role will largely continue to be carried out as it is now, with no change in reporting line.
Senior Creative Designer – Team Leader	Creative and Digital Marketing	Maintain same reporting line to the Manager – Creative and Digital Marketing (new title, same role) in the Creative and Digital Marketing team.	The function of the role will largely continue to be carried out as it is now, with no change in reporting line.
Senior Web Developer	Creative and Digital Marketing	Maintain same reporting line to the Manager – Creative and Digital Marketing (new title, same role) in the Creative and Digital Marketing team.	The function of the role will largely continue to be carried out as it is now, with no change in reporting line.
Web Developer	Creative and Digital Marketing	Maintain same reporting line to the Manager – Creative and Digital Marketing (new title, same role) in the Creative and Digital Marketing team.	The function of the role will largely continue to be carried out as it is now, with

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			no change in reporting line.
Production Coordinator (0.58 FTE)	Creative and Digital Marketing	Maintain same reporting line to the Manager – Creative and Digital Marketing (new title, same role) in the Creative and Digital Marketing team.	The function of the role will largely continue to be carried out as it is now, with no change in reporting line.
Videographer	Creative and Digital Marketing	Maintain same reporting line to the Manager – Creative and Digital Marketing (new title, same role) in the Creative and Digital Marketing team.	The function of the role will largely continue to be carried out as it is now, with no change in reporting line.

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New roles

New role	Department or team	Description of new role
Head of Marketing and Recruitment (1FTE)	Marketing and Recruitment	○ Senior leadership role ○ Overseeing the entire function to ensure strategic alignment and operational efficiency.
Manager – Community and Outreach Marketing (1FTE)	Marketing and Recruitment	○ Responsible for overseeing community outreach strategies and managing relationships with stakeholders. ○ Leads initiatives in business development, events, and the integration of the Contact Centre into outreach activities.
Manager – Local and Global Marketing (1FTE)	Marketing and Recruitment	○ Leads promotional strategies, brand management, and the execution of marketing campaigns in alignment with institutional priorities. ○ Oversees international student recruitment strategies and manages global partnerships. ○ Acts as the Globalisation Lead, ensuring Ara's international activities align with its vision and objectives.
Administrator (1.5 FTE)	Marketing and Recruitment	○ Provides comprehensive administration assistance to all Marketing and Recruitment functions, ensuring the smooth operation of team activities and initiatives.
Senior Administrator (1FTE)	Marketing and Recruitment	○ Identifies improvements in administration function and processing ○ Supports allocation of workload across administrators ○ Provides comprehensive administration assistance to all Marketing and Recruitment functions, ensuring the smooth operation of team activities and initiatives.
Community and Outreach Partner (2FTE)	Community and Outreach Marketing	○ Execute outreach programmes and actively build relationships with schools, communities, and key stakeholders to drive engagement and enrolments.
Community and Outreach Partner - Māori (2FTE)	Community and Outreach Marketing	○ Execute outreach programmes and actively build relationships with schools, communities, and key stakeholders to drive engagement and enrolments. ○ Specialist in kaupapa Māori and communities' connections
Community and Outreach Partner – Pacific (1FTE)	Community and Outreach Marketing	○ Execute outreach programmes and actively build relationships with schools, communities, and key stakeholders to drive engagement and enrolments. ○ Specialist in Pacific Communities
Scholarships and Global Exchange Coordinator (1FTE)	Local and Global Marketing	○ Supports exchange programmes and global mobility initiatives, enabling international student experiences. ○ Manages Ara scholarship initiatives to enhance student success and promotes domestic and international opportunities. ○ Oversees and strengthens international global exchanges. Including student and academic research opportunities.

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Global Recruitment Manager (1 FTE)	Local and Global Marketing	o Develop and execute targeted strategies for key international markets to maximise recruitment opportunities and maintain a competitive edge globally.
Global Business Partner (1FTE)	Local and Global Marketing	o Manages relationships with international partners, institutions, and global networks. o Fosters collaborations that enhance Ara's international profile and opportunities. o Fosters and enables growth of offshore provision. o Supports offshore partnerships
Learner Journey Marketing Partner (1FTE)	Local and Global Marketing	o Coordinates communications and marketing initiatives aimed at internal customers. o Focuses on direct sales, upselling core products, and enabling pathways for progression and retention. o A direct email campaign is critical to the success of this function. Actively promoting the opportunities to our learners, advocating their next steps in a tertiary journey at Ara.
Social Media Partner (1FTE)	Local and Global Marketing	o Focus on enhancing Ara's social media presence by fostering meaningful engagement with diverse audiences. o Curating frequent, high-quality content to maintain a current, relevant and engaging Ara social media presence.
Contracts Business Partner (1FTE)	Finance	o Focus on crafting, negotiating and managing agreements across the organisation. o Ensure alignment with organisation goals and policies, regulatory and compliance requirements, and operational standards. o Provide expert advice to the organisation as a trusted advisor internally as well as acting as conduit to external legal expertise.

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Glossary

Term	Definition
Impacted kaimahi	Kaimahi are considered impacted when a decision is made that their position is to be disestablished. This does not automatically mean someone's employment ends through redundancy. Our priority is to place impacted kaimahi into the new positions in the structure through redeployment.
Application	An application process is where you can signal your interest in a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications, and experience are comparable to the current positions of significantly impacted kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than one applicant).
Disestablished position	If a position is disestablished, it will not exist in the new structure. A position that is confirmed disestablished is because we no longer need it, the responsibilities of the role are distributed differently between new roles in the structure, or because the work of the position has changed so significantly the position is no longer the same.
Business Divisions	The former Institutes of Technology and Polytechnics (ITPs) and Industry Training Organisations (ITOs) that are part of Te Pūkenga.
ITO and WBL	The 9 Industry Training Organisations, often referred to as work based learning (WBL). Are referred to as Business Divisions.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business Divisions
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position. This is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of impacted kaimahi.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Vocational Programme. TEC wrote to Te Pūkenga in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga. Te Pūkenga were required to seek specialist assistance under section 332 of the Education and Training Act 2020. These consultants reviewed the financial information for the ITP Business Divisions.

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Ring-fenced/Many too few/Reduction in roles	A closed process is followed when several incumbents are in the same or similar impacted roles. This means a selection process is followed instead of a full recruitment process.
Surplus staffing	A situation where, following a consultation process, Te Pūkenga has identified a need to reduce the number of kaimahi, or where kaimahi can no longer be employed in their current position or grade
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	Te Tiriti o Waitangi Excellence Framework, developed by Te Pūkenga, is a self-reflective tool to monitor and assess how well the Network is tracking towards Te Tiriti o Waitangi excellence and achievement of their objectives of demonstrable Te Tiriti o Waitangi partnerships and inclusivity and equity for Māori.
Voluntary redundancy	The ability to ask for voluntary redundancy is provided for in some employment agreements in certain circumstances. It enables impacted kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.

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Te Pūkenga

Te Pūkenga

Tuhinga whakatau mō te whakawhiti kōrero | Consultation decision document

Haratua | May 2025

Ākonga Success, Māori Success and Pacific Achievement

Ara Institute of Canterbury

STRICTLY CONFIDENTIAL TO KAIMAHI (STAFF) OF ARA

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Tirohanga whānui | Overview

Kia ora koutou,

A proposal to realign Ara's Equity and Ākonga Success structure was shared with kaimahi on 13 March 2025, with formal consultation commencing on 17 March 2025. The proposal outlined the rationale for change, potential impacts on roles and the process for feedback and engagement.

These proposed changes responded to internal financial pressures and an increasing demand for inclusive and agile student support. They were developed to strengthen alignment with Ara's Vision 2030, enhance retention and completion rates and ensure student services are fit for purpose in a rapidly evolving tertiary education environment. The proposal also addressed the Government's call for a more regionally responsive and financially viable education system.

Key elements of the proposal included the transition of operational services, such as the Health Centre, Recreation Centre and Early Childhood Education (ECE), into Corporate Services, enabling the Equity and Ākonga Success division to focus on academic, wellbeing and ākonga success priorities. The proposed structure aimed to consolidate leadership, streamline service delivery, clarify service boundaries and invest in capability that advances cultural competency, equity and inclusion.

Following consultation, Ara has carefully considered all feedback received. The final decisions reflect a balanced approach that honours the feedback provided by affected kaimahi while positioning the institution to deliver stronger, more targeted support for ākonga to a level that is presently considered as sustainable. These changes reaffirm Ara's commitment to:

- Embedding equity and inclusion across all student-facing services
- Improving retention, progression and completion outcomes
- Strengthening iwi, community and industry partnerships
- Enhancing responsiveness to policy shifts and ākonga needs
- Supporting enrolment growth, including international ākonga success
- Leveraging technology and data to personalise and improve services.

Through this restructure, we are creating a more cohesive, responsive and future-focused Equity and Ākonga Success division. This positions us to better serve our diverse communities, uphold our role as a Treaty partner and ensure long-term sustainability as a standalone tertiary provider.

Ngā mihi nui,

Darren Mitchell
Tumu Whenua ā-Rohe 4 | Executive Director – Region 4

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Hei kōkiri i ngā panoni | Rationale for change

- The redesign of Ara's **Equity and Ākonga Success** division was a strategic response to Ara's evolving needs. We anticipated it would ensure we can achieve financial sustainability, enhance ākonga success, strengthen our commitment to equity and inclusion, affirm our commitment to being a responsive treaty partner and align with **Vision 2030**. By realigning structures, improving efficiency and embedding an ākonga-centred approach, we aimed to better support our diverse communities, improve retention and completion rates and drive positive ākonga outcomes, positioning Ara for long-term success as a standalone entity in an ever-changing educational landscape. This structure was developed with the following key factors in mind:

Aligning with Vision 2030

- The structure aimed to strengthen Ara's ability to deliver equity-focused ākonga success strategies, improve retention and completion rates and foster an inclusive environment that supports diverse ākonga needs. The redesign aimed to ensure that **Equity and Ākonga Success** was embedded as a strategic enabler across Ara, facilitating and championing improvements in access, participation and overall ākonga experience.

Refocusing on core business

- In 2025, our priority is to build solid foundations that ensure we can enhance academic success, provide great ākonga support and deliver equitable outcomes. The redesigned structure aimed to ensure our student services align with the needs of our ākonga and communities while reinforcing Ara's role as a leader and iwi partner in equity-driven education. This required streamlining functions, enhancing cross-functional collaboration and ensuring that resources are directed towards services that make the greatest impact.
- Key to this redesign was transitioning the Health Centre, Recreation Centre and Early Childhood Education (ECE) services out of the Equity and Ākonga Success team and into corporate services functions. This move reflects a strategic realignment to ensure that student support services within Equity and Ākonga Success are focused on academic, wellbeing and ākonga success functions, while operational and facility-based services are positioned where they can be managed more efficiently. This change aimed to enhance service effectiveness, ensuring each function is optimally placed to meet operational and ākonga needs.

Securing financial viability

- The redesign aimed to create a more efficient and effective structure that supports Ara's financial sustainability while maintaining high-quality ākonga support. It clearly defined service level boundaries to ensure expectations are understood by our customers and our people are supported in delivering them. By reducing duplication, improving coordination and focusing on key priority areas, the proposal included a reduction of approximately 9 Full-Time Equivalent (FTE) kaimahi, generating projected savings of approximately $600,000. These efficiencies aimed to help sustain our critical student support services while enabling future investment in targeted equity initiatives.

Investing in equity and ākonga success talent

- We are committed to fostering a team of equity-driven professionals with expertise in ākonga success, cultural capability, wellbeing and inclusion. The changes aimed to enhance and support professional development, strategic collaboration and sector leadership, ensuring we remain at the forefront of equity and ākonga success innovation.

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Growing enrolments and improving ākonga success

- To achieve our enrolment targets of exceeding 7,800 Equivalent Full-Time Students (EFTS) within three years, we must create an environment where ākonga feel supported, engaged and able to succeed. The redesign will strengthen our ability to enhance ākonga retention and progression, key factors in increasing enrolments. The redesign also supports international growth targets, ensuring an inclusive and culturally responsive approach to international ākonga success.

Optimising resource utilisation

- A more cohesive and agile Equity and Ākonga Success division will enable us to maximise resources and reinvest in priority areas. Strategic realignment and consolidation of student services will ensure that we proactively address ākonga needs rather than reacting to capacity constraints. This will create a scalable and sustainable model that supports current and future student cohorts while allowing us to adapt to shifting government and institutional priorities.

Improving responsiveness and agility

- A more integrated and strategic approach to ākonga success will ensure we can respond quickly to policy changes, funding shifts and emerging ākonga needs. The redesign will enhance and necessitate collaboration between faculties and student services, remove barriers to responsiveness and improve service delivery to both domestic and international ākonga.

Enhancing ākonga and community impact

- A streamlined, equity-focused structure will ensure that we remain committed to ākonga success, inclusion and community engagement. The revised structure prioritises ākonga-centred support, stronger industry and iwi partnerships and a renewed focus on pathways that lead to employment and further education. We can better serve our diverse communities by embedding equity, wellbeing and cultural competency into all ākonga-facing functions.

Prioritising internal customers

- By focusing on current ākonga, we can enhance their experience, support their academic progression and ensure they remain engaged throughout their ākonga journey. This includes tailored support services, targeted interventions and a proactive approach to retention and wellbeing, ultimately improving overall ākonga success rates.

Integrating innovation and technology

- The future of ākonga support will be enabled by technology-driven solutions that improve accessibility, engagement and service efficiency. The redesign will enhance Ara's ability to leverage digital tools, data and personalised support systems to ensure ākonga receive timely and effective assistance. Focusing on innovative service delivery will improve responsiveness and strengthen connections between ākonga, kaimahi and support networks.

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Te wā o ngā panoni haere tonu | Period of ongoing change

Ara and Te Pūkenga have navigated a multitude of changes and formal consultation processes in recent years. We recognise this is an especially uncertain time as we await clarity on what the disestablishment of Te Pūkenga will mean for each business division.

While the future is uncertain, we are confident the changes will support the viability of our business division and position Ara strongly to become an autonomous, self-managing entity, ready to resume that responsibility from 2026.

Ō tātou uara me ngā mātāpono mō te panoni | Our values and principles for change

Our values of Hono (Connect), Hihiri (Inspire) and Aroha (Respect) guide all that we do at Ara. We have endeavoured to reflect these within this change. The following principles will continue to be applied during our change processes:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We work closely with our union partners and kaimahi.
- We honour our commitments to individual and collective employment agreements.
- We prioritise redeployment of impacted kaimahi, with redundancy a last resort.
- Kaimahi can access paid confidential support throughout the change process by visiting the OCP website, by phone: 0800 377 990 or by email: Support@OCP.co.nz.
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our identity as Ara.
- We carefully review and consider all feedback and give that feedback serious and thoughtful consideration before making any decisions.

Ngā herenga ki te Tūtohinga me Te Tiriti | Obligations to the Charter and Te Tiriti

Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to organisational changes, this includes 3(b) to: *"operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities." The design in this change will contribute to ensuring that Ara is able to continue to fulfil this obligation.*

Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.

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Ara's path to 2030: Structural and functional optimisation

This structure forms part of a broader strategy to address our financial challenges and ensure that Ara can meet the ambitions outlined in our Vision 2030. A sharper focus on academic and industry excellence and a clear commitment to restoring pre-COVID international ākonga enrolments are critical to building a sustainable foundation for growth.

Vision 2030 focuses on innovation, sustainability and strong stakeholder and community engagement to position Ara as a leader in vocational education and training. The vision underscores our commitment to empowering ākonga, fostering meaningful partnerships, especially with local Iwi and driving regional and global impact.

By prioritising these objectives, we will position ourselves to better support our communities, deliver our strategic vision and ensure our long-term financial and operational sustainability.

The key factors driving the **Equity and Ākonga Success** redesign at Ara Institute of Canterbury were shaped by institutional, financial and strategic needs. These include:

Financial sustainability and institutional viability

- **Retention and completion rates:** Improving ākonga success is critical to our financial sustainability. Higher retention and completion rates directly impact our funding and long-term enrolment stability.
- **Cost-effective support services:** We need to ensure student services are structured efficiently to optimise impact while maintaining financial sustainability.
- **TEC performance expectations:** We need to meet government and TEC requirements for ākonga success outcomes to secure continued funding and support.

Enhancing ākonga outcomes and ākonga experience

- **Equity-driven success models:** We must embed inclusive and equity-focused practices across all ākonga-facing functions to address barriers for Māori, Pacific, disabled and other priority ākonga.
- **Wraparound support services:** We need to strengthen student support to provide integrated academic, pastoral and wellbeing services that improve engagement and success.
- **Data-driven decision-making:** We must use data to tailor interventions and support services that enhance ākonga retention and completion.

Alignment with Vision 2030 and institutional strategy

- **Embedding equity as a core principle:** We must ensure all faculties and departments take responsibility for equity and inclusion rather than creating siloes.
- **Holistic ākonga success approach:** We need to integrate support services across academic and ākonga-facing functions to create a seamless ākonga journey.
- **Strengthening treaty partnerships:** We will demonstrate our commitment to Te Tiriti o Waitangi by ensuring meaningful engagement with Māori ākonga and iwi partners.

Organisational efficiency and role clarity

- **Clearer role definition:** We will ensure the Director of Equity and Ākonga Success has a well-defined, strategic mandate to influence cultural competency and guide kaimahi in upholding equity and inclusion. This role will also enable faculties to take responsibility for equity and inclusion excellence in teaching and learning.
- **Cross-functional collaboration:** We must strengthen collaboration between internal (ākonga) and external stakeholders to deliver more effective support models.
- **Avoiding duplication and silos:** We need to streamline our services to reduce overlap and ensure resources are directed to areas of greatest need.

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Government and policy changes

- **Shifts in tertiary education priorities:** We must ensure we can adapt to evolving government expectations for ākonga success, equity and tertiary education outcomes.
- **Compliance and accountability:** We need to ensure we adhere to legislation, regulations and expectations for ākonga support, wellbeing and accessibility including our obligations under the Education (Pastoral Care of Tertiary and International Ākonga) Code of Practice.

Responding to changing ākonga needs

- **Digital and customer-centric experience:** We need to enhance our ākonga experiences with more accessible, flexible and technology-enabled support systems.
- **Diverse ākonga demographics:** We must cater to the needs of a broader range of ākonga, including international ākonga, working professionals and underrepresented groups.

Ō ngā panoni painga | Benefits of the changes

The confirmed changes to Ara's Equity and Ākonga Success division are designed to enhance ākonga outcomes, strengthen equity and improve operational effectiveness. The following benefits are expected:

Enhanced equity and learner success

- Strengthened ākonga-centred support through proactive, personalised interventions, particularly for those at risk of disengagement.
- Improved cultural responsiveness, ensuring Māori, Pacific and equity-priority ākonga receive meaningful, targeted support.
- Expanded service reach to better support international, part-time and working ākonga.
- Greater inclusion for disabled ākonga and those requiring learning accommodations, enabling equitable access to services.

Improved operational efficiency and resource utilisation

- Streamlined structures and processes, reducing duplication and improving service consistency across student support functions.
- Consolidation of teams to enable more effective use of kaimahi expertise, reducing overheads while enhancing impact.
- Increased team capacity to deliver high-impact initiatives by minimising inefficiencies and administrative burden.

Strengthened collaboration and partnerships

- Improved coordination between student services, academic support and pastoral care functions.
- Enhanced partnerships with iwi, hapū and Māori stakeholders to uphold Ara's Treaty commitments and support equitable educational outcomes.
- Clearer support and referral pathways to external agencies, ensuring ākonga receive timely, specialised assistance when needed.

Technology-enabled, accessible support

- Greater use of digital tools to enable flexible, on-demand support for ākonga—anytime, anywhere.

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- Data-informed service delivery that allows early identification of learner needs and targeted support.
- Support for flexible learning pathways tailored to the needs of part-time, employed and non-traditional learners.

Increased engagement, retention and completion

- A more cohesive, wraparound support model that boosts engagement, reduces attrition and improves progression.
- Streamlined service access, removing barriers for underrepresented learners.
- Better integration of wellbeing and pastoral care, ensuring all ākonga have the support they need to succeed.

Financial and institutional sustainability

- More efficient service delivery, generating significant cost savings while maintaining high-quality support.
- Alignment with TEC performance expectations, strengthening Ara's eligibility for funding and future investment.
- A scalable and sustainable model that supports ongoing equity initiatives and future institutional growth.

Together, these changes will create a more integrated, agile and equity-focused structure that directly supports Ara's Vision 2030. By enhancing ākonga success, strengthening inclusion, improving service efficiency and fostering sustainable growth, we are positioning ourselves as a future-ready, values-led institution. The confirmed structure enables a stronger focus on learner-centred outcomes, culturally responsive practice and innovative service delivery, ensuring we are a leader in vocational and applied education, responsive to the needs of ākonga, communities and industry, now and into the future.

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The future of Equity and Ākonga Success at Ara

Ara's renewed Equity and Ākonga Success division marks a deliberate and future-focused commitment to placing learners at the centre of everything we do. This is more than a structural change; it is a bold step towards building an institution that champions equity, fosters achievement and supports every ākonga to succeed in a rapidly changing world.

The revised division is designed to enable Ara to work in a more integrated, responsive and sustainable way. It strengthens our ability to meet the diverse needs of our learners while upholding our responsibility as a Treaty partner, regional leader and provider of exceptional vocational and applied education.

Supporting and strengthening our relationships with our Treaty partners

With the support of the Māori Success team, Ara's new Director - Equity and Ākonga Success will lead Ara's relationship with Tokona te Raki. Tokona te Raki is the innovation agency that operates under the mana of Te Rūnanga o Ngāi Tahu.

Tokona te Raki is leading Ara through an 18-month programme of work called Whiria te Muka Tangata, which will embed kaupapa Māori values, structures and practices across all levels of Ara.

A unified purpose: supporting the success of all ākonga

At its heart, this division exists to ensure that all ākonga, regardless of background, circumstance, or mode of study, have access to the reasonable supports they need to participate, achieve progress and succeed. It brings together key functions that enable Ara to work in partnership with learners, whānau and communities to:

- Provide a learning environment that is inclusive, safe and empowering
- Support wellbeing, resilience and belonging throughout the learner journey
- Reduce barriers and promote equity in access, achievement and progression
- Embed culturally responsive practices into the fabric of Ara's learner experience.

This collective focus ensures that support is not fragmented, but instead aligned, integrated and centred around the aspirations of our ākonga.

Enabling a sustainable and future-ready institution

This new way of working allows Ara to be more agile, efficient and sustainable. By aligning support services to strategic priorities and learner needs, we can better use our resources, strengthen impact and respond to a dynamic educational environment.

It empowers us to:

- Act early, using data and insights to drive learner success
- Create systems that scale with demand and adapt to changing needs
- Focus our efforts where they will make the greatest difference
- Strengthen collaboration across the organisation to serve learners more holistically.

This supports Ara's long-term sustainability by ensuring that what we do is effective, aligned to purpose and financially responsible, without compromising quality or equity.

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Delivering on Vision 2030

The Equity and Ākonga Success division is a key enabler of Ara's Vision 2030. It helps bring to life our commitment to equity, innovation and excellence. Through this transformation, we are strengthening our position as a values-led, learner-focused organisation that is:

- Inclusive and empowering for all
- Responsive to our communities and Treaty partners
- Focused on educational outcomes that matter
- Positioned to thrive in a changing tertiary landscape.

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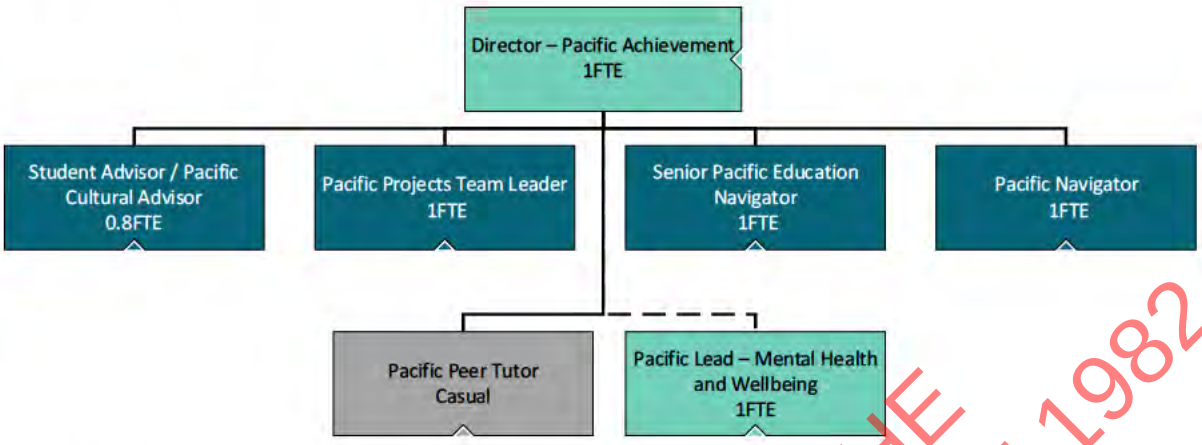
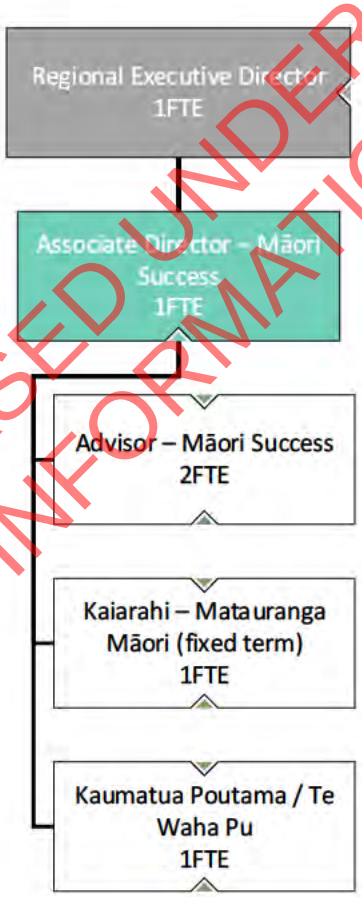
Proposed impacts presented during consultation

Pacific Achievement



Māori Success



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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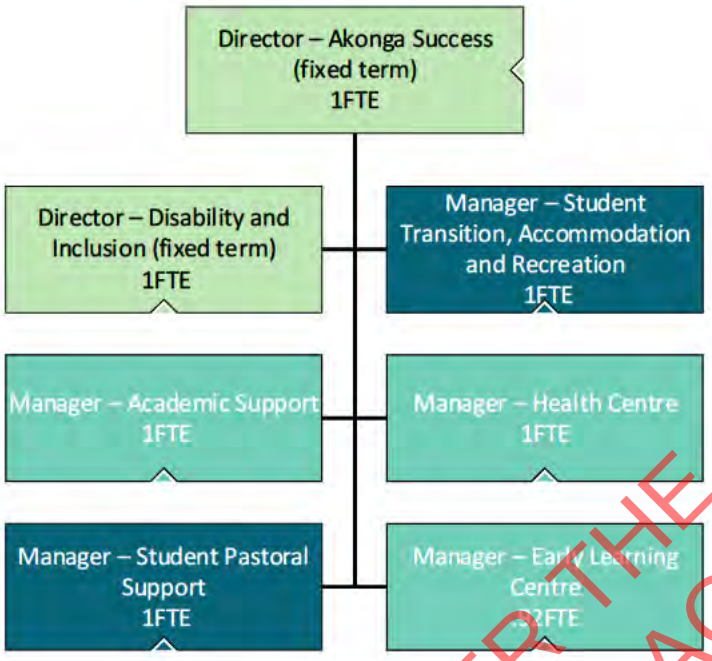
Ākonga Success leadership



Disability and Inclusion

Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Fixed term *(ending)*
	Out of scope

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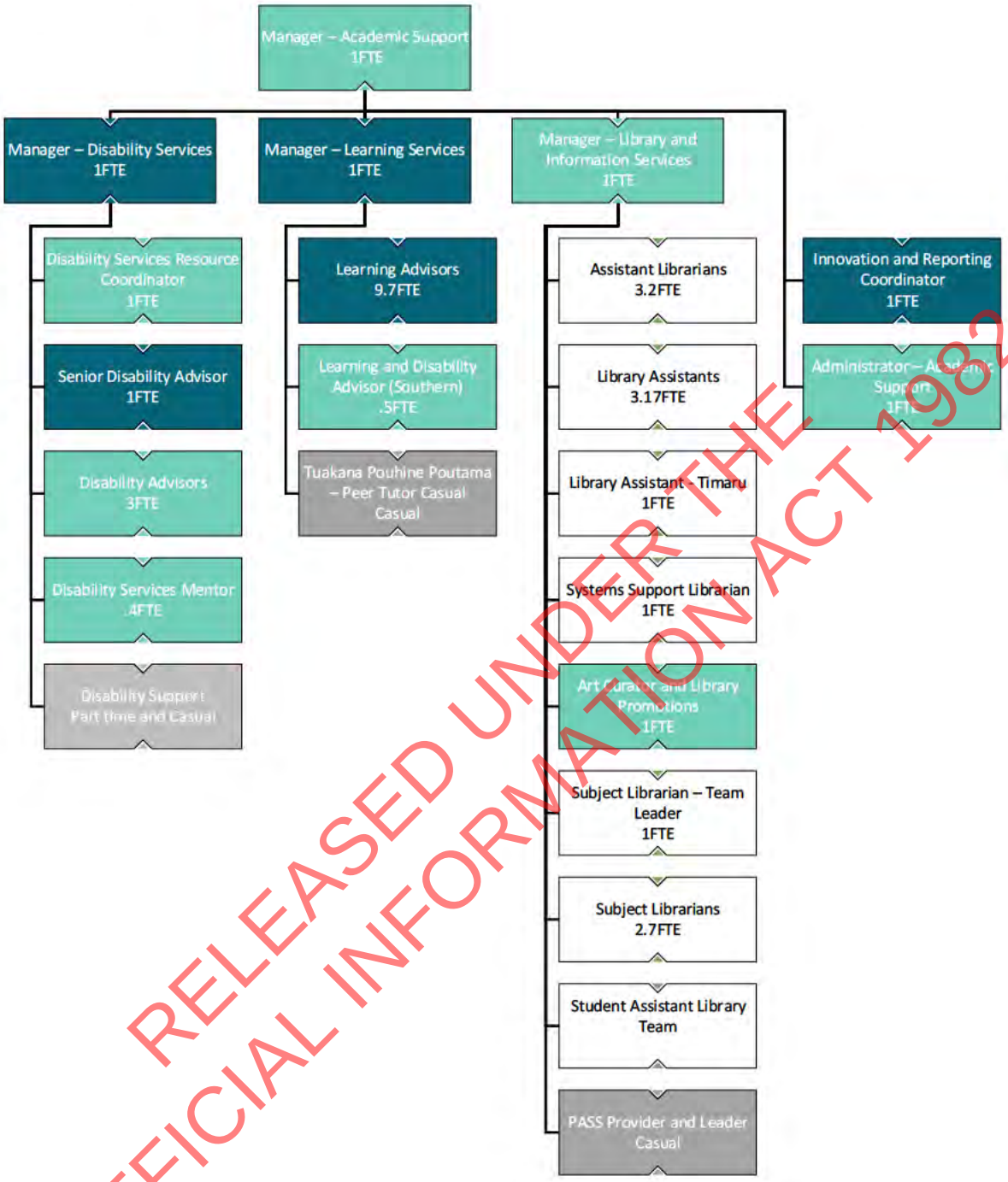
Academic Support



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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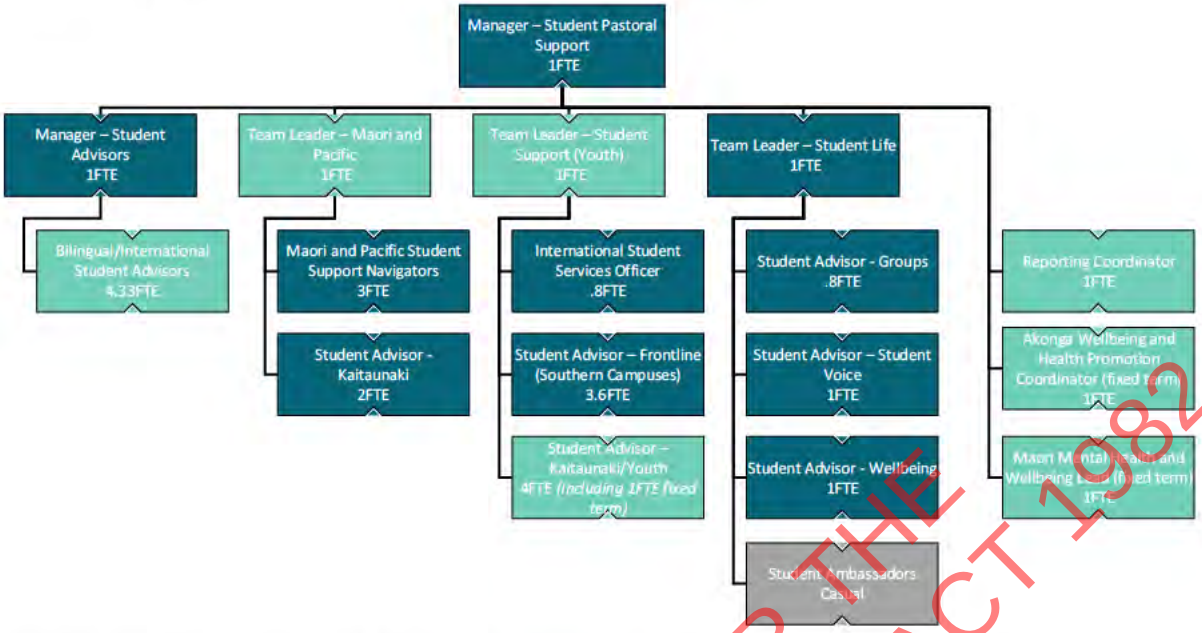
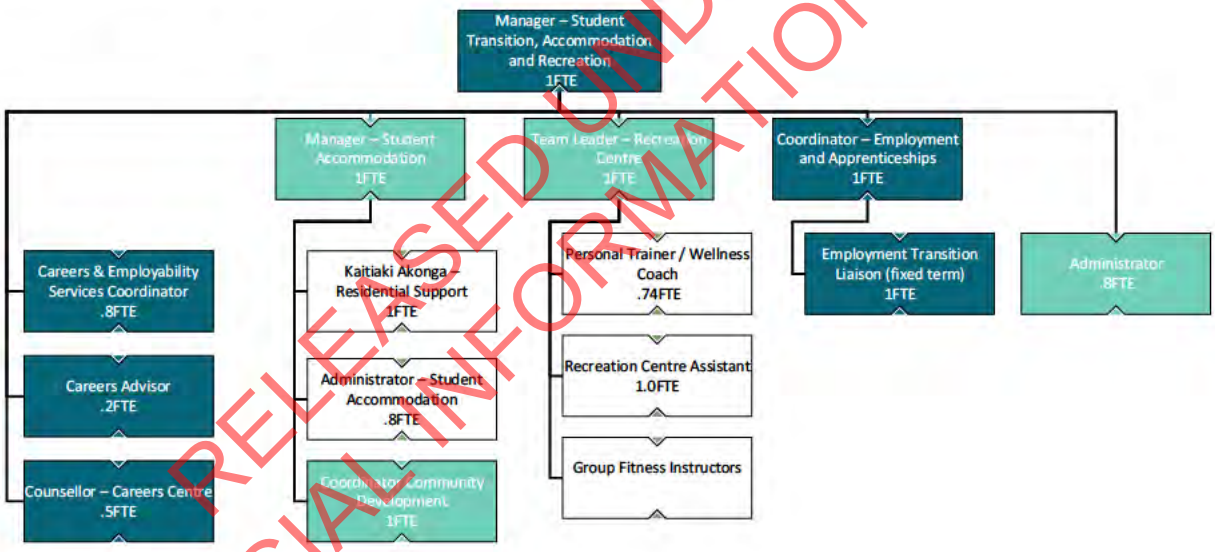
Student Support



Student Transition, Accommodation and Recreation



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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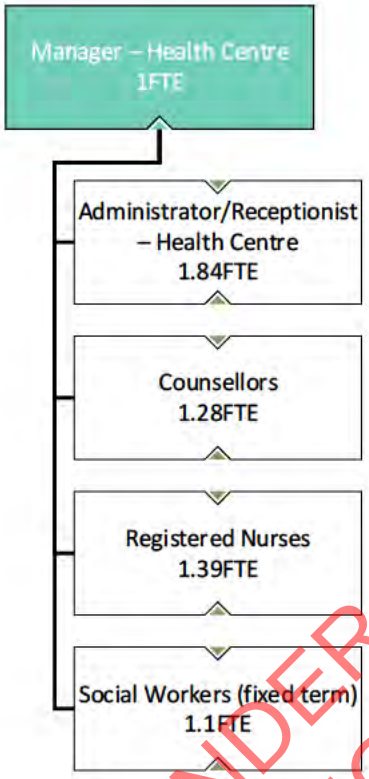
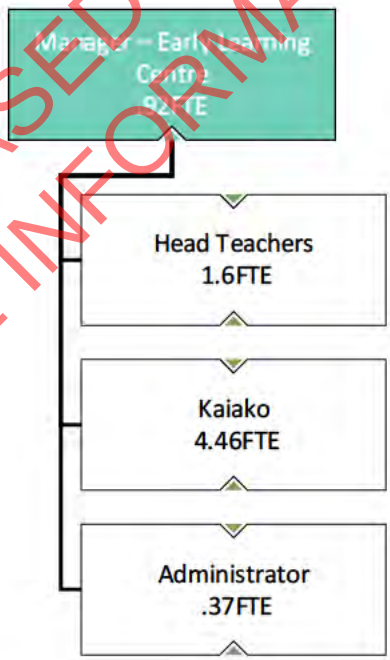
Health Centre



Early Learning Centre



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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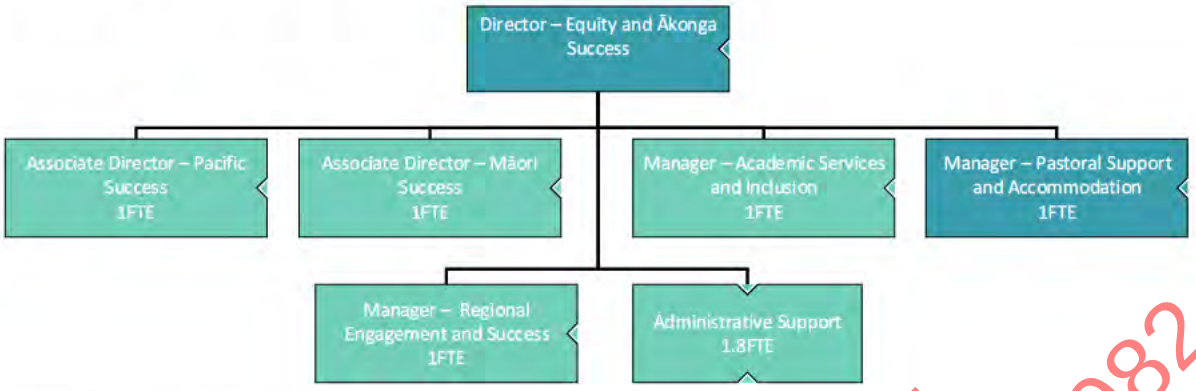
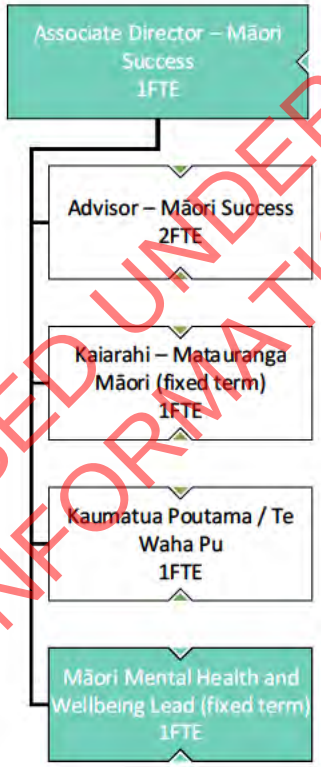
Proposed new structure presented during consultation

Senior leadership and administrative support structure



Māori Success structure



Key	
	New role
	Minor change

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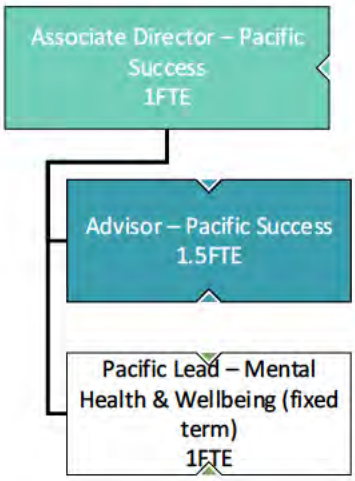
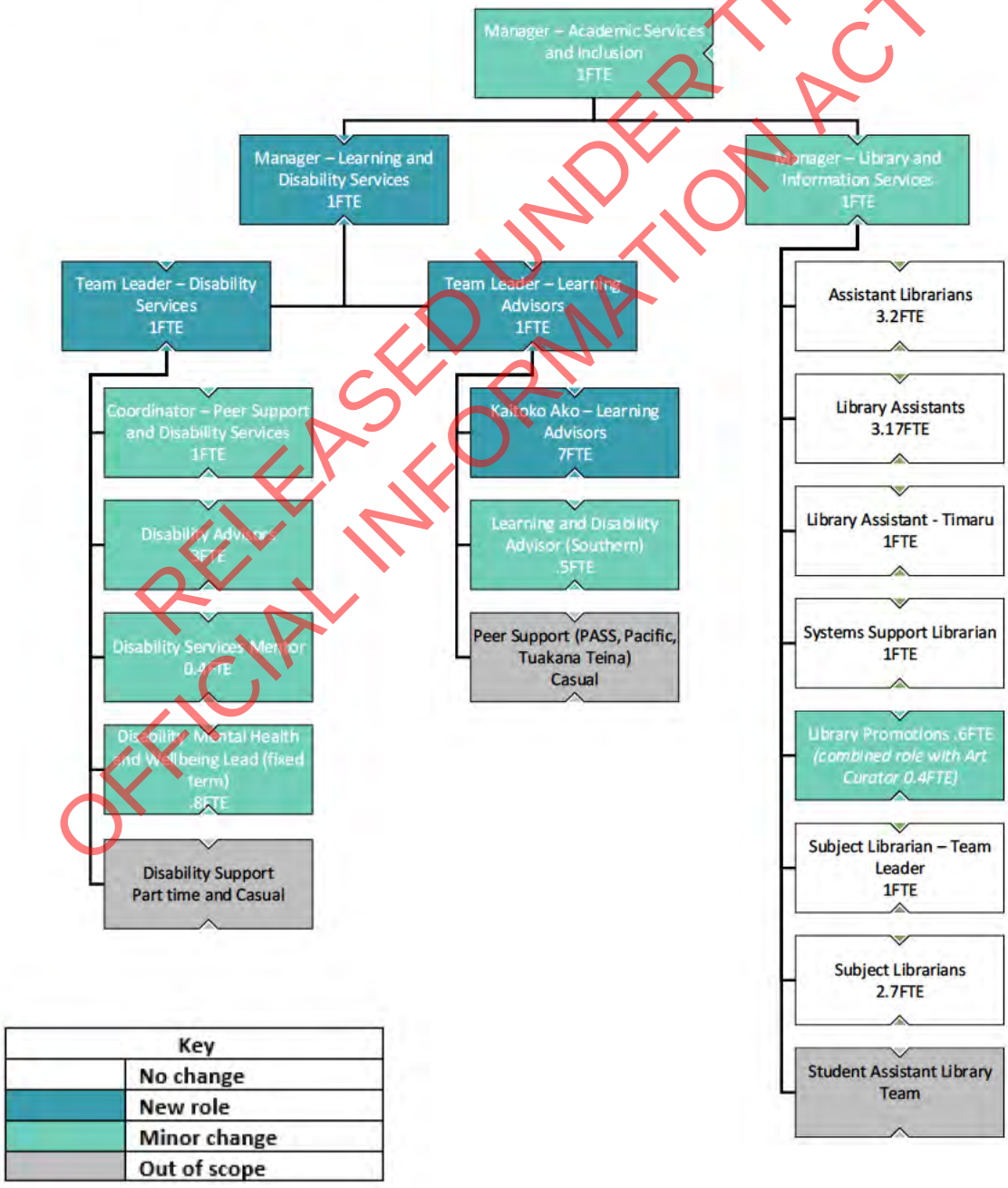
Pacific Success structure



Academic Services and Inclusion structure



Key	
	No change
	New role
	Minor change
	Out of scope

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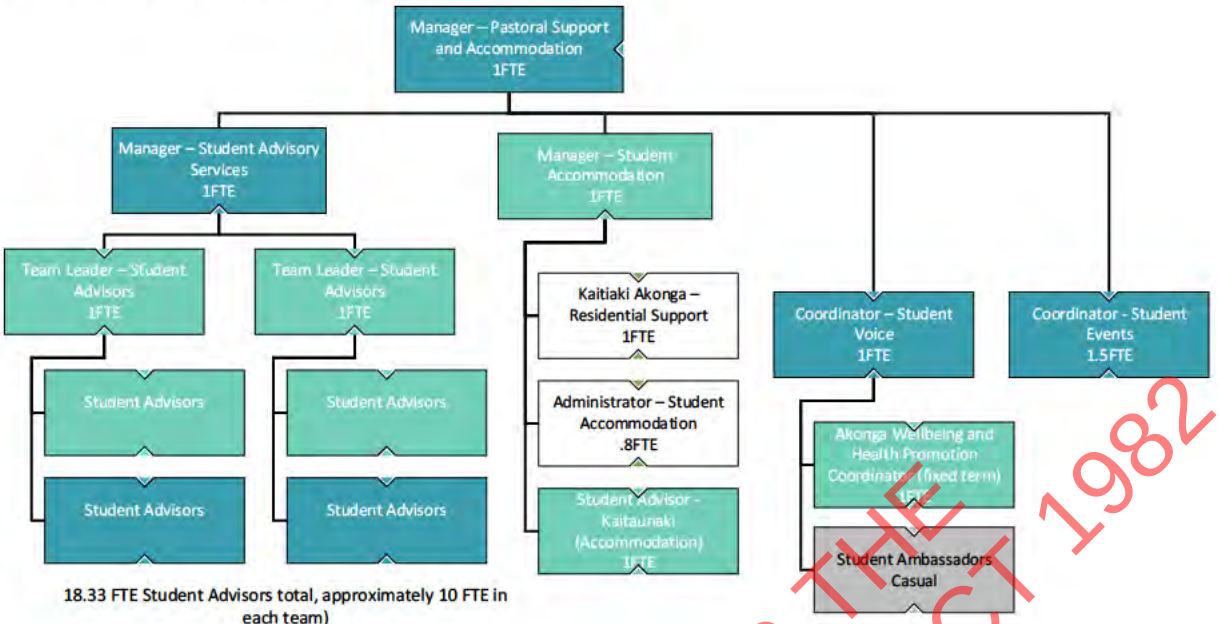
Pastoral Support structure



18.33 FTE Student Advisors total, approximately 10 FTE in each team)

This is inclusive of:
4.33 FTE Bilingual / International Advisors
6 FTE Student Advisor – Kaitaunaki (Youth) Advisors
4 FTE Student Advisor – Kaitaunaki (Māori)
2 FTE Student Advisor – Kaitaunaki (Pacific)
2 FTE Student Advisor – Kaitaunaki (Southern Campuses)

Key	
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	New role
	Minor change
	Out of scope

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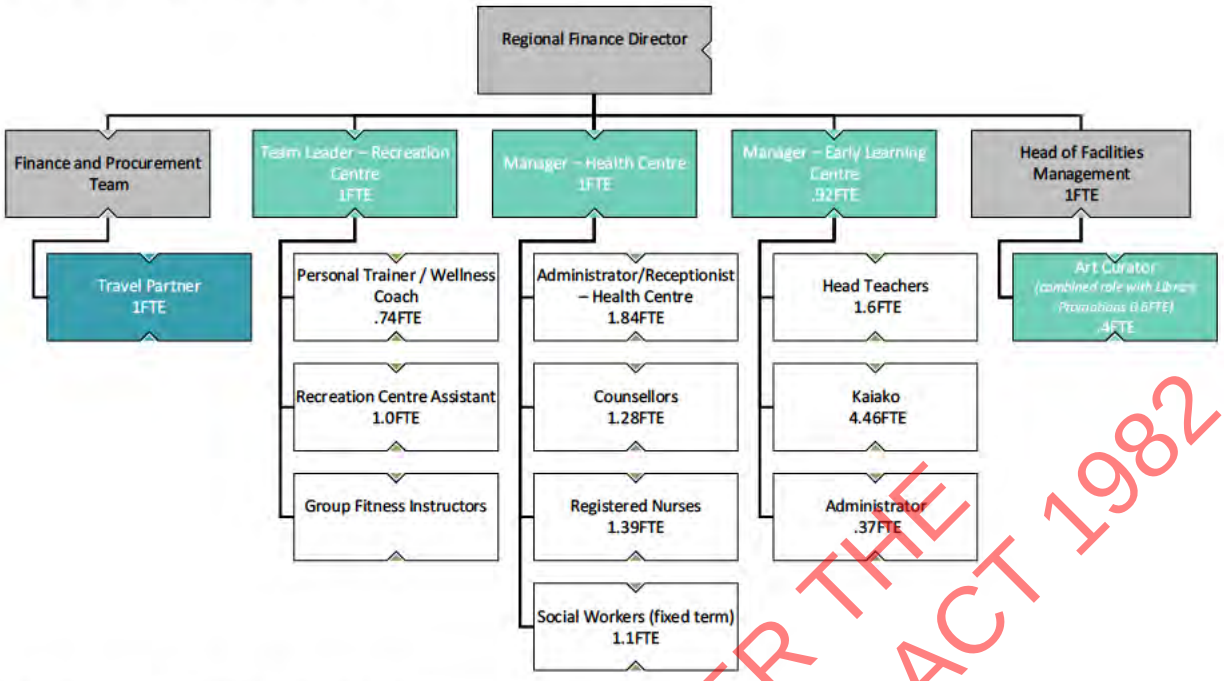
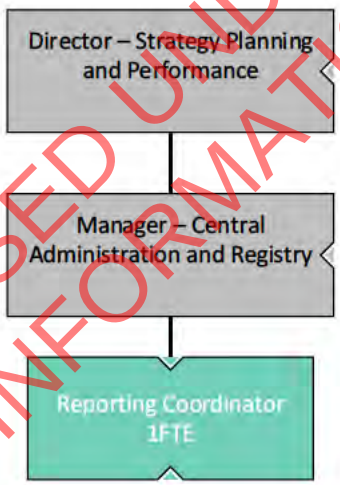
Finance and Property structure



Reporting Coordinator reporting line



Key	
	No change
	New role
	Minor change
	Out of scope

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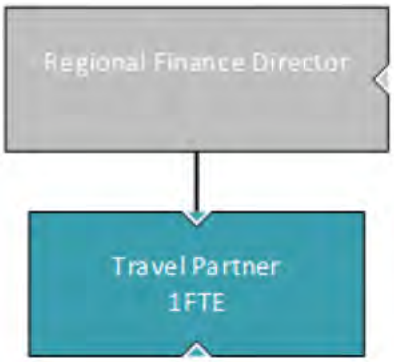
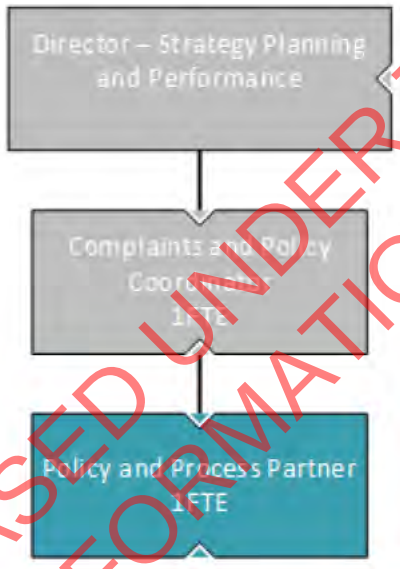
Travel Partner



Policy and Process Partner



Key	
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	New role
	Minor change
	Out of scope

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Ngā whakahokinga kōrero | Feedback

Summary of feedback from the Ākonga Success, Māori Success and Pacific Achievement teams

We would like to express our sincere appreciation for the professionalism and engagement demonstrated by the Ākonga Success, Māori Success and Pacific Achievement teams throughout the change proposal process. We acknowledge that this has been a particularly challenging time.

We extend our gratitude to all kaimahi in the Ākonga Success, Māori Success and Pacific Achievement teams, as well as to our union partners, for the depth of thought and care reflected in the submissions received.

The TKM has carried out a comprehensive review of all feedback, recognising its thorough, professional and considered nature.

115 pieces of in-scope feedback (feedback from the Ākonga Success, Māori Success and Pacific Achievement teams) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email.

Following careful consideration, the following key themes were identified:

Theme	Feedback	Response and any decisions from feedback
Realignment of functions to corporate services	Respondents talked about the potential benefits and provided supportive feedback regarding the integration of the Health Centre, Early Learning Centre and Recreation Centre into Corporate Services. Concerns were raised about the integration of the Art Curator role.	The realignment of the Health Centre, Early Learning Centre and Recreation Centre into Corporate Services is confirmed, to strengthen operational effectiveness while maintaining service quality for ākonga. The integration of the Art Curator role into Corporate Services is also confirmed. This change reinforces our commitment to ensuring that faculty remain focused on teaching and academic excellence, while positioning the Art Curator to contribute to campus-wide space management, preservation and collection care. A close working relationship between the Art Curator and academic colleagues will be actively maintained to ensure Ara's artistic and educational goals remain well-connected. The

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		operating location for this role will remain unchanged.
Realignment of the Accommodation team	There was support for changing the title of the current Community Development Coordinator role, but several alternative suggestions were raised focusing on pastoral support, support for realigning the accommodation team with pastoral support and addressing concerns about role overlaps, 24/7 on-call coverage and ensuring compliance with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.	We acknowledge the feedback regarding the proposed realignment of the Accommodation team and the renaming of the Community Development Coordinator role and proposed Manager – Pastoral Support and Accommodation role. There was broad support for strengthening the team's alignment with pastoral support services, alongside valuable suggestions for alternative role titles and concerns about role clarity, on-call responsibilities and Code of Practice compliance. The realignment of the Accommodation team is confirmed. The accommodation team will be included in the pastoral care function within the Equity and Ākonga Success division. This change strengthens the integration of wellbeing and support services for ākonga in accommodation, ensuring alignment with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. In response to feedback, the title of the Community Development Coordinator will be revised to Student Advisor – Kaitaunaki (Accommodation) to better reflect the pastoral support and wellbeing focus of the role. The title of the proposed new Manager – Pastoral Support and Accommodation role will be Manager – Pastoral Support to provide clarity between this role and the role of a direct

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		report, Manager – Student Accommodation. An operational plan will be developed by the Manager - Pastoral Support to ensure clarity around 24/7 on-call coverage and compliance requirements, while avoiding duplication and overlap. This approach enhances service coordination and ensures consistent, learner-centred support across accommodation services.
Centralisation of administration functions	Mixed feedback was received on centralising administration roles under the Director of Equity and Ākonga Success; concerns were expressed about broadening duties and the potential impacts on service quality. Advocacy was expressed for maintaining current support structures to ensure prompt responses and effective support for students, especially those with disabilities.	We acknowledge the mixed feedback regarding the centralisation of administration functions under the Director of Equity and Ākonga Success. After careful consideration, the decision is to not proceed with centralising administration functions at this time. The two administrator positions will remain embedded within their respective teams to support the transition to the new structure and ensure continuity of service. This approach aims to uphold the high standard of support currently provided. This decision will be revisited once the Director – Equity and Ākonga Success is appointed, when we will reassess the structure to ensure it continues to meet the needs of ākonga and kaimahi.
Reduction in Learning Advisor FTE	Concerns were raised about reducing the number of Learning Advisor roles and the impact it will have on students, academic kaimahi and the Library team. Respondents stressed the moral obligation to provide	We acknowledge the concerns about the proposed reduction in Learning Advisor FTE and the potential impact on ākonga, academic kaimahi and the Library team. In response to this feedback, we have decided to increase

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	adequate support, especially for at-risk students and warned that reducing FTE for Pacific and Māori Learning Advisors will harm Pacific and Māori learner outcomes and Ara's reputation.	the Learning Advisor team from the proposed 8 FTE (including Team Leader) to 11.0 FTE, affirming our commitment to academic support services and ensuring we do not reduce investment in this area. This structure supports a sustainable, inclusive model that maintains subject-specific and regional coverage and enables culturally grounded academic support for Māori and Pacific ākonga. The 11.0 FTE will include subject matter specialists: 3.5 FTE Generalist, 0.5 FTE Woolston, 4.0 FTE Māori, 1.5 FTE Pacific, 1.5 FTE Maths. This investment reflects our strategic commitment to learner success, equity and accessible education across all faculties and campuses.
Te Tiriti and cultural considerations	Feedback emphasised the critical importance of retaining Learning Advisor Māori and Pacific roles to support culturally competent and responsive education, highlighting the negative impact of their reduction on Māori and Pacific student achievement and wellbeing. It also stressed the need for comprehensive cultural knowledge and respect for international and refugee-background students to maintain trust and effective support.	We acknowledge and respect the feedback emphasising the importance of culturally-grounded roles, including Learning Advisor Māori and Pacific roles in supporting the success and wellbeing of Māori, Pacific, international and refugee-background ākonga. The value of these roles in upholding Te Tiriti o Waitangi obligations and delivering culturally competent support is recognised. The decision is to retain dedicated leadership for Māori and Pacific ākonga within the Equity and Ākonga Success division, through the Associate Director Māori Success and Associate Director Pacific Success roles.

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		While some changes are occurring within academic support services, culturally responsive support remains a core priority, as demonstrated by our partnership with Tokona te Raki. Ongoing collaboration with Māori and Pacific leaders will guide the implementation of services to ensure they remain effective, inclusive and aligned with the aspirations of ākonga and their whānau.
Reduction in Disability Support Services FTE and leadership	Respondents highlighted the growing demand for disability support services and expressed concerns about the proposed reduction in Disability Services roles. There was also advocacy for adequate resourcing to meet current and future demands. Suggestions were made to retain the current number of Disability Advisors, ensuring compliance with disability-related legislation.	The feedback highlighted a clear expectation that we need to continue prioritising robust and accessible support for disabled ākonga. The disestablishment of the Senior Disability Advisor and Disability Facilitator – Academic roles will proceed as proposed, with core responsibilities redistributed to the Disability Advisors. The proposed Team Leader – Disability Services role will not proceed and operational leadership will be maintained within the existing structure under the Manager – Learning and Disability Services. We also acknowledge the concerns raised and affirm our commitment to ensuring services remain compliant, accessible and appropriately responsive to the needs of disabled ākonga. As a result, we will establish a 1.0 FTE Disability Advisor position to provide front-line support to ākonga. The position description will mirror the position description for existing Disability Advisors.

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		While the leadership structure is being streamlined, operational delivery will continue to be supported by qualified, dedicated kaimahi within the team. The decision reflects a balance between maintaining service quality, aligning to organisational design principles and operating within a financially sustainable framework. We will continue to monitor service demand and adjust resourcing where necessary to ensure ākonga needs are met.
The addition of peer support coordination to the Disability Resource Coordinator role	Concerns were raised about unrealistic and unsustainable duties, adding substantial duties from other roles without adequate recognition or compensation and concerns were expressed regarding the cultural requirements of Tuakana Teina and Pacific Peer tutoring functions.	We acknowledge the concerns about adding peer support coordination responsibilities to the Disability Resource Coordinator role, including workload pressures and the cultural considerations associated with Tuakana-Teina and Pacific peer support. After careful consideration, amendments to the position description have been made to reflect the realignment of the coordination support function for the Academic Services team. To ensure sustainability and cultural responsiveness, implementation will be supported and clear guidance provided by the Learning Advisors. Ongoing monitoring and collaboration will continue with Māori and Pacific leaders within the Equity and Ākonga Success division.
Establishment of Team Leader – Disability Support and Team Leader - Learning Advisor roles	Concerns highlighted that adding Team Leader roles would fragment management, reduce frontline advisor capacity and negatively impact the quality and timeliness of support for disabled students,	We acknowledge the concerns regarding the proposed Team Leader – Disability Support and Team Leader – Learning Advisor roles, particularly the potential impact on frontline capacity and the risk of fragmented service delivery.

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	who make up a significant portion of the student body.	In light of this feedback, the decision has been made not to proceed with establishing these Team Leader positions. Instead, leadership and coordination responsibilities will be managed within the revised structure under the Manager – Academic Services, with a focus on maintaining strong frontline support and ensuring timely, high-quality service for all ākonga, particularly those with disabilities.
Establishment of the Manager –Learning Services and Disability Services role	Feedback opposed the establishment of the Manager – Learning and Disability Services role, citing concerns about added management layers, reduced operational capacity and the loss of direct student support.	We acknowledge the concerns raised regarding the establishment of the Manager –Learning and Disability Services role, particularly in relation to potential increases in management layers and impacts on operational capacity and direct student support. After careful consideration, the decision is to proceed with establishing this role. This position is essential to provide integrated leadership across disability and learning support services, ensuring consistent delivery, improved coordination and a stronger strategic focus on inclusion. The role will also support the sustainability and quality of services by enabling staff to focus on their core advisory and support functions, ultimately enhancing outcomes for ākonga.
Advocacy for the Director – Disability and Inclusion or Associate Director – Disability role	There was advocacy for retaining the Director - Disability and Inclusion role, emphasising its importance for prioritising disabled learners' needs, policy compliance and resource allocation.	We acknowledge the advocacy for retaining the Director – Disability and Inclusion role or establishing an Associate Director position focused on disability inclusion. Feedback highlighted the importance of

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	Respondents recommended creating a strategic position for disability inclusion, similar to roles for other equity groups, to ensure effective support and alignment with institutional goals.	maintaining strategic visibility for disabled learners, ensuring policy compliance and enabling effective resource allocation. After careful consideration, the decision has been made to proceed with ending the fixed-term Director – Disability and Inclusion role at the end of the fixed-term period. The revised structure will embed responsibility for disability inclusion within the broader leadership of the Manager – Academic Services, ensuring alignment with other academic and learner support functions. This approach aims to maintain a strong focus on inclusion while streamlining leadership, prioritising resources towards frontline services, improving coordination and supporting sustainable delivery of services for all equity groups.
Disestablishing the Innovation and Reporting Coordinator role	Respondents emphasised the critical contribution of data-driven decision-making and learner support to the organisation and advocated for retaining this function.	We acknowledge the feedback highlighting the value of the Innovation and Reporting Coordinator role, particularly its contribution to data-driven decision-making and learner support. The decision is to disestablish the role; however, to ensure continuity and a considered transition, the position will temporarily move to the Organisational Planning and Performance team, reporting to the Director of Strategy, Planning and Performance until December 2025. During this time, current mahi and tools will be reviewed and access to key systems and resources will be maintained to support operational

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		consistency and learner success.
International Advisor functions	There was advocacy for creating a dedicated Manager – International Student Advisor role and consolidating international services to ensure compliance, provide comprehensive support and enhance the overall experience for international students at Ara.	We acknowledge the advocacy for a dedicated Manager – International Student Advisor role and the consolidation of international support services to strengthen compliance, coordination and the overall student experience. While the value of enhanced international student support is recognised, the decision at this time is to retain international student advisor functions within the existing Equity and Ākonga Success leadership structure. These services will continue to be delivered as part of an integrated model that supports all ākonga while ensuring regulatory compliance and responsiveness to the unique needs of international learners. Opportunities to further enhance international learner support will be explored as part of ongoing service development and performance review and may need to evolve further as Ara makes progress towards restoring international ākonga numbers to pre-COVID levels.
Proposed alternate structures	Feedback included suggestions for restructuring roles and departments to improve efficiency and support for students, such as an option for an alternate structure for Academic Support, creating an Associate Director – Disability and Academic Support and combining international services into one department. It also emphasised the need for culturally specific roles and	We appreciate the thoughtful suggestions regarding alternate structures, including proposals for an Associate Director – Disability and Academic Support, integration of international services and the introduction of culturally specific and wellbeing-focused roles. While these ideas reflect a strong commitment to

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	support structures for Pacific and Māori students and proposed new roles to enhance student engagement, mental health and wellbeing services.	improving support for ākonga, the decision is not to proceed with these suggestions. The new structure consolidates key support functions under the Manager – Academic Services and Manager – Pastoral Support and retains dedicated Māori and Pacific leadership through the existing Associate Director roles within Equity and Ākonga Success. This model ensures culturally responsive practice, operational efficiency and alignment with institutional priorities.
Wellbeing impacts	Respondents spoke about how the change proposal has affected the wellbeing of staff and raised ongoing workload concerns.	We acknowledge the feedback regarding the impact of the change proposal on staff wellbeing and the concerns raised about workload and change-related pressure. We take this feedback seriously and have underscored the importance of providing support to kaimahi through periods of transition. We are committed to maintaining open communication, providing appropriate support and working with People and Capability to monitor and manage workloads. The transition will be carefully phased to minimise disruption and ensure kaimahi are supported to adapt successfully to the new structure.
Process concerns	Respondents reflected on the change proposal process and the need for fairness and clarity throughout.	We acknowledge the reflections shared regarding the change process, particularly the importance of fairness, transparency and clear communication. While the process followed organisational policy and legislative requirements, we

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		recognise that change can be challenging and that clarity is essential. We are committed to continuous improvement and will use this feedback to strengthen future change processes, ensuring they remain inclusive, respectful and supportive of all kaimahi.
Southern campuses	Concerns were raised about the reduction of Student Advisor roles at southern campuses, emphasising the negative impact on support for international, Māori, Pacific and youth students and the need for specialised roles to address the unique needs of these demographics.	We acknowledge the concerns regarding changes to Student Advisor roles at the southern campuses and the potential impact on support for international, Māori, Pacific and youth ākonga. These learners are an important part of our community and their success remains a priority. To ensure continued and responsive support, the Student Advisor - Kaitaunaki (Southern) role (2.0 FTE in total) will be established. This role has been specifically designed to address the multi-dimensional needs of ākonga at our regional campuses, combining academic, career, pastoral and administrative support. It will work closely with the Southern campus team and the wider Equity and Ākonga Success division to ensure access to culturally appropriate and learner-centred support services.
Pastoral Care of Tertiary and International Learners Code of Practice compliance	Respondents emphasised the critical need for dedicated roles to ensure compliance with the Pastoral Care Code and to provide comprehensive support for international, disabled and high-needs students.	We acknowledge the feedback about the importance of ensuring compliance with the Pastoral Care of Tertiary and International Learners Code of Practice, particularly in supporting international, disabled and high needs ākonga. We remain committed to upholding our obligations under the Code and ensuring all learners have access to appropriate, timely and inclusive support.

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		The new structure retains responsibility within the Equity and Ākonga Success division to ensure Code compliance is embedded across all student support services. Functions supporting international, disabled and high-needs learners have been retained and integrated into a coordinated model that strengthens institutional accountability, service delivery and learner outcomes. Ongoing training, monitoring and continuous improvement processes will ensure sustained compliance and quality care for all ākonga.
Advocacy for retaining a qualified Careers and Transition team	Respondents emphasised the essential nature of the Careers and Employment team in supporting learner success, fostering industry connections and enhancing the institution's reputation.	We acknowledge the strong advocacy for retaining a qualified Careers and Employment team and the feedback emphasising the critical role this function plays in supporting learner success, fostering industry connections and enhancing Ara's reputation. In response, while the decision remains to integrate career and transition support into the responsibilities of Student Advisor – Kaitaunaki roles within the Equity and Ākonga Success division, we are also introducing a new Student Advisor - Transition and Pathways role. This position will provide specialised support to assist learners in navigating transitions into, through and beyond their study, ensuring strong pathways to employment or further education. Together, these changes will form a more

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		integrated and sustainable model that focuses on career readiness, personalised guidance and alignment with our strategic goals.
Student Advisors	Feedback emphasised the critical need for retaining specific roles such as the Pacific Navigator and Trades Pacific Support/Cultural Advisor to provide tailored support for Pacific learners and highlighted concerns about the proposed relocation of Student Advisor roles from Ashburton to Timaru. It also called for including event support functions in all Kaitaunaki roles, removing in-depth wellbeing provisions from these roles and maintaining Student Advisor Frontline roles to ensure timely and accurate support for students.	We acknowledge the feedback emphasising the importance of retaining culturally-specific support roles, such as the Pacific Navigator and Trades Pacific Support or Cultural Advisor, as well as concerns about the proposed relocation of Student Advisor roles and the scope of responsibilities within Kaitaunaki roles. The decision has been made to proceed with integrating Student Advisor services under the Equity and Ākonga Success division, with a continued commitment to culturally responsive and regionally accessible support. While some roles will be realigned to enhance service consistency and efficiency, the unique needs of Pacific ākonga will remain a priority and be actively supported through the leadership of the Associate Director Pacific Success. Opportunities to strengthen cultural advising roles will be reviewed in the implementation phase. Student Advisor - Kaitaunaki (Southern) roles (2 FTE) based in Timaru will be established to ensure localised support for regional campuses. However, to ensure continuity and a considered transition, the roles of Student Advisor – Frontline within the Oamaru and Ashburton campuses will have a deferred redundancy until September 2025. During

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		this time, responsibilities and campus specific requirements will be reviewed to ensure a smooth transition to new structures. Kaitaunaki roles will include event support responsibilities, while in-depth wellbeing functions will remain the responsibility of dedicated pastoral care roles and external providers, ensuring role clarity and appropriate boundaries. Student Advisor Frontline functions will be retained and strengthened to ensure timely, accurate and welcoming support for all ākonga. These changes aim to enhance service integration while respecting the diversity of learner needs across Ara.
Selection processes – general	Respondents talked about the importance of considering leadership styles, streamlining the interview process and incorporating cultural competencies in recruitment to build a culturally competent workforce.	We acknowledge the feedback on the importance of culturally informed, efficient and values-aligned selection processes. Respondents highlighted the need to consider leadership styles, streamline interview processes and embed cultural competency as a core criterion in recruitment. We remain committed to fostering a culturally competent and inclusive workforce. As part of the implementation of the new structure, we will work closely with People and Capability to ensure that recruitment processes: • Reflect our organisational values and commitment to Te Tiriti o Waitangi

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		• Prioritise cultural capability and inclusive leadership • Are transparent, efficient and fit-for-purpose. These enhancements will support the appointment of leaders and kaimahi who are well equipped to serve and support our diverse ākonga and communities.
Ringfenced selection processes – Learning Advisors team	Feedback emphasised the need for voluntary redundancy options, accurate FTE calculations and flexibility in the selection process to reduce distress among team members. It also highlighted the importance of maintaining specific FTE allocations for roles such as Learning Advisor Maths and Generalist – Woolston to ensure adequate student support.	We acknowledge the feedback regarding the ringfenced selection process for the Learning Advisors team, including requests for voluntary redundancy options, accurate FTE calculations and greater flexibility to minimise staff distress. The importance of retaining key roles such as Learning Advisor – Maths and Generalist – Woolston—was also strongly emphasised to ensure ongoing student support. In response to this feedback, we have increased the Learning Advisor team to 11.0 FTE, affirming our commitment to maintaining and strengthening academic learning support. This decision ensures that we are not reducing our investment in this critical function and reflects our focus on supporting student success across all campuses and for our priority learner groups. On the basis of the decision not to disestablish Learning Advisor roles, the ring-fenced selection process for Learning Advisors will not be proceeding.
Pacific Achievement office and Pacific Support Advisors	Feedback highlighted the significant achievements of the Pacific Achievement Office's	We acknowledge the feedback and recognise the significant contributions of the Pacific

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	initiatives at Ara, such as increased retention and course completion rates through programmes like Cultural Home and Elevation Pasifika. Concerns were expressed about the proposed reduction in specialist Pacific roles, which respondents believe will negatively impact support for Pacific learners, emphasising the need to maintain and expand these roles to ensure continued success and inclusivity.	Achievement team and the impact of initiatives such as Cultural Home and Elevation Pasifika on Pacific learner success. After careful consideration, the decision is to proceed with the proposed changes to the Pacific Achievement team. This includes disestablishing the Pacific Projects Team Leader, Senior Pacific Education Navigator, Pacific Navigator and Student Advisor/Pacific Cultural Advisor roles and creating 1.5 FTE Advisor – Pacific Success roles reporting to the Associate Director – Pacific Success. These changes are designed to deliver a more strategically aligned and culturally responsive support model, ensuring that Pacific ākonga continue to receive high-quality, meaningful support in partnership and collaboration with the Learning and Disability Services and Pastoral Support teams. Pastoral care functions will be integrated into the Pastoral Support team, creating a more cohesive and coordinated service delivery model. We remain strongly committed to the success of Pacific learners and will continue to work closely with Pacific leaders, stakeholders and communities to uphold this commitment.

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Summary of feedback from people outside the Ākonga Success, Māori Success and Pacific Achievement teams

A total of 39 pieces of out-of-scope feedback (from people outside the impacted teams) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email.

Key themes, or recurring topics from in-scope feedback include:

Theme	Feedback	Response and any decisions from feedback
Advocacy about the importance of Learning Services	Many respondents emphasised the critical role of Learning Services in supporting students, particularly those with learning difficulties or disabilities. Respondents highlighted that Learning Services staff provide essential support in areas like mathematics and theoretical components, which are crucial for the success of students in trades and other demanding programmes. Without this support, several students would likely fail to complete their courses. Respondents highlighted that current staff are already stretched thin and further reductions would lead to longer wait times for students seeking support, which could affect their motivation and academic performance. Respondents were strongly opposed to reducing FTE of staffing within this team.	We acknowledge the strong advocacy for Learning Services and the critical support it provides to ākonga, particularly those with learning difficulties, disabilities, or studying in high-demand programmes such as trades. In recognition of this essential function, the decision has been made to increase Learning Advisor roles to 11.0 FTE, ensuring we do not reduce our investment in learning support. This decision reflects our commitment to providing timely, high-quality academic assistance and responds directly to concerns around staff workload, student wait times and the need for equitable access to learning support across all programmes. The revised structure strengthens our ability to deliver integrated, accessible and learner-centred support that contributes meaningfully to ākonga success.
Impact on Māori and Pacific students	A significant theme in the feedback is the potential negative impact of the proposed changes on Māori and Pacific students. Respondents expressed concerns that the reduction in dedicated support roles for these groups would create additional barriers to their success. The current support structures, such as the Tuakana-Teina programme, are seen as crucial for	We acknowledge the strong and heartfelt feedback about the potential impact of the proposed changes on Māori and Pacific ākonga. In response, while some structural changes will proceed, we remain firmly

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	fostering a sense of belonging and providing culturally-responsive support. Respondents argued that integrating Māori and Pacific support under a general disability services umbrella is inappropriate and disrespectful. They emphasised the need for specific, culturally-aware support systems that recognise the unique challenges faced by these students. The feedback suggested that the proposed changes could lead to decreased retention and completion rates among Māori and Pacific students, undermining Ara's commitment to equity and inclusion.	committed to equity, inclusion and culturally grounded support for Māori and Pacific learners. Dedicated leadership will be retained through the Associate Director – Māori Success and Associate Director – Pacific Success, who will continue to guide, oversee and advocate for culturally responsive initiatives across the institution. Cultural support will not be absorbed into general disability services. Instead, Māori and Pacific learner needs will be met through purposeful, aligned support systems that reflect the principles of Te Tiriti o Waitangi and Pacific learner success frameworks. Programmes such as Tuakana-Teina will be reviewed by Māori and Pacific leaders to ensure their continued delivery in ways that are respectful, culturally grounded and impactful. We remain committed to ensuring that any changes made do not compromise our obligations to Māori and Pacific communities or diminish the outcomes and experiences of ākonga.
Equity and inclusion	Respondents expressed concerns that the proposed changes would undermine Ara's commitment to these principles. They argued that reducing dedicated support roles for priority learners, such as Māori, Pacific and students with disabilities, would create inequities in access to support services. Respondents emphasised the importance of maintaining specialised roles that provide culturally responsive and tailored support to diverse student groups. They suggested that the proposed changes	We acknowledge the concerns raised about the potential impact of the proposed changes on Ara's commitment to equity and inclusion. In response, the final structure has been designed to embed equity at the centre of service delivery, rather than diminish it. Dedicated leadership for Māori and Pacific success will be retained through the

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	could lead to a one-size-fits-all approach that fails to address the unique needs of different learners, ultimately affecting their academic success and well-being.	Associate Director – Māori Success and Associate Director – Pacific Success, with targeted roles supporting implementation. For disabled learners, services will be led by the Manager – Academic Services, ensuring coordinated and specialised support remains available. These changes aim to streamline operations while protecting and enhancing the cultural and equity priorities that underpin Ara's Vision 2030. Tailored, culturally-informed support will remain a key to our learner experience and we will continue to evaluate and evolve these services to ensure they meet the needs of all ākonga.
Impact on student wellbeing and success	Respondents highlighted that the support provided by Learning Services and other dedicated roles is crucial for students' mental health and overall well-being. They noted that many students face significant challenges, such as anxiety, ADHD and other learning difficulties, which require specialised support. The feedback suggests that reducing support services would place additional pressure on students, potentially leading to higher dropout rates and lower academic performance. Respondents argued that maintaining robust support services is essential for fostering a positive learning environment and ensuring that all students have the opportunity to succeed.	We acknowledge the significant concerns raised about the impact of the proposed changes on student wellbeing and success. In recognition, we have decided to increase the Learning Advisor team to 11.0 FTE, ensuring that we continue to invest in academic learning support. This decision directly responds to concerns about service capacity, wait times and equitable access to support. Specialist services for disabled and high-needs learners will be retained and led by the Manager – Academic Services, ensuring continued access to informed, inclusive support. We are committed to fostering a safe, positive and empowering learning environment where all ākonga

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		are supported to succeed both academically and personally.
Impact on Careers and Transition services	Respondents emphasised the critical role of Careers and Transition services in supporting ākonga through personalised career guidance, skill development and industry connections to ensure successful transitions from education to employment. They highlighted the importance of retaining qualified career development practitioners to provide high-quality career support and the potential negative impact of disestablishing these roles on student success and employability.	We acknowledge the feedback highlighting the vital role that Careers and Transition services play in supporting ākonga through personalised guidance, skill development and industry engagement. In response, while the decision has been made to disestablish the standalone Careers and Employment team, career and transition support will not be diminished. These functions will be integrated into the Student Advisor - Kaitaunaki roles within the Equity and Ākonga Success division, ensuring they become part of a more holistic, wraparound support model. To strengthen this integration, we will also introduce a new Student Advisor - Transition and Pathways role, providing specialised support to guide learners through education and into employment or further study. This revised approach maintains our commitment to high-quality career support while enhancing service accessibility and sustainability across the learner journey.
Te Tiriti and cultural considerations	Respondents emphasised the need for dedicated roles and resources to support Māori and Pacific learners, highlighting the significance of cultural competency and representation. There were concerns about the potential reduction of culturally-specific roles, which could undermine efforts to provide equitable and inclusive education.	We acknowledge and respect the feedback regarding the critical importance of Te Tiriti o Waitangi obligations, cultural competency and the need for dedicated roles that support Māori and Pacific ākonga. In response, we will retain senior Māori and Pacific leadership roles through the Associate Director – Māori Success and Associate Director

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		– Pacific Success, who will continue to guide and embed culturally responsive practice across the organisation. While some structural adjustments are being made to enable integrated and sustainable service delivery, the current investment in Māori and Pacific advising functions will not be reduced. We remain committed to providing culturally grounded, inclusive education and ensuring that all support systems reflect the unique identities, aspirations and needs of Māori and Pacific learners. These values remain central to Ara's Vision 2030 and our ongoing commitment to equity and partnership.

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Ngā whakatau | Decisions

1. **Integration of teams**
    - We proposed integrating the Ākonga Success, Māori Success and Pacific Achievement teams, forming a unified and cohesive structure. This change aims to strengthen our strategic focus on Māori Success, Pacific Success, iwi partnerships and Student Services, bringing together key ākonga support functions under one leadership umbrella, ensuring that academic, cultural and pastoral support services work in cohesion to improve retention, completion and progression rates.

    - **Decision:**
        - **Confirmed** – The integration of these teams will proceed as proposed. This unified structure will enhance collaboration, improve service delivery and ensure a coordinated approach to supporting equity-priority ākonga across Ara.

2. **Reduction and realignment in local executive leadership**
    - We proposed to join the functions previously associated with the roles of Executive Director – Ākonga Success (vacant) and Executive Director – Treaty Partnerships (vacant) and establish a new role of Director – Equity and Ākonga Success. This role is designed to champion and embed equity-focused initiatives, strengthen community and iwi partnerships and drive evidence-based strategies that enhance ākonga wellbeing and success, especially for our priority learner groups. This new position elevates the importance of ākonga support and success, embedding Te Tiriti o Waitangi principles, ensuring culturally responsive education and training practices and inclusive ākonga experiences at Ara. This role will hold the strategic mandate to influence and enhance cultural competency across Ara and guide all kaimahi in upholding equity and inclusion.
    - We proposed to realign the fixed-term role of Associate Director – Māori Success to report to the Director – Equity and Ākonga Success. This position is intended to lead initiatives that empower Māori ākonga, enhance institutional cultural competency and strengthen the strategic positioning of Māori success throughout the organisation. We anticipate that this transformation will provide a more structured and effective approach to maximising benefits and opportunities for Māori success. The emphasis on integration, embedment and the capacity to influence change from within the Equity and Ākonga Success team, rather than from the periphery, is crucial in ensuring equity across priority ākonga groups while enhancing Ara's capability and broader connections
    - We proposed to realign the role of Director – Pacific Achievement with an updated position description and position title of Associate Director – Pacific Success. This role would report to the Director – Equity and Ākonga Success and is designed to lead initiatives that empower Pacific ākonga, foster institutional cultural competency and strengthen the strategic positioning of Pacific success across the whole organisation. We anticipate this change will ensure a more structured, aligned and effective approach to Pacific Success. This leadership role will mirror the responsibilities of the Associate Director - Māori Success, ensuring equity across priority ākonga groups and lifting Ara's capability and connection more broadly.

    - **Decision:**

        - **Confirmed** – The proposed changes to local executive leadership will proceed. The establishment of the Director – Equity and Ākonga Success role and the realignment of Associate Director – Māori Success and Associate Director – Pacific Success roles will strengthen Ara's ability to

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deliver on equity commitments, improve strategic leadership across priority learner groups and embed inclusive practices that support ākonga success organisation-wide.

3. **Realignment of functions into Corporate Services**
    - We proposed to move three existing functions within Ākonga Success into the Corporate Services division, ensuring better alignment of functions and a stronger focus on academic and pastoral support within the Equity and Ākonga Success teams:
        - Health Centre
        - Early Learning Centre
        - Recreation Centre.
    - We proposed to realign the role of Art Curator (0.4FTE) within corporate services functions, reporting to the Head of Facilities Management, rather than into the creative arts teaching delivery function. This change is designed to ensure integrated space management, streamlined maintenance and preservation of artworks and strategic budget allocation.

    - **Decision:**
        - **Confirmed** – The proposed realignment of the Health Centre, Early Learning Centre, Recreation Centre and Art Curator functions into the Corporate Services division will proceed. These changes will enhance operational efficiency, ensure clearer accountability and enable the Equity and Ākonga Success teams to focus more fully on their strategic mandate to support ākonga success and wellbeing.

        - The Art Curator role will move into the Corporate Services division under the leadership of the Head of Facilities Management. This change reaffirms that the primary focus of faculties is on teaching and academic excellence, while ensuring the Art Curator maintains a strong and collaborative connection with faculty colleagues to support integration of Ara's art collection within teaching and learning environments.

4. **Reduction in senior leadership**
    - We proposed to reduce the number of senior leadership roles within the team at the third tier from four to two:
    - We proposed to disestablish the roles of Manager – Student Pastoral Support and Manager – Student Transition, Accommodation and Recreation and establish a single role of Manager – Pastoral Support and Accommodation. This role will oversee a more integrated, ākonga-focused support system, unifying pastoral, advisory and accommodation services, providing a seamless experience for ākonga.

    - **Decision**
        - **Confirmed -** The consolidation of third-tier leadership roles will proceed as proposed with an amendment to the proposed new role title to Manager – Pastoral Support. The new Manager – Pastoral Support role will strengthen integration across services, improve efficiency and enhance Ara's ability to deliver consistent, high-impact support to ākonga.

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- We proposed that the role of Manager – Academic Support will report to the Director – Equity and Ākonga Success, with minor changes to the role as outlined below.

- **Decision:**
  - **Confirmed -** The realignment of the Manager – Academic Support role will proceed as proposed with an amendment to the proposed title to Manager – Academic Services. This change strengthens alignment with Ara's academic inclusion and learner success strategies, ensuring cohesive leadership across academic and ākonga support functions**.** The team will be named 'Academic Services'.

- We proposed to conclude the fixed-term roles of Director – Ākonga Success and Director – Disability and Inclusion. The functions of the Director – Ākonga Success role are proposed to be included in the new role of Director – Equity and Ākonga Success, while the functions of the Director – Disability and Inclusion are proposed to be included across the roles of Director – Equity and Ākonga Success and Manager – Academic Services and Inclusion. Support for disabled learners is unified as a function of the Academic Services and Inclusion team.

- **Decision**

  - **Confirmed** – The reduction and realignment of senior leadership roles within the Equity and Ākonga Success team will proceed as proposed. These changes simplify leadership layers, enhance functional integration and focus leadership capacity on delivering high-quality, learner-centred support. The new structure reinforces Ara's commitment to strategic leadership in equity, academic inclusion and pastoral care, while improving efficiency and ensuring sustainability across student support services.

5. Realignment and consolidation of functions

Pacific Achievement

- We proposed to disestablish the roles of Pacific Projects Team Leader, Senior Pacific Education Navigator, Pacific Navigator and Student Advisor / Pacific Cultural Advisor within the Pacific Achievement team and establish a new role of Advisor – Pacific Success (1.5FTE) reporting to the Associate Director – Pacific Success. This change is designed to ensure a more focused, strategic approach to enhancing Pacific achievement, embedding equity and fostering stronger community partnerships. Pacific ākonga pastoral support functions will be undertaken by the Pastoral Support and Accommodation team, ensuring a more cohesive approach to supporting the ongoing success and wellbeing of Pacific ākonga and communities.

- **Decision**
  - **Confirmed –** The changes to the Pacific Achievement team will proceed as proposed. The new structure supports a more strategically aligned, culturally responsive and coordinated approach to Pacific success, ensuring Pacific ākonga receive meaningful, integrated support that

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reflects their needs and aspirations, delivered in partnership with the Learning and Disability Services and Pastoral Support teams.

Student Support

- We proposed to disestablish the role of Manager – Student Advisors and unify all student advisors under a new role Manager - Student Advisory Services, with two team leaders. This role is designed to enhance student advisory functions and provide clearer leadership, instead of separate managers or team leaders overseeing different ākonga groups (e.g., Māori, Pacific, Youth, International). This ensures consistent and equitable support across all ākonga demographics.

- **Decision**
  - **Confirmed -** The restructure of student advisory leadership will proceed as proposed. The new Manager – Student Advisory Services role, supported by two Team Leaders, will enable a more cohesive and integrated model for delivering pastoral, academic and transition support to all learners.

- We proposed to disestablish the Student Advisor and Student Support Navigator roles (of varying titles), excluding Youth, within the Māori and Pacific and Student Life teams and establish a new role of Student Advisor – Kaitaunaki (6FTE). This new role is designed to ensure easy access to consistent support across all areas of pastoral support, including wellbeing and transition.

- **Decision**
  - **Confirmed** – The disestablishment of existing roles and the establishment of the Student Advisor – Kaitaunaki positions will proceed as proposed. This unified model strengthens the consistency and accessibility of ākonga support, enabling a more streamlined, culturally responsive and learner-centred experience across Ara.

- We proposed including specialists in Māori and Pacific communities within the Pastoral Support and Accommodation team. The 6FTE Student Advisor – Kaitaunaki roles are proposed to include 4FTE Māori and 2FTE Pacific specialist roles. This will ensure dedicated expertise and culturally responsive practices are integrated into Ara's pastoral support strategies, strengthening outcomes for these priority groups.

- **Decision**
  - **Confirmed -** The inclusion of Māori and Pacific specialists within the Student Advisor – Kaitaunaki team will proceed as proposed. This change reinforces Ara’s commitment to equity, cultural competency and meaningful support for Māori and Pacific ākonga, embedding dedicated expertise within a unified, ākonga-centred support structure**.**

- We proposed to disestablish the role of Team Leader – Student Life and unify the functions of this role and team into new roles of Coordinator – Student Voice and Coordinator – Student Events.

- **Decision**
  - **Confirmed –** The disestablishment of the Team Leader – Student Life role and the creation of the Coordinator – Student Voice and Coordinator –

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Student Events roles will proceed as proposed. This change will improve coordination, clarify responsibilities and ensure more targeted delivery of initiatives that enrich the ākonga experience.

- We proposed that student support and support for the wellbeing of ākonga is clarified as a responsibility of all roles within the Pastoral Support and Accommodation team.

- **Decision**
  - **Confirmed -** The clarification of student support and ākonga wellbeing as a responsibility shared by all members of the Pastoral Support team will proceed. This ensures a unified approach to supporting learner wellbeing, aligned with Ara's commitment to equity, inclusion and ākonga success**.**

Accommodation

- We proposed integrating residential ākonga accommodation into the new Pastoral Support and Accommodation team, fostering collaboration and operational efficiency of our pastoral support for residents. Ākonga accommodation services will maintain the dedicated live-in Manager - Student Accommodation, ensuring housing remains a key area of ākonga well-being.

- **Decision**
  - **Confirmed -** The integration of ākonga accommodation into the Pastoral Support team will proceed as proposed. This approach strengthens support for residential ākonga while maintaining a dedicated focus on housing as a key area of wellbeing.

Academic Support

- We proposed minor changes to the position description for the Manager – Academic Support and a change of title to Manager - Academic Services and Inclusion. The re-focusing of this role is designed to ensure strategic alignment, operational efficiency and holistic oversight of academic learning services, disability and inclusion and library and information functions.

- **Decision**
  - **Confirmed –** The revised role and revised title of Manager – Academic Services will proceed as proposed with an amendment in title to Manager – Academic Services. This change will enhance leadership across key academic and support services, ensuring a cohesive and learner-centred approach aligned with Ara's strategic priorities**.**

- We proposed to disestablish the roles of Manager – Learning Services and Manager – Disability Services and establish a single role of Manager – Learning and Disability Services. This unified role is designed to enable seamless and integrated service delivery. A holistic approach to academic and disability services will strengthen inclusion and accessibility for all ākonga.

- **Decision**
  - **Confirmed -** The disestablishment of the two existing roles and establishment of the Manager – Learning and Disability Services role will proceed as proposed. This integrated model will improve service

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coordination and ensure consistent, inclusive support that meets the diverse needs of Ara's ākonga

- We proposed this role will be supported by two team leaders, Team Leader - Disability Services and Team Leader - Learning Advisors, who will provide day-to-day operational leadership.

- **Decision**
  - **Will not proceed** – The proposed establishment of two Team Leader roles to support the Manager – Learning and Disability Services will not proceed. Operational leadership will be managed within the existing structure and ongoing needs will be monitored to ensure service delivery remains effective and responsive.

- We proposed to disestablish the role of Senior Disability Advisor and establish a role of Team Leader – Disability Services.

- **Decision**
  - **Partially confirmed** – The disestablishment of the **Senior Disability Advisor** role will proceed as proposed. However, the proposed **Team Leader – Disability Services** role will not proceed. Operational leadership within Disability Services will be maintained through the existing structure, with oversight provided by the Manager – Learning and Disability Services.
  - Instead, we will establish a 1.0 FTE Disability Advisor position to provide front-line support to ākonga. The position description will mirror the position description for existing Disability Advisors.

- We proposed to disestablish the roles of Disability Facilitator – Academic and incorporate the functions of these roles into the Disability Services team. Providing information, advice and guidance to kaimahi who teach and support disabled ākonga is clarified as a responsibility of all Disability Advisors and the Team Leader.

- **Decision**
  - **Confirmed** – The disestablishment of the Disability Facilitator – Academic roles will proceed as proposed. These responsibilities will now sit with the Disability Advisors, who will continue to provide expert guidance and support to teaching and support kaimahi working with disabled ākonga**.**
  - The previously proposed Team Leader – Disability Services role, which was to support this transition, will not proceed. Operational leadership will instead be provided through the existing team structure under the oversight of the Manager – Learning and Disability Services, ensuring continuity of service and support.

- We proposed to reduce the number of Learning Advisor roles from 9.7FTE to 7FTE, plus the Team Leader – Learning Advisors role.

- **Decision**
  - **Will not proceed** – The proposed reduction in Learning Advisor roles and establishing a Team Leader role will not proceed. Instead, Ara will **invest in strengthening learning support,** with the change of Learning Advisor roles from the proposed 8 FTE (including Team Leader) to **11.0 FTE**. This decision reflects a commitment to upholding academic support services and better meeting the diverse learning needs of ākonga across the institution.

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- The team will support all ākonga and include subject matter specialists of 3.5 FTE Generalist, 0.5 FTE Woolston, 4.0 FTE Māori, 1.5 FTE Pacific and 1.0 FTE Maths.

- We proposed that Academic Services and Inclusion will maintain the Southern campus-based role of Learning and Disability Advisor (0.5FTE), working collaboratively across the team to enable access to learning and disability support for all Southern campus-based ākonga.

- **Decision**
  - **Confirmed** – The continuation of the 0.5 FTE Learning and Disability Advisor role for Southern campuses will proceed as proposed. This ensures dedicated, localised support remains available for Southern ākonga while maintaining alignment with Ara's institution-wide inclusion and accessibility strategy.

- We proposed to disestablish the role of Innovation and Reporting Coordinator. Other existing roles and functions within the organisation can facilitate data collection and reporting and assist learner support kaimahi to improve digital capability and teaching and learning resources, with a whole of organisational lens, rather than being embedded into a single department.

- **Decision**
  - **Confirmed -** The disestablishment of the Innovation and Reporting Coordinator role will proceed. The role will transition to the Strategy Planning and Performance team and report to the Director of Strategy, Planning and Performance until December 2025, when the role will cease. During this transition period, the current mahi and tools will be evaluated and continuity of access to key systems and resources will be maintained to support learner success and operational consistency**.**

- We proposed to expand the responsibilities of the Disability Resource Coordinator to include resource coordination of all disability and peer support services, including Tuakana Teina Peer Tutoring, Peer Assisted Study Scheme (PASS) and Pacific Peer Tutoring. We proposed minor changes to the position description and a change in title to Coordinator – Peer Support and Disability Services. This role is designed to ensure a consolidated and consistent peer and disability support function while reducing administrative tasks for Learning Advisors and pastoral support teams, enabling those roles to instead focus on their core responsibilities.

- **Decision**
  - **Confirmed -** The proposed changes will proceed. The updated Coordinator – Peer Support and Disability Services role will provide centralised coordination of peer and disability support services, improving efficiency, consistency and learner access to academic and wellbeing supports.

6. Southern campus student support functions

- We proposed disestablishing the Southern campus-based roles (Ashburton, Timaru and Oamaru) of Student Advisor – Frontline and International Student Services Officer and establishing a new role of Student Advisor – Kaitaunaki (Southern). This role mirrors the responsibilities of Christchurch-based roles, as well as providing administrative support for Southern campus operations, ensuring ākonga receive consistent support across all areas of pastoral support, including wellbeing and

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transition and meeting the unique needs of ākonga and kaimahi across Southern campuses.

- We proposed to reduce the number of roles providing pastoral support services for Southern campuses from 4.4FTE to 2FTE and to align the position descriptions for these roles with the position descriptions for pastoral support roles across Christchurch campuses, while retaining Southern campus-specific responsibilities. This approach will ensure efficient resource use while maintaining the availability of pastoral support and advisory services at Southern campuses. Enhanced use of technology will enable effective pastoral support from Christchurch. Ākonga will experience a seamless and connected approach to pastoral support across all campuses.

- **Decision**

  - **Confirmed** – The realignment of student support functions for Southern campuses will proceed as proposed. These changes will ensure a consistent, integrated approach to ākonga support across all Ara campuses while improving operational efficiency and maintaining a strong commitment to regional delivery. The new Student Advisor – Kaitaunaki (Southern) roles will be based in Timaru and play a key part in supporting Southern learners and sustaining campus operations in partnership with central teams.
  - To ensure continuity and a considered transition, the roles of Student Advisor – Frontline within the Oamaru and Ashburton campuses will have a deferred redundancy until September 2025. During this time, responsibilities and campus specific requirements will be reviewed to ensure a smooth transition to new structures.

7. Centralisation and realignment of administrative resources

- We proposed centralising administrative support, ensuring improved efficiency, consistency and reduced task duplication. This will foster consistency in operations, enable cross-functional collaboration and optimise resource allocation.
- We proposed that the roles of Administrator – Academic Support and Administrator – Student Services will report to the Director – Equity and Ākonga Success, providing effective administrative support across the whole team.
- We proposed to relocate the role of Reporting Coordinator to Central Administration and Registry. This change is designed to enable a standardised approach to reporting, as well as ensure all reporting is aligned with Tertiary Education Commission and Ministry of Education requirements, metrics and institutional targets.

- **Decision**

  - **Partially confirmed** – The centralisation and realignment of the Administrator – Academic Support and Administrator – Student Services to report to the Director – Equity and Ākonga Success will not proceed as proposed. Instead, these positions will remain embedded within their respective teams to support the transition to the new structure and ensure continuity of service. The Administrator - Academic Support will report to the Manager – Academic Services and the Administrator – Student Services will report to the Manager – Pastoral Support. There are no changes to current position descriptions for these roles. This approach aims to uphold the high standard of support currently provided. This decision will be revisited once the Director – Equity and Ākonga Success is

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appointed, at which point we will reassess the structure to ensure it continues to meet the needs of our ākonga and kaimahi effectively.

- The Reporting Coordinator role will formally shift to Central Administration and Registry. This move ensures a consistent, institution-wide approach to data reporting, aligned with Tertiary Education Commission and Ministry of Education requirements and supports greater integration with Ara's central performance, planning and compliance functions.

8. Youth and Ākonga Support functions

- We proposed minor changes to the position description for Student Advisors – Kaitaunaki/Youth. These roles mirror the responsibilities of other Student Advisor – Kaitaunaki roles, focusing on the youth portfolio, ensuring all ākonga receive consistent support across all areas of pastoral support, including wellbeing and transition.
- We proposed to increase our support for youth ākonga by increasing the number of Student Advisors – Kaitaunaki (Youth) to 6FTE. This is an overall increase of 2FTE compared to the current number of roles, plus one fixed-term role that would become permanent (vacancy).

- **Decision**

  - **Confirmed –** The proposed position description changes for the Student Advisor – Kaitaunaki (Youth) roles will proceed. These updates support a unified ākonga support approach and reinforce our commitment to ensuring youth learners receive consistent, high-quality pastoral care.
  - **Not proceeding** – Ara has confirmed that the proposed increase in FTE for the Student Advisor – Kaitaunaki (Youth) roles will not go ahead at this time. Current resourcing levels will be maintained, with ongoing demand monitoring to inform future planning and investment in this area.

9. Student Voice and Events functions

- We proposed to disestablish the role of Student Advisor – Student Voice and establish a new role of Coordinator - Student Voice. This role is designed to lead and coordinate initiatives that amplify the ākonga voice, ensuring diverse ākonga perspectives are heard and actioned across Ara. The role will oversee and provide team leadership for Student Ambassadors (which includes support for events, communications and student council) and Coordinator - Ākonga Wellbeing and Health Promotion (fixed term).
- We proposed to establish two new roles of Coordinator – Student Events (1.5FTE). These roles are designed to plan, coordinate and deliver a dynamic calendar of ākonga events to enrich the campus experience and foster internal ākonga community engagement. These roles will ensure all events are inclusive and reflect the diverse cultural, social and academic needs of ākonga, including Māori, Pacific, international ākonga and those with disabilities. Responsibility for external-facing events (e.g. engagement events, careers expos, open days) remains the responsibility of the Marketing, Engagement and International team.

- **Decision**

  - **Confirmed -** The proposed changes to student voice and events functions will proceed. These changes will strengthen Ara's capacity to deliver inclusive, high-quality student experiences, improve representation of ākonga voices and ensure events reflect the diversity and needs of our learner communities. The realigned structure supports enhanced

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coordination, clarity of responsibility and improved integration with Ara's broader engagement strategies.

10. Careers and Transition functions

- We proposed to disestablish the Careers and Transition team and the Coordinator – Employment and Apprenticeships role and integrate the functions of Careers, Employment and Transition services into the core responsibilities of Student Support Advisors. This realignment will be led by the Student Advisory Services group, which will provide a broad range of ākonga support, including academic guidance, career readiness and pastoral care.
- We proposed to engage strategic partnerships, targeted events and Software-as-a-Service (SaaS) solutions to meet these needs more effectively.

- **Decisions**
  - **Confirmed –** The disestablishment of the Careers and Transition team and integration of its functions into the Student Advisor model is affirmed. In recognition of the importance of dedicated support for career and transition pathways, a new Student Advisor - **Transition and Pathways** role will be added to the Student Advisor team. This role will enhance the team's capacity to deliver targeted support for ākonga transitioning into employment, apprenticeships, or further study, while maintaining a unified and student-centred approach.

11. Travel Partner

- We proposed that the **Travel Partner** would coordinate all travel-related activities at Ara. As we expand our local and international reach, a coordinated, strategic approach to travel management is essential. This role will ensure all travel arrangements align with institutional policies, financial sustainability goals and risk management requirements. The Travel Partner will collaborate with faculties and business divisions to manage bookings, oversee compliance and optimise travel processes for efficiency and cost-effectiveness. This role will not only provide oversight of all travel bookings but also strengthen relationships with vendors, negotiate better rates and ensure a seamless experience for kaimahi.

- **Decision**
  - **Confirmed, with amendments** – We confirm this role will proceed, with a minor amendment to the title 'Coordinator - Travel and Administration' and a broadened scope to provide administrative support across the Corporate Services team, as needed. We also confirm that it reports to the Director of Corporate Services.

12. Policy and Process Partner

- We proposed the Policy and Process Partner as a proactive and people-focused role designed to empower kaimahi across Ara to confidently navigate policies and procedures. By fostering a culture of clarity, collaboration and shared responsibility, this role would ensure that policies are not just documents but are lived and understood in daily practice. Sitting in the Strategy, Planning and Performance division, the Policy and Process Partner will work alongside teams to embed policies in a way that keeps kaimahi safe, connected and ready when they need to implement procedures. This role will strengthen policy cohesion, prevent issues before they escalate and enable kaimahi to work with confidence and consistency.

- **Decision**

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- **Confirmed** – We confirm this role will proceed and that it reports to the Complaints and Policy Coordinator as proposed.

Summary

We want to acknowledge the thoughtfulness, care and advocacy reflected throughout the consultation process. Your feedback has shaped our direction and helped ensure that our focus remains firmly on what matters most: the success and wellbeing of our ākonga.

This restructuring brings together Māori Success, Pacific Achievement and Student Services into one unified division under the leadership of the new **Director – Equity and Ākonga Success**. This change is about strengthening our collective impact, ensuring that academic, cultural and pastoral support is better connected, more visible and more responsive to the needs of all ākonga across Ara.

Acknowledging and accepting that our resources are limited, we are needing to prioritise our investment into the services that make a meaningful difference to learner success, increasing our **Learning Advisor team to 11.0 FTE**, refining roles such as the **Student Advisor – Kaitaunaki**, introducing a **Student Advisor - Transition and Pathways** and maintaining strong leadership through the **Associate Directors for Māori and Pacific Success**. These decisions reflect our ongoing commitment to equity, inclusion and culturally-grounded support.

Some roles will change and some will conclude. We acknowledge the significance of this for the individuals and teams affected. These changes are not a reflection of the value of the mahi that has come before, but rather a step toward a more connected, sustainable model that honours the aspirations of our ākonga and the communities we serve.

We are deeply grateful for your contributions, your professionalism and your commitment to supporting ākonga. As we move forward together, we do so with a shared purpose: to create an environment where every learner feels supported to thrive.

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Ngā wāhanga kei waho i te horopaki | Areas out of scope

Te Whatu Ora (TWO) funded fixed-term roles

All roles currently funded through Te Whatu Ora on a fixed-term basis will conclude at the end of their contractual term. As this funding comes to an end, Ara will not continue these roles without external financial support. However, learnings and effective practices from these initiatives will be reviewed and, where possible, integrated into existing functions. This approach ensures Ara continues to innovate and enhance service delivery while operating within financial constraints and remaining aligned with strategic priorities.

Optimising regional engagement

s 9(2)(a), s 9(2)(ba)(ii) [redacted]

This repositioning reflects Ara's commitment to a community-focused, ākonga-centred and operationally efficient model for managing regional campuses in Ashburton, Timaru and Oamaru. Embedding this role within the Equity and Ākonga Success portfolio reinforces support for regional learners and ensures local delivery remains aligned with Ara's broader equity and ākonga success strategies.

Te hanganga kua mana | Confirmed structure

Summary of confirmed changes

Impact	Proposed FTE		Final FTE	
No change	33.5		34.5	
Minor change	31.75		40.45	
Significant change (disestablished)	38		28.3	
New positions		29		21.3
Total	**103.25**	**94.25**		**96.25**
Reduction in permanent FTE		**9**		**7**

s 9(2)(a), s 9(2)(ba)(ii) [redacted]

See the appendices for the list of confirmed impacted positions and confirmed new roles.

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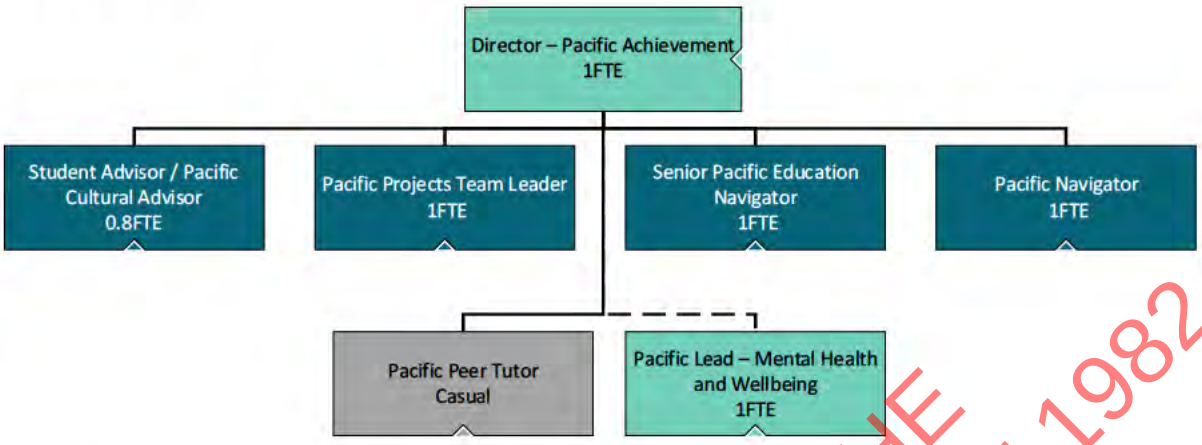
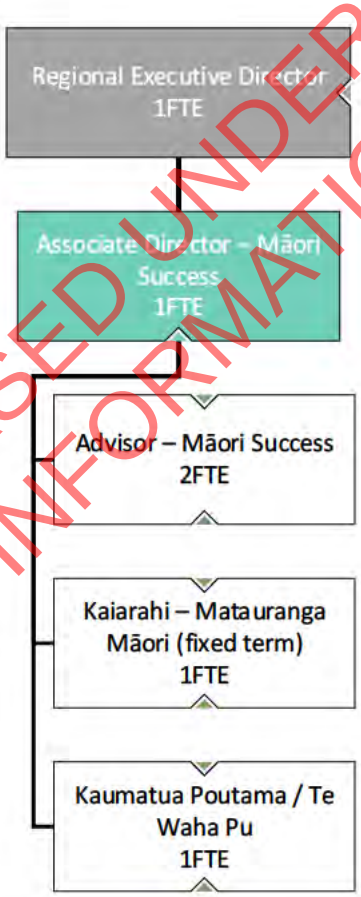
Te pānga kua mana ki ngā tūranga | Confirmed impact on positions

Pacific Achievement



Māori Success



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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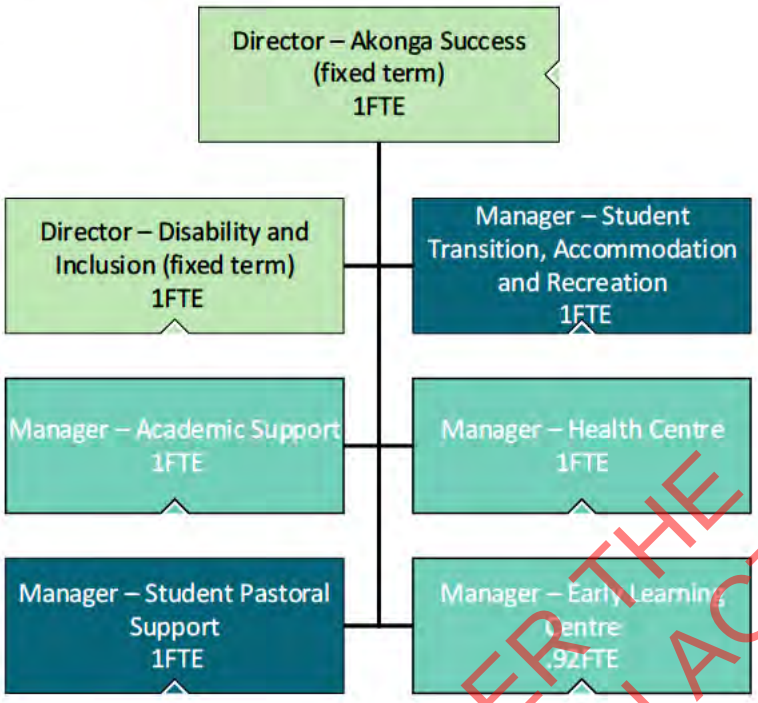
Ākonga Success leadership



Disability and Inclusion

Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Fixed term *(ending)*
	Out of scope

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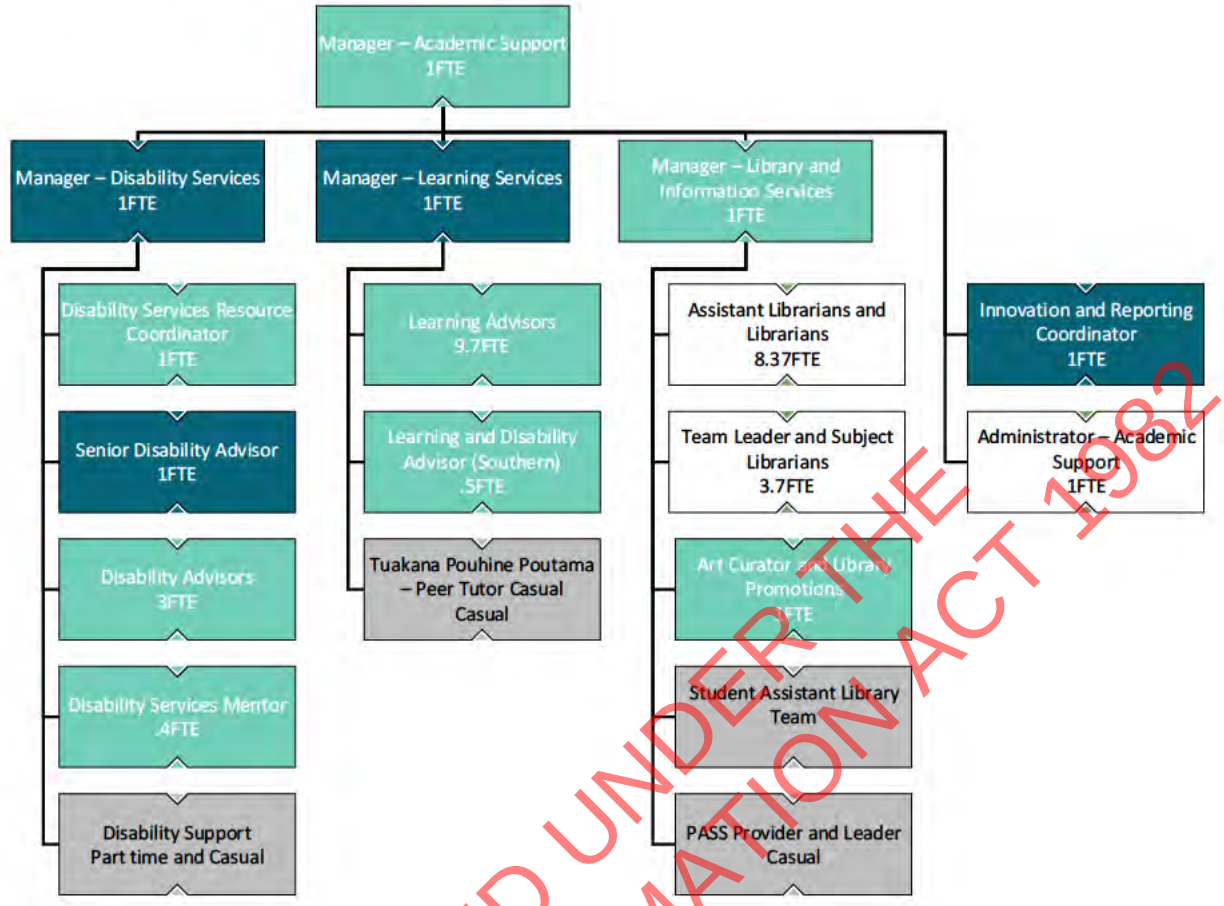
Academic Support



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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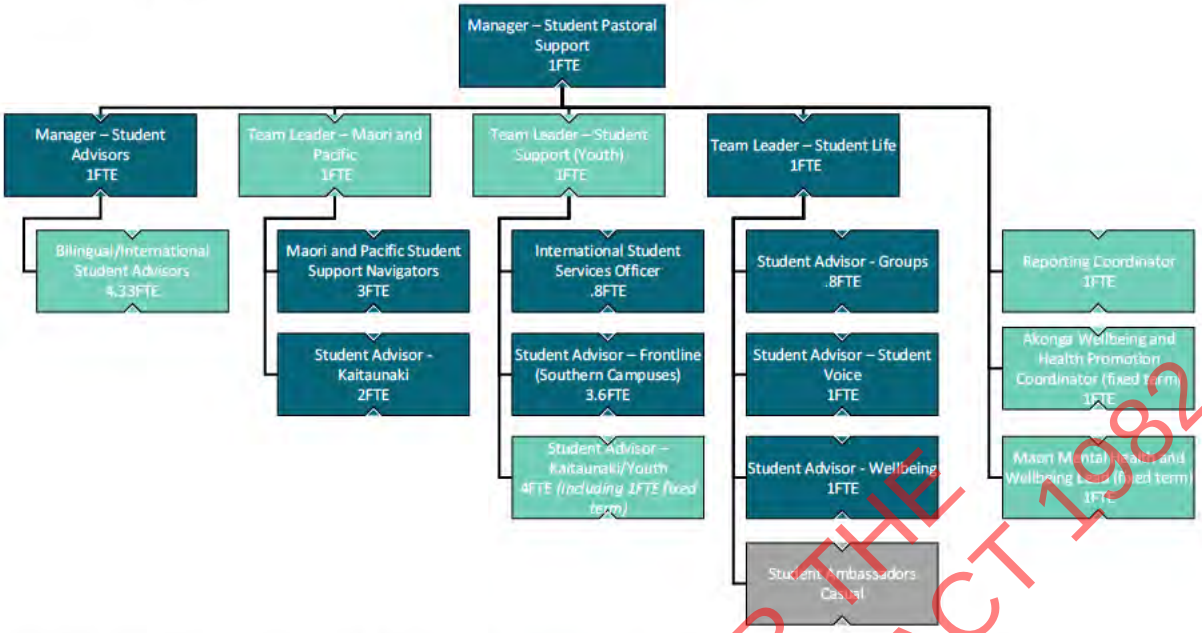
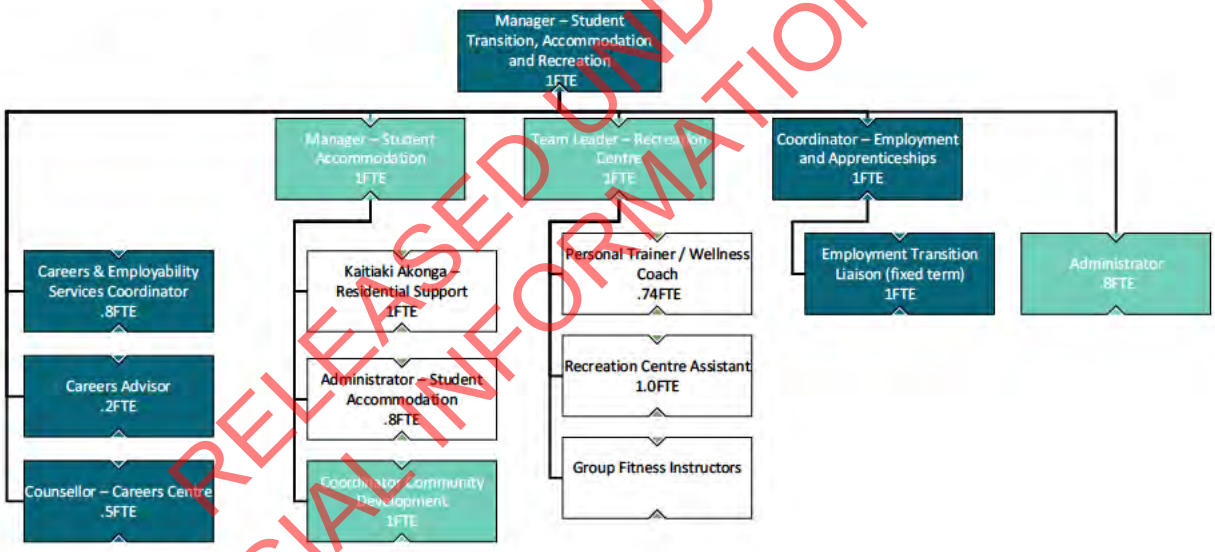
Student Support



Student Transition, Accommodation and Recreation



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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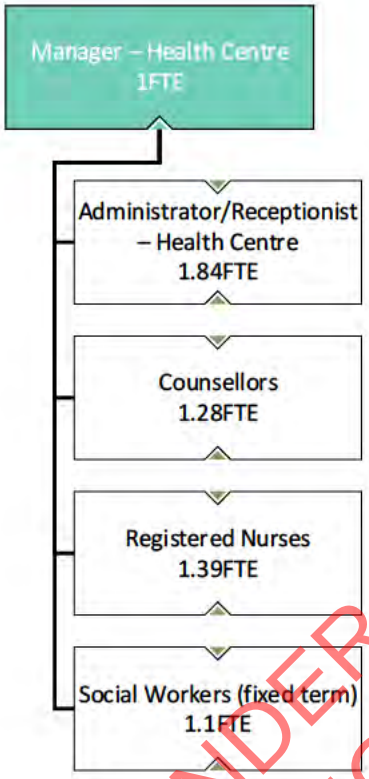
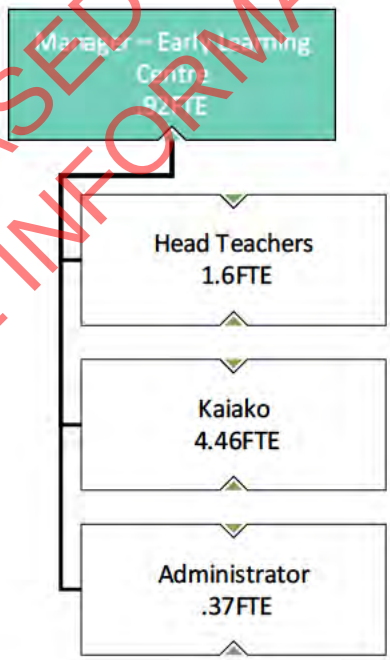
Health Centre



Early Learning Centre



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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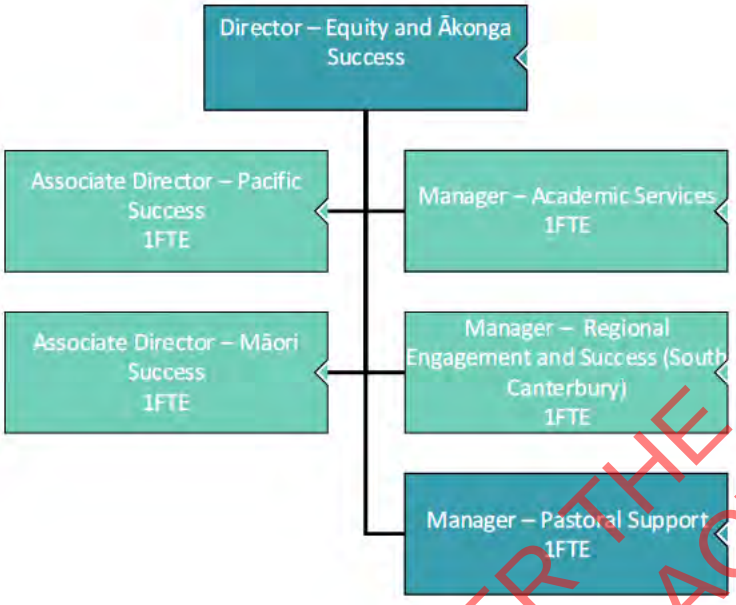
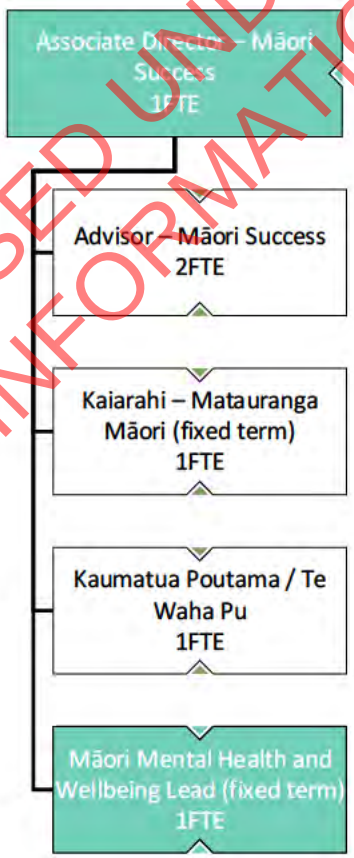
Te hanganga kua mana | Confirmed structure

Senior leadership



Māori Success



Key	
	No change
	New role
	Minor change
	Out of scope

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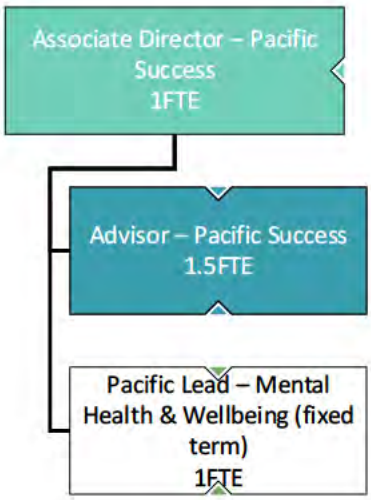
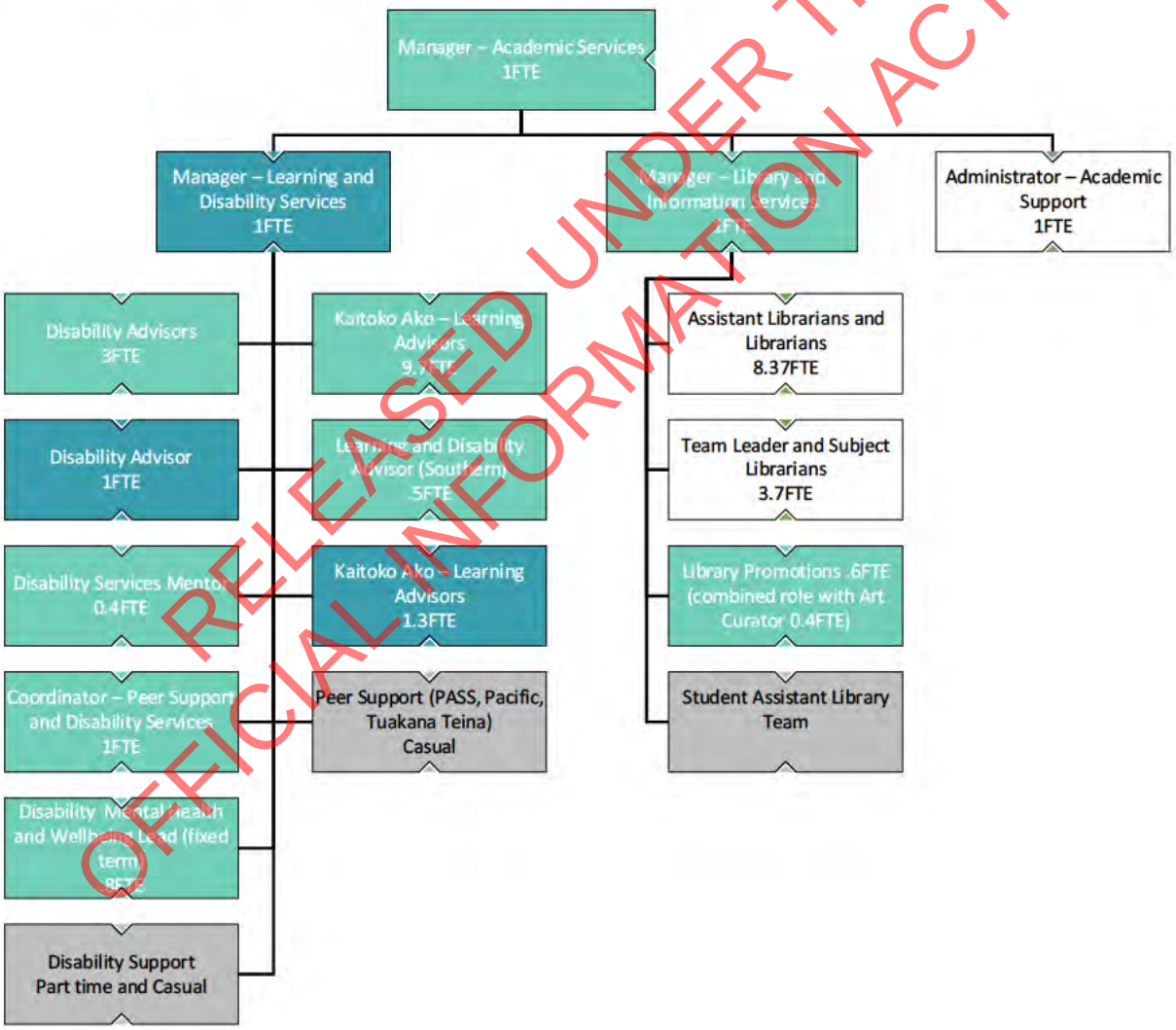
Pacific Success



Academic Services



Key	
	No change
	New role
	Minor change
	Out of scope

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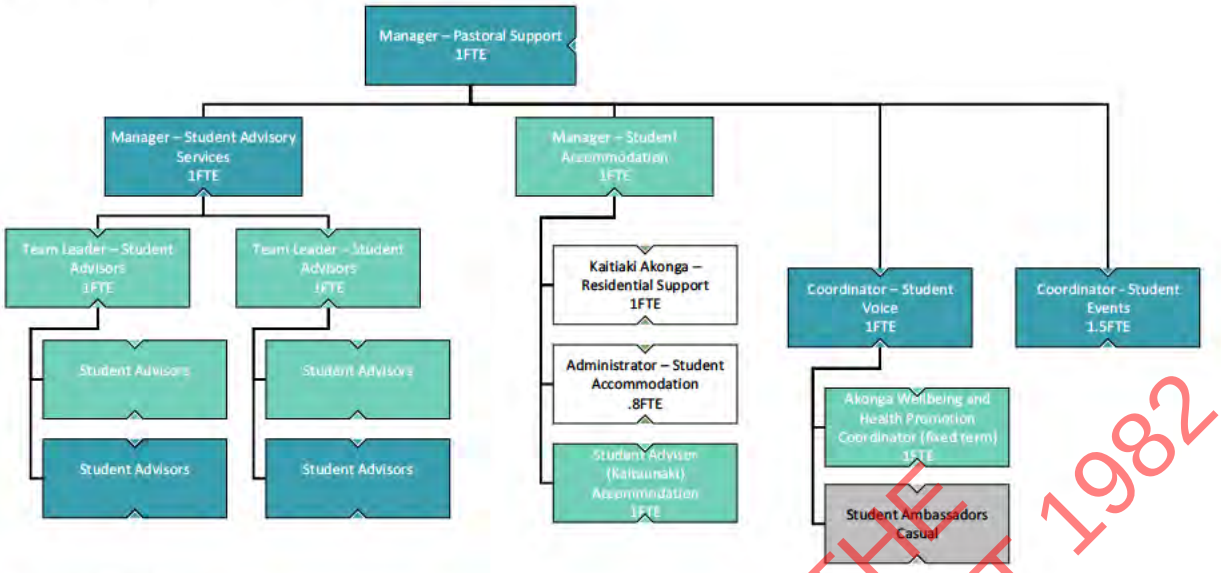
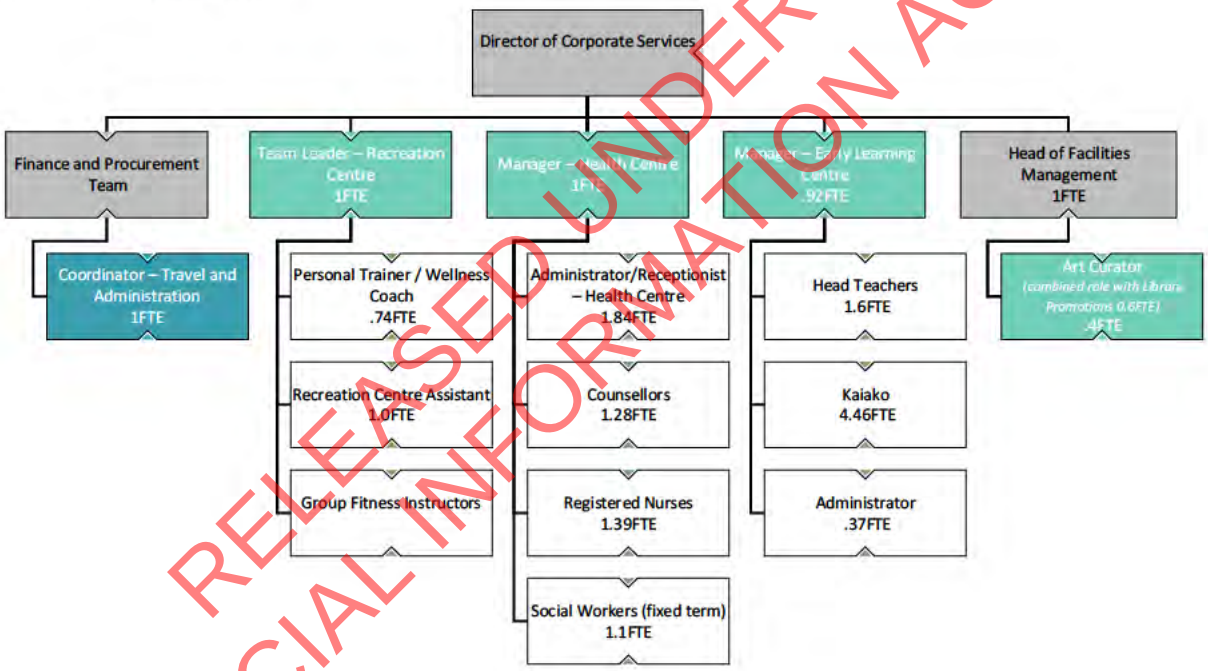
Pastoral Support



Finance and Property



Key	
	No change
	New role
	Minor change
	Out of scope

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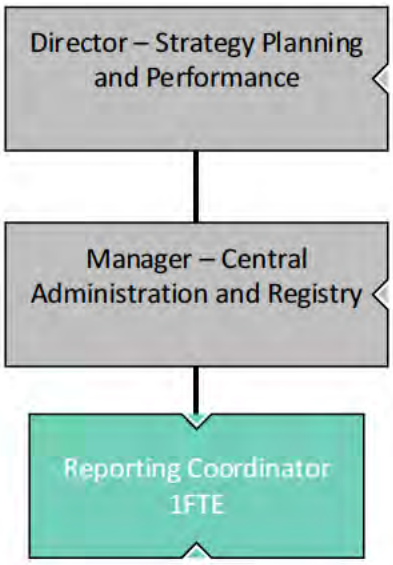
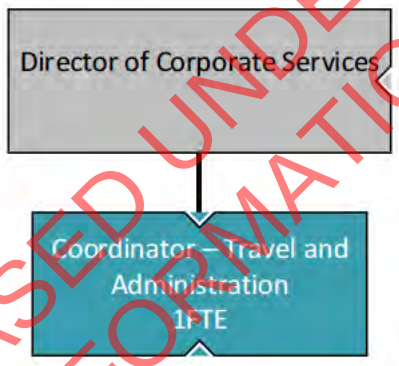
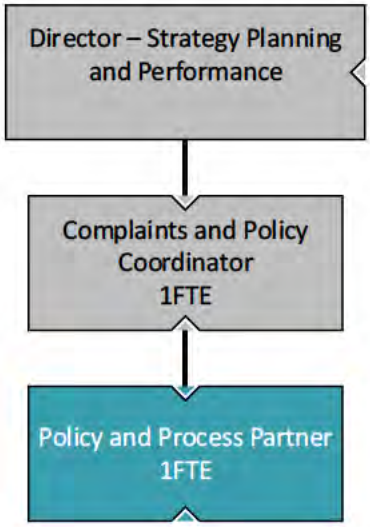
Reporting Coordinator



Coordinator - Travel and Administration



Policy and Process Partner



Key	
	No change
	New role
	Minor change
	Out of scope

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Ka ahatia ā muri atu? | What happens next?

Te hanganga kua mana | Confirmed structure

As the decisions have now been made, we intend to:

- **Step 1**: Hold a group meeting to announce the decision
- **Step 2**: Provide the final decision document and a letter to individual kaimahi.
- **Step 2**: Recruitment and selection process commences.
- **Step 3:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned.

Rārangi wā whai muri i ngā whakatau | Timeline following decisions

Milestone	Date
Decisions communicated to impacted kaimahi	28 May 2025
Other kaimahi are informed who may not be impacted	28 May 2025
Internal advertising commences	3 June 2025
Internal applications close	12 June 2025
Shortlisting complete	17 June 2025
Interviews commence and external advertising commences (if required)	18 June 2025
Offers made	From week of 30 June 2025
Redeployments announced	From week of 7 July 2025
New structure in place	14 July 2025
Disestablishments take effect**	28 July 2025

*** In the event that redeployment is not achieved, your employment will end on 28 July 2025 by reason of redundancy. With the new structure coming into effect on 14 July 2025, we will pay you two weeks in lieu of notice to the 28 July 2025.*

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Tukanga hei kimi, hei kōwhiri tāngata | Recruitment and selection process

New roles

We are committed to an open and transparent recruitment process based on the selection criteria below.

Recruitment process

Our preference is to redeploy kaimahi where possible, however we are committed to appointing the best person for the role. The recruitment process for any new position is:

- In the first instance, new roles will be open to impacted kaimahi within Te Pūkenga network. Kaimahi will have 10 calendar days to apply for the role.
- If this does not fill the new role, we will then open the process to all kaimahi within Te Pūkenga network. Kaimahi will have 10 calendar days to apply for the role.
- Vacancies will be advertised at both the above stages on Waituhi and Te Whare.

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- All potential internal candidates will be required to apply with a cover letter and complete an Expression of Interest (EOI) form relating to the selection criteria.
- A shortlist will be completed within five business days after the advertising period closes.
- Unsuccessful and successful shortlist candidates will be advised of the next steps.
- The interview will be formal and include competency-based questions relating to the position description and may include a second interview and/or presentation.
- If the position is not filled internally, we will then advertise externally.
- We will explore other redeployment opportunities with unsuccessful candidates.

Selection criteria for new roles and reduction in roles

Description	Selection criteria
Experience and Qualifications	• Relevant qualifications required for the position (and/or where relevant, the equivalent body of knowledge gained through experience) • Currency, relevance and extent of industry, professional or community-related experience in relevant field/s
Technical skills	• Evidence of specific technical skills/knowledge of position
Te Tiriti o Waitangi and Equity	• Experience, understanding / supporting / advocating / leading the inclusion of Te Tiriti o Waitangi practices in a workplace setting • Experience in supporting / advocating / leading approaches that promote equity and prioritise the needs of our priority groups
Values	• Evidence of clear behavioural examples which demonstrate Ara's values alongside the code of professional practice
Performance	• Experienced performing across a broad range of deliverables within position scope • Examples of recent performance deliverables

Whakakoretanga tūao | Voluntary redundancy

When a role is confirmed disestablished, we are open to having a voluntary redundancy conversation. Please note that voluntary redundancy is not guaranteed and the impacted kaimahi will need to make an application. Applications will be treated on a case-by-case basis. We will ensure we meet our legal and employment agreement (including Collective Employment Agreement) requirements and our business operational requirements.

Huarahi whakawhiti | Transition approach

We are committed to supporting you through the transition process. This commitment includes providing comprehensive training and development opportunities tailored to your needs. By prioritising your wellbeing and professional growth, we aim to create a smooth and positive transition experience that empowers you to thrive in the changed structure.

Key focus areas include, but are not limited to:

- Keeping you updated.
- Ensuring we include you when transition planning.
- Supporting the business division or team to work on planning priorities, including providing project management expertise if the transition is complex.
- Ensuring you understand your responsibilities.

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Ki hea whai tautoko ai | Where to get support

We genuinely care about your wellbeing. We understand that change can be disruptive and unsettling for many people. It's natural to feel a mix of emotions during such times and we want to acknowledge those feelings. We're here to support you as we navigate through these changes together. Your experience matters and we appreciate your patience and resilience. We encourage you to speak to your leader, support network, union representative, or People and Capability Business Partner and support each other through this consultation process.

Please remember you can access Employee Assistance Service support through our provider, OCP. You can contact OCP by visiting their website, by phone: 0800 377 990 or by email: Support@OCP.co.nz. As a reminder, we encourage you to seek independent advice regarding this proposal. You are entitled to have a representative or support person present at any meeting.

If you are a union member, you may want to seek support from local branch members.

We support you in sharing your situation with whānau or trusted colleagues. It's crucial to have a support network and we understand the importance of connecting with others during this time. As you share at work, we ask that you keep in mind the diverse experiences and feelings of those around you and remain professional. Sometimes, when discussing concerns, it can be helpful to approach the conversation constructively, aiming to alleviate rather than add to any anxiety. Your thoughtful consideration can make a positive difference for everyone involved. Remember, you're not alone in this journey.

If you feel that the available support options don't meet your needs, please don't hesitate to reach out to People and Capability for assistance. If you have any questions regarding this proposal, we encourage you to talk openly with your leader, union representative or People and Capability. Your concerns are important to us; we're here to help you navigate this.

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Ngā tāpirihanga | Appendices

- Appendix 1: Ara Institute of Canterbury Vision 2030.
- Appendix 2: Position descriptions can be found on the 2025 Transformation Programme page on Waituhi.
- Appendix 3: Table of disestablishments.
- Appendix 4: Table of minor changes to reporting lines or position.
- Appendix 5: Table of new roles.
- Appendix 6: Glossary.

Ngā tūranga kua whakatauria kia poroa | Disestablished roles

Role	Current team	Description	Rationale and what happens to the work the role is doing
Director – Ākonga Success (fixed term 1FTE)	Ākonga Success	Position not included in the structure.	The responsibilities and function of this role will be distributed into the role of Director – Equity and Ākonga Success.
Student Advisor / Pacific Cultural Advisor (0.8FTE)	Pacific Achievement	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pacific Success and Pastoral Support Teams.
Pacific Projects Team Leader (1FTE)	Pacific Achievement	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pacific Success and Pastoral Support Teams.
Senior Pacific Education Navigator (1FTE)	Pacific Achievement	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pacific Success and Pastoral Support Teams.
Pacific Navigator (1FTE)	Pacific Achievement	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pacific Success and Pastoral Support Teams.
Director – Disability and Inclusion (fixed term 1FTE)	Ākonga Success	Position not included in the structure.	The responsibilities and function of this role will be distributed into the roles of Director – Equity and Ākonga Success and Manager – Academic Services.
Disability Facilitator – Academic (2FTE)	Disability and Inclusion	Position not included in the structure. Incumbents may apply	The responsibilities and function of this role will be distributed into existing roles in the Disability Services Team.

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		for available positions in structure	
Manager – Learning Services (1FTE)	Academic Support	Position not included in the proposed structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Academic Services Team.
Manager – Disability Support (1FTE)	Academic Support	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Academic Services Team.
Senior Disability Advisor (1FTE)	Academic Support	Position not included in the structure. Incumbent may apply for available positions in structure	The responsibilities and function of this role will be included in the role of Team Leader – Disability Support.
Innovation and Reporting Coordinator	Academic Support	Position not included in the structure. Incumbent may apply for available positions in structure	The responsibilities and function of this role are able to be achieved within existing roles within the organisation.
Manager – Student Pastoral Support (1FTE)	Student Support	Position not included in the structure. Incumbent may apply for available positions in structure	The responsibilities and function of this role will be included in the role of Manager - Pastoral Support.
Manager – Student Advisors (1FTE)	Student Support	Position not included in the structure. Incumbent may apply for available positions in structure	The responsibilities and function of this role will be included in the role of Manager - Student Advisory Services.
Team Leader – Student Life (1FTE)	Student Support	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
Māori and Pacific Student Support Navigators and Student Advisor - Kaitaunaki (5FTE)	Student Support – Māori and Pacific team	Position not included in the structure. Incumbents may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
International Student Services Officer (.8FTE)	Student Support	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.

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Student Advisor – Frontline (Southern Campuses) (3.6FTE)	Student Support	Position not included in the structure. Incumbents may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
Student Advisor – Groups (0.8FTE)	Student Support	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
Student Advisor – Student Voice (1FTE)	Student Support	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
Student Advisor – Wellbeing (1FTE)	Student Support	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
Manager – Student Transition, Accommodation and Recreation (1FTE)	Student Transition, Accommodation and Recreation	Position not included in the structure. Incumbent may apply for available positions in structure	The responsibilities and function of this role will be included in the new role of Manager - Pastoral Support and transferred to the existing role of Director of Corporate Services.
Coordinator – Employment and Apprenticeships (1FTE)	Student Transition, Accommodation and Recreation	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
Employment Transition Liaison (fixed term 1FTE)	Student Transition, Accommodation and Recreation	Position not included in the structure.	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
Careers and Employability Services Coordinator (.8FTE)	Student Transition, Accommodation and Recreation	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.
Careers Advisor (.2FTE)	Student Transition, Accommodation and Recreation	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.

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Counsellor – Careers Centre (.5FTE)	Student Transition, Accommodation and Recreation	Position not included in the structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new roles within the Pastoral Support team.

Ngā panonitanga iti ki te rārangi pūrongo, ki te tūranga rānei | Minor changes to reporting line or position

Role	Current Team	Description	Rationale and what happens to the work the role is doing.
Associate Director – Māori Success (fixed term 1FTE)	Executive Division	Change in reporting line to Director – Equity and Ākonga Success.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Director – Pacific Achievement (1FTE)	Pacific Achievement	Change in reporting line to Director – Equity and Ākonga Success and minor changes to the position description.	The position will have a change in reporting line to the Director – Equity and Ākonga Success and a change in position description to mirror the role of Associate Director - Māori Success. Some current functions will be transferred to the new roles of Director – Equity and Ākonga Success and Manager – Pastoral Support.
Manager – Academic Support (1FTE)	Academic Support	Change in reporting line to Director – Equity and Ākonga Success and minor changes to the position description.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line and minor changes to the position description.
Manager – Library and Information Services (1FTE)	Academic Support	Change in reporting line to Manager - Academic Services.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Disability Services Resource Coordinator (1FTE)	Academic Support	Change in reporting line to Manager - Learning & Disability Services and minor changes to the position description and title.	The function of the role will largely continue to be carried out as it is now with minor changes to the position description, a change in reporting line and title change to Coordinator – Peer Support and Disability Services. • Administration and coordination of peer support activities that facilitates the smooth running of the Tuakana Teina, PASS and Pacific Peer Tutoring student teams.

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Disability Advisors (3FTE)	Academic Support	Change in reporting line to Manager - Learning & Disability Services.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Disability Services Mentor (0.4FTE)	Academic Support	Change in reporting line to Manager - Learning & Disability Services.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Learning and Disability Advisor (.5FTE)	Academic Support	Change in reporting line to Team Leader – Learning Advisors.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Learning Advisors (9.7FTE)	Academic Support	Change in reporting line to Manager – Learning and Disability Services.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Bilingual / International Advisors (4.33FTE)	Student Support	Change in reporting line to Team Leader – Student Advisors and minor changes to the position description and title.	The function of the role will largely continue to be carried out as it is now, with minor changes to the position description, a change in reporting line and change in title to Student Advisor – Kaitaunaki (International).
Manager – Student Accommodation	Student Transition, Accommodation and Recreation	Change in reporting line to Manager – Pastoral Support.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Administrator (.8FTE)	Student Transition, Accommodation and Recreation	Change in reporting line to Manager – Pastoral Support.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line. This will be revisited once the Director – Equity and Ākonga Success is appointed. and
Team Leader – Recreation	Student Transition, Accommodation and Recreation	Change in reporting line to Director of Corporate Services.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Coordinator Community Development (1FTE)	Student Transition, Accommodation and Recreation	Change in position title to Student Advisor – Kaitaunaki (Accommodation).	The function of the role will largely continue to be carried out as it is now, with a change in title.
Manager – Health Centre	Ākonga Success	Change in reporting line to Director of Corporate Services.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.

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Manager – Early Learning Centre	Ākonga Success	Change in reporting line to Director of Corporate Services.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Team Leader – Māori and Pacific (1FTE)	Student Support	Change in reporting line to Manager – Student Advisory Services and minor changes to the position description and title.	The function of the role will largely continue to be carried out as it is now, with minor changes to the position description and a change in reporting line. • Provide team leadership of Student Advisor direct reports who provide both generalist pastoral support and subject matter expertise.
Team Leader – Student Support (Youth) (1FTE)	Student Support	Change in reporting line to Manager – Student Advisory Services and minor changes to the position description and title.	The function of the role will largely continue to be carried out as it is now, with minor changes to the position description and a change in reporting line. • Provide team leadership of Student Advisor direct reports who provide both generalist pastoral support and subject matter expertise.
Student Advisors – Kaitaunaki/ Youth (3FTE))	Student Support	Change in reporting line to Team Leader – Student Advisors and minor changes to the position description and title to Student Advisor – Kaitaunaki (Youth).	The function of the role will largely continue to be carried out as it is now, with a change in reporting line and minor changes to the position description to align with the new position description for Student Advisor – Kaitaunaki (Youth).
International/ Bilingual Student Advisors (4.33FTE)	Student Support	Change in reporting line to Team Leader – Student Advisors and minor changes to the position description and title to Student Advisor – Kaitaunaki (International).	The function of the role will largely continue to be carried out as it is now, with a change in reporting line and minor changes to the position description to align with other Student Advisors.
Ākonga Wellbeing and Health Promotion Coordinator (fixed term 1FTE)	Student Support	Change in reporting line to Coordinator – Student Voice.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Māori Mental Health and Wellbeing Lead (fixed term 1FTE)	Student Support	Change in reporting line to Associate Director – Māori Success.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Pacific Lead – Mental Health	Pacific Achievement	Change in reporting one to Associate Director – Pacific Success.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.

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and Wellbeing (fixed term 1FTE)			
Disability Mental Health and Wellbeing Lead (fixed term 0.8FTE)	Disability and Inclusion	Change in reporting line to Manager - Learning & Disability Services.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.
Art Curator (0.4FTE)	Department of Creative Arts and Digital Information	Change in reporting line to Head of Facilities Management.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line. It is noted that this is a combined role that also includes 0.6FTE Library Promotions. No change to reporting line for the Library Promotions portion of the role, which continues to report to the Manager – Library and Information Services.
Reporting Coordinator (1FTE)	Student Support	Change in reporting line to Manager – Central Administration and Registry.	The function of the role will largely continue to be carried out as it is now, with a change in reporting line.

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Ngā tūranga hou | New roles

New role	Team	Description of new role
Director – Equity and Ākonga Success	Equity and Ākonga Success	○ The Director - Equity and Ākonga Success provides strategic leadership and operational oversight of Ara's student success services, ensuring that all ākonga receive the support they need to achieve their academic and personal goals. This executive role brings together key functions under one leadership umbrella, including Māori Success, Pacific Success, Iwi Partnerships and Student Services, creating a cohesive and equity-focused approach to student support. ○ By embedding Te Tiriti o Waitangi principles, fostering inclusive education practices and strengthening ākonga engagement strategies, the Director will lead efforts to improve ākonga retention, progression and completion rates. This role is pivotal in maintaining Ara's leadership in vocational education, student engagement and equity-focused success.
Advisor – Pacific Success (1.5FTE)	Pacific Success	○ The Advisor – Pacific Success is responsive to the strategic priorities and focus areas of the Pacific Strategy and Ara Strategic Vision to have an unrelenting focus on equity of outcomes for ākonga. The role will partner with internal stakeholders to support the development of Pacific Success initiatives and support the development and implementation of systems that support the adoption of Pacific practices to enhance the workplace and organisational culture, including Pacific cultural competencies.
Manager – Learning and Disability Services (1FTE)	Academic Services	○ The Manager – Learning and Disability Services leads the development and delivery of integrated academic and disability support services. This role ensures that all ākonga, particularly equity-priority students such as Māori, Pacific and disabled ākonga, have access to high-quality, inclusive support that fosters academic success and personal development.
Kaitoko Ako – Learning Advisor (1.3FTE) (Specialties – 0.2FTE General, 0.6FTE Māori, 0.5FTE Pacific)	Academic Services	○ Learning Advisors will provide learning support that is responsive to diverse ākonga needs, particularly the needs of Māori and Pacific ākonga and those with specific learning disabilities; create positive and supportive academic learning environments (including small groups, classes, 1:1 and flexible learning environments) and use effective teaching and learning strategies that support ākonga success and retention; work collaboratively with academic colleagues to ensure that academic literacies/numeracies are developed appropriate to the graduate profile, in a timely and contextualised manner; identify and support the academic needs of disabled ākonga.
Manager – Pastoral Support (1FTE)	Equity and Ākonga Success	○ The Manager - Pastoral Support will oversee a newly integrated, student-focused support system that enhances student wellbeing, engagement and success. This leadership role will unify pastoral care, advisory services, accommodation support and student engagement functions into a cohesive, strategic framework. ○ The role ensures a seamless experience for ākonga by driving collaboration between student advisory, accommodation and engagement services. It will promote equitable access to

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		support, foster student representation and enhance the overall ākonga experience while aligning with Ara's strategic priorities of financial sustainability, operational efficiency and ākonga success.
Manager – Student Advisory Services (1FTE)	Pastoral Support	o The Manager - Student Advisory Services leads a unified, learner-centred advisory team that provides consistent, equitable and holistic support for all ākonga. This role integrates holistic advice and pastoral efforts, to foster ākonga success. o The Manager leads the team with an understanding that Ara's primary focus is on teaching, learning and academic outcomes. While supporting ākonga needs remains essential, the Manager also ensures that we remain agile and financially sustainable by appropriately referring students to external agencies for specialised support. o This role also contributes to institution-wide compliance efforts with the Education (Pastoral Care of Tertiary and International Ākonga) Code of Practice, supporting the leadership of the Director - Equity and Ākonga Success, who leads these efforts on behalf of the organisation.
Student Advisor – Kaitaunaki (6FTE; including 4FTE Māori, 2FTE Pacific specialists)	Pastoral Support	o Student Advisor - Kaitaunaki support the holistic development, success and wellbeing of all ākonga. This role provides comprehensive, learner-centred guidance and support throughout the ākonga journey, from enrolment to graduation. As part of Ara's realignment of student services, the Student Advisor - Kaitaunaki integrates academic guidance, career readiness, employment support and pastoral care into a single advisory model. Including subject matter experts (SME) in Māori and Pacific support.
Student Advisor – Kaitaunaki (Southern) (2FTE)	Pastoral Support	o The Student Advisors (Southern) supports the holistic development, success and wellbeing of all ākonga at Ara's Southern Campuses. This multi-dimensional role provides comprehensive learner-centred support, including academic guidance, career readiness, employment transitions and pastoral care. o In addition to fulfilling the core responsibilities of a Student Advisor, this role offers administrative support specific to regional campus operations and works closely with the Southern Campuses team to meet the unique needs of ākonga and kaimahi across Ashburton, Timaru and Oamaru campuses.
Student Advisor – Youth (1FTE converting from fixed term to permanent - vacant)	Pastoral Support	o The primary role of the Student Advisor - Youth is to provide dedicated support for all ākonga under the age of 25. This includes ākonga enrolled in Dual Enrolment (DE), Trades Academy (TA) and Youth Guarantee (YG) programmes. o This role fulfils key support requirements outlined in Youth Guarantee funding agreements while extending beyond to include general ākonga advisory support, pastoral care, transition assistance and referrals both within Ara and to external services. o The Student Advisor (Youth) works collaboratively with academic kaimahi, families, schools and external agencies to monitor ākonga progress, provide individualised support and implement intervention strategies where necessary.

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Coordinator – Student Voice (1FTE)	Pastoral Support	o The Coordinator - Student Voice is responsible for fostering ākonga engagement, leadership and representation across Ara. This role ensures that ākonga have meaningful opportunities to contribute to institutional decision-making processes, with a particular focus on supporting the student council, class representatives and volunteer initiatives. The role also works closely with the Marketing, Engagement and International (MEI) team to amplify the ākonga voice across all Ara campuses.
Coordinator - Student Events (1.5FTE)	Pastoral Support	o The Coordinator - Student Events plays a central role in shaping the ākonga experience at Ara by fostering a vibrant, inclusive and engaging campus culture. This role focuses on creating events and activities that reflect the diversity of Ara's ākonga, supporting a sense of belonging, equity and cultural connection. o Working closely with internal partners—including faculties, the Marketing, Engagement and International (MEI) team and Student Advisory Services—this role ensures that Ara "creates a sense of belonging" for all ākonga. Events and initiatives will celebrate diversity, promote ākonga success and enhance engagement, aligning with Ara's Vision 2030 and commitment to equity and inclusion.
Student Advisor - Transition and Pathways (1FTE)	Pastoral Support	o The Student Advisor - Transition and Pathways plays a critical role in supporting ākonga (learners) as they prepare for, navigate and transition through key stages of their learning journey, particularly into employment, further study, or vocational pathways. This position sits within Ara's integrated Student Advisory Services team and contributes to improved learner outcomes through future-focused, equity-driven and learner-centred practice. o This role champions Ara's Vision 2030 by supporting academic and career achievement, promoting equity and inclusion and ensuring that all ākonga are equipped to successfully transition beyond their current programme into meaningful futures. The position requires collaboration across faculties and student support teams to deliver seamless, connected and empowering support.
Policy and Process Partner (1FTE)	Strategy Planning and Performance	o The Policy and Process Partner is a proactive and people-focused role designed to empower kaimahi across Ara to confidently navigate policies and procedures. By fostering a culture of clarity, collaboration and shared responsibility, this role ensures that policies are not just documents but are lived and understood in daily practice. o Sitting centrally, the Policy and Process Partner works alongside teams to embed policies in a way that keeps kaimahi safe, connected and ready when they need to implement procedures. This role exists to strengthen policy cohesion, prevent issues before they escalate and enable kaimahi to work with confidence and consistency.
Coordinator - Travel and Administration (1FTE)	Corporate Services	o The Coordinator - Travel and Administration is responsible for the centralised coordination of all travel-related activities at Ara Institute of Canterbury. This role ensures that all travel arrangements align with Ara policies, financial sustainability goals and risk management requirements. The Coordinator - Travel and Administration will collaborate with faculties and

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		business units to manage bookings, oversee compliance and optimise travel processes for efficiency and cost-effectiveness.

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Kuputaka | Glossary

Term	Definition
Impacted kaimahi	Kaimahi are considered impacted when a decision is made that their position is to be disestablished. This does not automatically mean someone's employment ends through redundancy. Our priority is to place impacted kaimahi into the new positions in the structure through redeployment.
Application	An application process is where you can signal your interest in a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications and experience are comparable to the current positions of significantly impacted kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than one applicant).
Disestablished position	If a position is disestablished, it will not exist in the new structure. A position that is confirmed disestablished is because we no longer need it, the responsibilities of the role are distributed differently between new roles in the structure, or because the work of the position has changed so significantly the position is no longer the same.
Business Divisions	The former Institutes of Technology and Polytechnics (ITPs) and Industry Training Organisations (ITOs) that are part of Te Pūkenga.
ITO and WBL	The 9 Industry Training Organisations, often referred to as work based learning (WBL). Are referred to as Business Divisions.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business Divisions
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position. This is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of impacted kaimahi.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Vocational Programme. TEC wrote to Te Pūkenga in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga. Te Pūkenga were required to seek specialist assistance under section 332 of the Education and Training Act 2020. These consultants reviewed the financial information for the ITP Business Divisions.

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Ring-fenced/Many too few/Reduction in roles	A closed process is followed when several incumbents are in the same or similar impacted roles. This means a selection process is followed instead of a full recruitment process.
Surplus staffing	A situation where, following a consultation process, Te Pūkenga has identified a need to reduce the number of kaimahi, or where kaimahi can no longer be employed in their current position or grade
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	Te Tiriti o Waitangi Excellence Framework, developed by Te Pūkenga, is a self-reflective tool to monitor and assess how well the Network is tracking towards Te Tiriti o Waitangi excellence and achievement of their objectives of demonstrable Te Tiriti o Waitangi partnerships and inclusivity and equity for Māori.
Voluntary redundancy	The ability to ask for voluntary redundancy is provided for in some employment agreements in certain circumstances. It enables impacted kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.

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Te Pūkenga

Te Pūkenga

Tuhinga whakatau mō te whakawhiti kōrero | Consultation decision document

Haratua | May 2025

Academic Innovation and Research Division

Ara Institute of Canterbury

STRICTLY CONFIDENTIAL TO KAIMAHI (STAFF) OF ARA

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Tirohanga whānui | Overview

Kia ora koutou,

A proposal to realign Ara's Academic, Innovation and Research (AIR) Division was shared with kaimahi on 12 March 2025. Formal consultation on the proposal commenced on 17 March 2025.

The proposed changes reflected the need to improve alignment with organisational strategy, strengthen academic and research excellence, improve learner outcomes and reinforce industry partnerships. These changes respond to internal financial pressures, shifting market expectations and the Government's call for a more regionally responsive and financially-viable tertiary education sector.

The change proposal suggested refocusing on our core academic mission, growing enrolments, optimising faculty resources for maximum impact, enhancing faculty agility and responsiveness and deepening learner and community impact. Importantly, it also acknowledged the need to ensure financial viability.

Following consultation, we have carefully considered all feedback received. The final decisions aim to honour the contributions of impacted kaimahi while positioning Ara to deliver stronger, more effective teaching, learning and research outcomes into the future. These changes reinforce our commitment to delivering high-quality education that is responsive to the communities we serve. Through this process, we are building a structure that better supports integrated, future-focused academic programme delivery, strengthening outcomes for both ākonga and the institution.

Ngā mihi nui,

Darren Mitchell
Tumu Whenua ā-Rohe 4 | Executive Director – Region 4

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Hei kōkiri i ngā panoni | Rationale for change

Faculty redesign: strengthening academic delivery, excellence and future-proofing Ara

The redesign of Ara's academic structure into three faculties is a proactive step towards enhancing academic and research excellence, improving learner outcomes and reinforcing industry partnerships. This transformation supports **Vision 2030**, ensures we remain a leader in vocational education and supports our adaptation to evolving sector and learner expectations.

This redesign aims to empower academic teams, enhance teaching and learning and ensure we are financially sustainable and academically relevant. Through this transformation, we will create a stronger, more agile and future-ready organisation that supports our educators, benefits our learners and strengthens our position as a leading provider of high-quality vocational education.

The following key principles guide the proposal:

Advancing academic excellence

- The new faculty structure is designed to elevate academic quality, foster stronger industry collaborations, enhance student success and strengthen research activity, relevance and impact. By aligning our programmes with emerging industry needs and global best practices, we will strengthen Ara's reputation for delivering high-impact, future-focused education.

Refocusing on our core academic mission

- Our commitment remains steadfast to delivering education that meets the needs of learners, communities and industry. We will continue to refine our academic portfolio to ensure relevance to local, national and global markets. This strategic focus is essential for maintaining Ara's standing as an institution prioritising quality education, innovation and workforce readiness.

Ensuring financial sustainability

- Sustaining Ara's financial health is critical to providing high quality education and training. This redesign seeks to optimise our faculties, improve efficiency and maintain academic integrity. The proposal included a reduction of approximately 7.4 Full-Time Equivalent (FTE) kaimahi, generating projected savings of $500,000 enabling opportunity for future investment into priority areas that enhance teaching, learning and ākonga outcomes.

Growing enrolments

- To ensure our financial viability, we must increase enrolments beyond 7,800 Equivalent Full Time Students (EFTS) within three years (up from fewer than 7,000 in 2024). A significant part of this strategy involves rebuilding international ākonga numbers, with targets of 575 international EFTS in 2025 and more than 1,000 by 2028. Achieving these numbers will strengthen our financial sustainability and expand Ara's global academic reach.

Optimising faculty resources for maximum impact

- To maintain our leadership in vocational education and training, we must strategically allocate resources where they have the most significant impact. This involves realigning faculty structures to eliminate inefficiencies, consolidating academic strengths and enabling reinvestment in high-priority areas such as curriculum innovation, faculty development and industry collaboration.

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- With shifting government priorities, Ara's academic structure needs to be agile and resilient. Unchecked expansion of administrative processes or reactive resource allocation is unsustainable. Instead, this redesign fosters proactive, flexible and well-supported faculties that can consistently apply Ara business processes and procedures and adapt efficiently to evolving educational and future workforce demands.

Enhancing faculty agility and responsiveness

- We anticipate that a refined faculty structure will enable faster decision-making, greater cross-disciplinary collaboration and improved responsiveness to changes in policy, funding and customer expectations. By creating streamlined leadership structures, we will empower faculty teams to take ownership of outcomes and focus on innovation, programme quality and learner success.

Deepening learner and community impact

- Faculties are at the heart of Ara's ability to make a difference in the lives of ākonga and our broader community. An effectively designed academic structure will ensure our programmes remain accessible, industry-aligned and responsive to local, national and global workforce needs. The proposed redesign supports greater collaboration with industry partners, expanding career pathways and applied learning opportunities.

Strengthening faculty-centric innovation and digital engagement

- To enhance engagement with learners, industry and stakeholders, we must continue integrating innovation and digital capabilities into our academic strategies. Strengthening technology-enabled teaching, industry-connected research and data-driven decision-making will ensure we remain a forward-thinking institution that prepares learners for the future of work.

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Te wā o ngā panoni haere tonu | Period of ongoing change

Ara and Te Pūkenga have navigated a multitude of changes and formal consultation processes in recent years. We recognise this is an especially uncertain time as we await clarity on what the disestablishment of Te Pūkenga will mean for each business division.

While the future is uncertain, we are confident the changes will support the viability of our business division and position Ara strongly to become an autonomous, self-managing entity, ready to resume that responsibility from 2026.

Ō tātou uara me ngā mātāpono mō te panoni | Our values and principles for change

Our values of Hono (Connect), Hihiri (Inspire) and Aroha (Respect) guide all that we do at Ara. We have endeavoured to reflect these within this change. The following principles will continue to be applied during our change processes:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We work closely with our union partners and kaimahi.
- We honour our commitments to individual and collective employment agreements.
- We prioritise redeployment of impacted kaimahi, with redundancy a last resort.
- Kaimahi can access paid confidential support throughout the change process by visiting the OCP website, by phone: 0800 377 990 or by email: Support@OCP.co.nz.
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our identity as Ara.
- We carefully review and consider all feedback and give that feedback serious and thoughtful consideration before making any decisions.

Ngā herenga ki te Tūtohinga me Te Tiriti | Obligations to the Charter and Te Tiriti

Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to organisational changes, this includes 3(b) to: *"operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities." The design in this change will contribute to ensuring that Ara is able to continue to fulfil this obligation.*

Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.

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Ara's path to 2030: Structural and functional optimisation

This proposal formed part of a broader strategy to address our financial challenges and ensure that we can meet the ambitions outlined in our Vision 2030. A sharper focus on academic excellence, industry relevance and a clear commitment to restoring pre-COVID international learner enrolments is critical to building a sustainable foundation for growth. Vision 2030 focuses on innovation, sustainability and deep community engagement to position Ara as a leader in vocational education and training. The vision underscores our commitment to empowering learners, fostering meaningful partnerships, especially with local Iwi and driving regional and global impact. By prioritising these objectives, we will position ourselves to better support our communities, deliver our strategic vision and ensure our long-term financial and operational sustainability. The factors driving the faculty redesign at Ara Institute of Canterbury are shaped by institutional, financial and strategic needs. It is essential that we have these fundamentals right and working well. We can only build our future from having a sustainable foundation. These include:

Optimising resources and processes

- The new faculty structure is designed to reduce administrative overheads, eliminate duplication and reallocate resources to supporting teaching, learning and research. The redesign will streamline operations by creating fewer but larger faculties that leverage economies of scale while improving academic and operational effectiveness.

Adapting to changing government priorities

- The faculty structure will ensure we are better positioned to respond to shifts in government policies, funding models and tertiary education regulations. Academic teams will be able to focus more effectively on programme quality and industry alignment by centralising non-core functions outside of faculties.

Meeting evolving learner expectations

- Enhancing digital capability and modern learning environments within the faculty ecosystem will ensure Ara can provide flexible, blended, online and work-based education that meets learner and industry needs. By optimising Learner Management System (LMS) functionality, integrating AI-driven support and strengthening digital literacy, we can create seamless learning experiences that support ākonga success. Expanding access to personalised learning through adaptive technologies, micro-credentials and modular programme structures can enable ākonga to upskill efficiently and tailor their education to their career goals.
- Strengthening industry partnerships will ensure ākonga gain real-world experience, employer connections and industry-relevant skills, enhancing employability and workforce readiness. Embedding ākonga-centric design in programme delivery, curriculum development and support services will ensure learning experiences remain responsive, inclusive and engaging, align with evolving learner expectations and foster academic success.

Leveraging data for decision-making

- The faculty redesign empowers data-informed decision-making by centralising analytics and aligning academic portfolios with market demand, enrolment trends and funding sustainability. The structure will enable Ara to rationalise low-performing programmes and invest in high-growth areas to meet the needs of Government priorities, ākonga and industry partners.

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Focusing on global and international growth

- The faculty redesign will establish a clearer and more defined academic structure that supports international expansion and enhances Ara's global reputation. Larger, more strategic faculties will ensure consistent quality and compliance with international education standards, strengthening Ara's position as a preferred destination for international learners, as well as establishing Ara to offer offshore delivery.

Ō ngā panoni painga | Benefits of the changes

Benefits of the faculty leadership redesign for Ara, industry and learners

The faculty redesign establishes an academic model that enhances academic excellence, strengthens industry engagement and promotes learner success. By establishing robust leadership across faculties, this structure aligns with Ara's Vision 2030 and drives financial sustainability, innovation and workforce readiness. By leveraging the expertise of Faculty Deans, the Director of Ako Excellence and the new roles of Portfolio Managers and Faculty Operations Managers, we aim to build a high-performing, sustainable and future-focused academic structure that benefits Ara, industry and learners alike.

Benefits for Ara

The faculty redesign will strengthen Ara's position as a leading vocational education and training provider by ensuring:

Academic excellence and innovation

- Improved teaching and learning quality through strong leadership and direction from Faculty Deans and Portfolio Managers.
- Enhanced digital learning, assessment strategies and inclusive education practices through collaboration with leaders and partnership with Ako Excellence and Digital Teams.
- Strengthened research activity and research-informed teaching practices, improving ākonga engagement, retention and achievement.

Operational efficiency and financial sustainability

- Optimised resource management through Faculty Operations Managers, ensuring cost-effective operations.
- Maximised use of senior academics' capability and capacity, strengthening academic leadership and ensuring the success of the new faculty structure.
- Improved financial oversight and sustainable faculty structure, reducing duplication and ensuring strategic alignment.
- A streamlined leadership structure that supports strategic decision-making, ownership of outcomes and long-term growth.

Benefits for industry

The faculty redesign will support closer collaboration between Ara and key industries, delivering job-ready graduates and supporting industry innovation.

Workforce-ready graduates

- Academic portfolios will be aligned with industry demand and future workforce needs, ensuring graduates have the right skills and are work-ready.
- Stronger emphasis on work-integrated learning, internships and capstone projects will give ākonga real-world experience.

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- Greater industry input in curriculum development, research and applied learning initiatives will ensure our programmes remain future-focused.

Stronger industry partnerships and collaboration

- Faculty leaders will proactively engage with industry, employers and community stakeholders to co-design programmes.
- Businesses will have opportunities to partner with Ara on research projects, innovation initiatives and workforce development.
- Industries will benefit from a steady pipeline of skilled professionals trained in cutting-edge technologies and industry best practices.

Increased responsiveness to market needs

- Faculty leaders will ensure Ara quickly adapts to industry changes, emerging skills gaps and new workforce trends.
- Programmes will remain flexible, modern and responsive to evolving industry needs.
- Continuous professional learning opportunities will support ākonga workforce upskilling and reskilling through industry-aligned micro-credentials and professional development offerings.

Benefits for learners

Ara's redesigned faculty structure will ensure a learner-centric experience that enhances ākonga success, employability and overall educational quality.

Enhanced learning experience and success

- Innovative teaching and learning practices will be led by the Director of Ako Excellence, ensuring engaging, modern and effective education.
- There will be a greater focus on learner support, equity and bicultural competence, ensuring inclusive education for all ākonga.
- There will be stronger integration of digital learning, flexible delivery models and industry-based experiences into our teaching and learning practices, improving accessibility and engagement.

Stronger employment outcomes

- More work-integrated learning opportunities, internships and industry projects will better prepare ākonga for the job market.
- A curriculum designed with direct industry input will ensure learners develop relevant, job-ready skills.
- Increased exposure to industry networks and potential employers will improve graduate employability and career pathways.

A more supportive learning environment

- Ākonga will benefit from improved programme coordination, kaimahi mentorship and academic excellence initiatives.
- A Vision 2030, future-focused faculty culture will prioritise learner success, engagement and lifelong learning.
- Improved collaboration between faculties, student support and corporate services will improve efficiencies and a better learner experience.

A future-focused, high-impact faculty structure

The redesigned faculty structure will ensure:

- **Stronger academic excellence** and innovation in teaching, learning and research.

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- **Greater industry alignment**, ensuring learners are workforce-ready.
- **Operational efficiency and financial sustainability**, securing Ara's long-term success.
- **Enhanced learner outcomes**, improving engagement, retention and employment rates.

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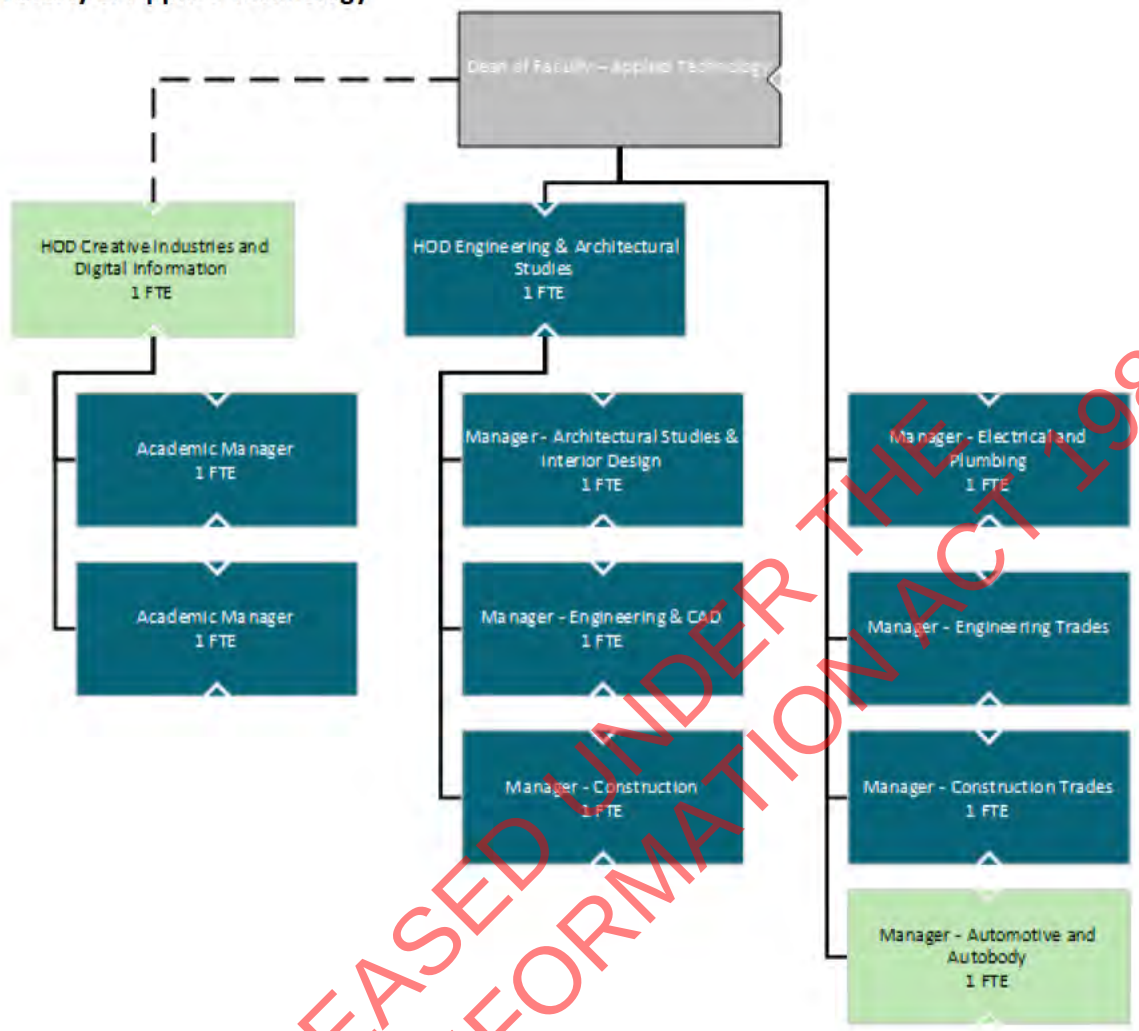
Proposed impacts presented during consultation

Faculty of Applied Technology



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Fixed term *(ending)*
	Out of scope

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Faculty of Health, Science and Sustainability

Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Fixed term *(ending)*
	Out of scope

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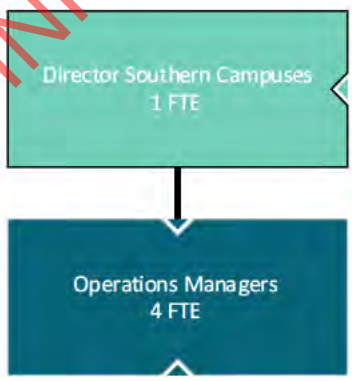
Faculty of Education, Culture and Services

**Note - only the NZBS part of the Manager – Art and Design and NZBS role is fixed term.*

Southern Campuses and Operations Managers



Key	
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	Significant change *(disestablished)*
	Minor change
	Fixed term *(ending)*
	Out of scope

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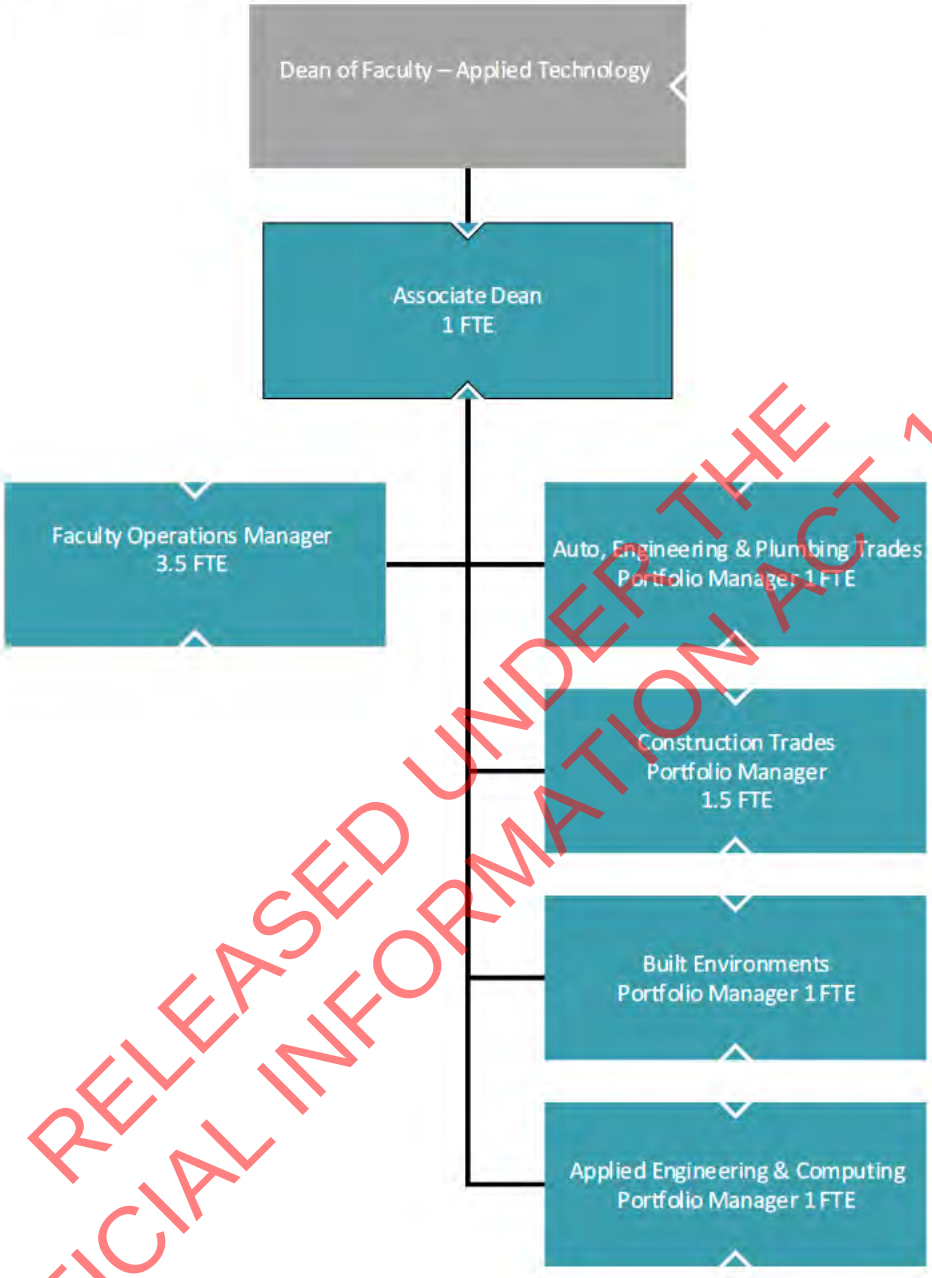
Proposed new structure presented during consultation

Faculty of Applied Technology



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Key	
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	New role
	Minor change
	Out of scope

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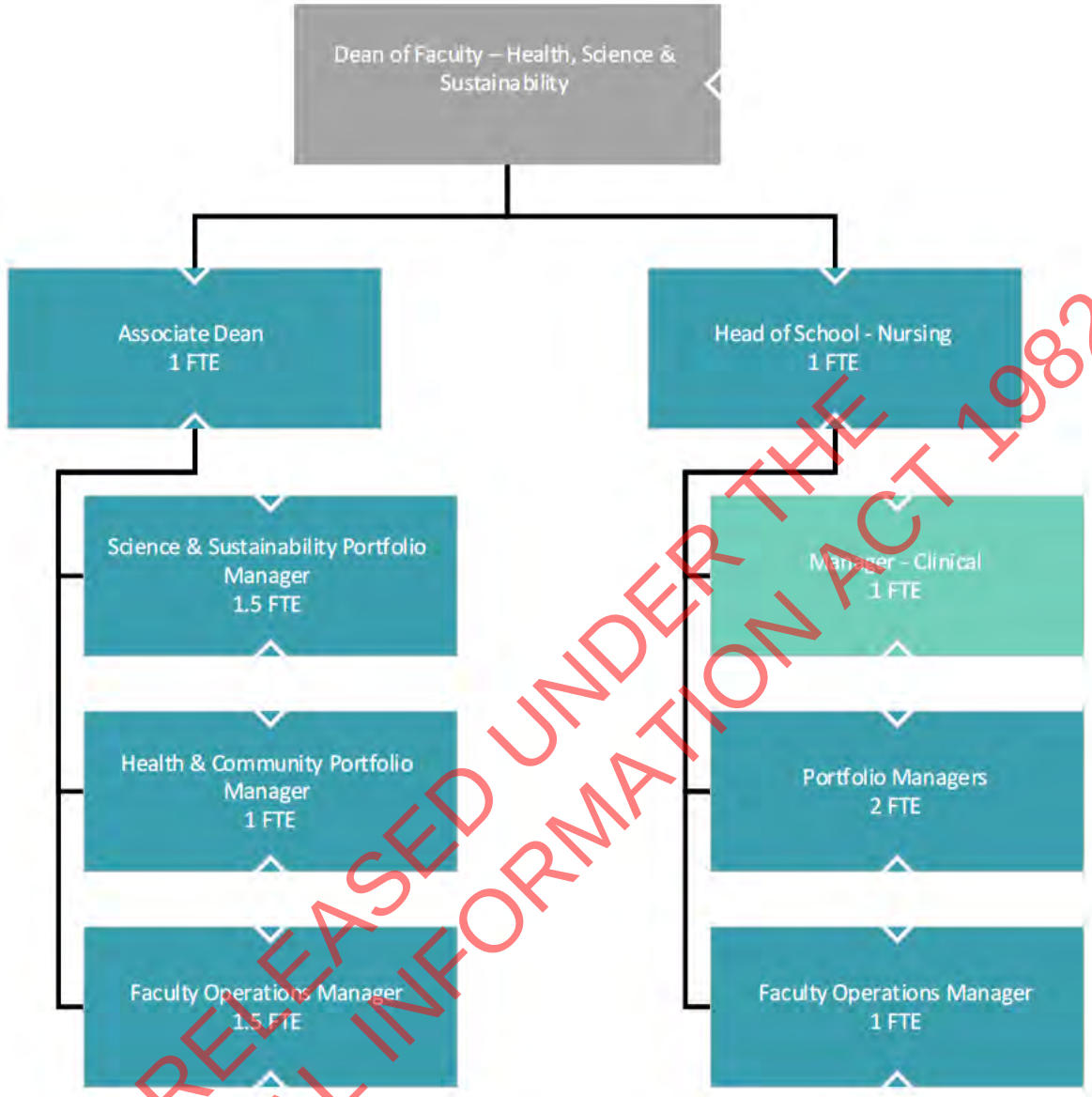
Faculty of Health, Science and Sustainability



Key
No change
New role
Minor change
Out of scope

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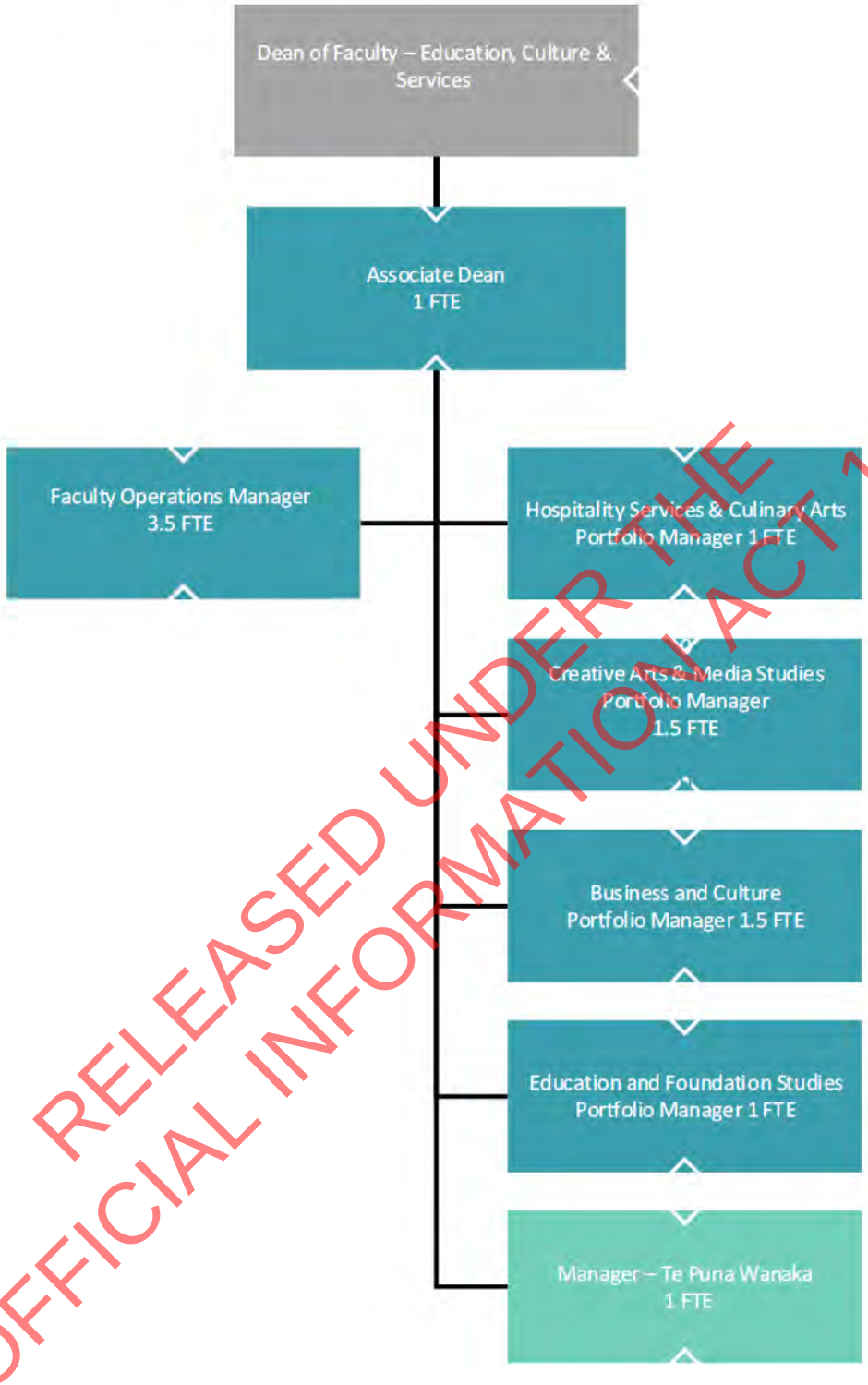
Faculty of Education, Culture and Services



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Key	
	No change
	New role
	Minor change
	Out of scope

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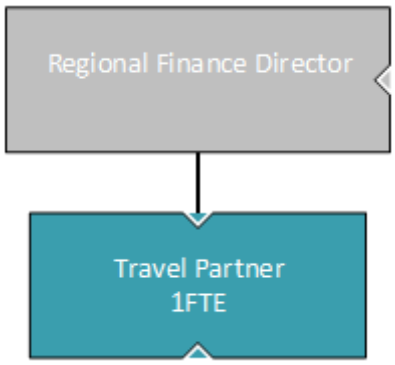
Travel Partner



Policy and Process Partner

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Ngā whakahokinga kōrero | Feedback

Summary of feedback from the Academic, Innovation and Research teams

We would like to express our sincere appreciation for the professionalism and engagement demonstrated throughout the change proposal process. We acknowledge that this has been a particularly challenging time.

We want to extend our gratitude to all kaimahi in the Academic, Innovation and Research teams, as well as to our union partners, for the depth of thought and care reflected in the submissions received.

The TKM has carried out a comprehensive review of all feedback, recognising its thorough, professional and considered nature.

44 pieces of in-scope feedback (feedback from the Academic, Innovation and Research teams) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email. Individual names and identifying details have been anonymised by the People and Capability team for this report.

Following careful consideration, the following key themes were identified:

Theme	Feedback	Response and any decisions from feedback
Position descriptions for the Portfolio Managers and the Faculty Operations Managers require further development and clarification	Respondents said the position descriptions did not clearly describe the role of Faculty Operations Managers (FOMs) and suggested including junior roles/staff rather than too many FOMs. Concerns were raised that position descriptions had key elements missing from Portfolio Manager roles and that these roles were a mirror of current Academic Manager roles but with broader remits.	We acknowledge the need for greater role clarity within the position descriptions of Portfolio Managers and Faculty Operations Managers. In response to feedback we have updated the position descriptions to provide further clarity, for example, about responsibilities and oversight relating to ākonga academic and pastoral support activity, including complaints, misconduct and delegated responsibilities.
Portfolio teams are too large with significant disparity in number of direct reports	It was considered that current Academic Managers already have large teams and that these were increasing to the point where they would become ineffective managers and unable to support the academic staff noting that staff management cannot be delegated to senior academics as per current collective agreements. Respondents said that assigning portfolios	We appreciate this feedback and agree that the line management workload considerations for Portfolio Managers are multifaceted. In response to feedback, we have increased the total number of Portfolio Manager roles. The distribution of these Portfolio Managers across faculties has also been adjusted to reflect a range of

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	aligned with EFTS is not the best method as it does not take into consideration the number and level of programme, quality and administration requirements for all students.	critical elements such as EFTS, direct reports and portfolio and programme characteristics. The impact of this change is to reduce the number of direct reports for Portfolio Managers, particularly in areas of high need.
Ratio of Faculty Operations Managers and Portfolio Manager roles are not correct	Respondents raised concerns about overinvesting in operations and underinvesting in academic leadership when trying to increase student numbers. Respondents cited a need for more Portfolio Managers and fewer Faculty Operations Managers.	We recognise that strong leadership is a vital element of successful programme delivery. In response to this feedback, we have adjusted the mix of Portfolio Manager roles (increased by 4 FTE) and Faculty Operations Manager roles (reduced by 3.5 FTE) to ensure academic kaimahi are appropriately supported by line management.
Support of Principal Academic Staff Members (PASMs), Senior Academic Staff Members (SASMs) and Programme Leads	Respondents said that for this structure to be successful there is a need for senior academic staff support, however, the lack of formalised position descriptions and consideration of training and support to do this was seen to be lacking within the proposal.	We acknowledge the important leadership role of senior academic kaimahi, particularly those in PASM and SASM roles, in supporting the effective delivery of academic programmes. PASM and SASM kaimahi will continue playing a vital role in portfolio activity and programme delivery, working alongside Portfolio Managers and Faculty Operations Managers as appropriate. We recognise additional clarity and consistency are needed to ensure PASM and SASM roles continue to contribute to programme delivery leadership, to mentor academic kaimahi and to support ākonga. This work will be undertaken by faculty leadership teams in

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		collaboration with People and Capability business partners.
Generic marketing and recruitment approach	Concerns were raised about a generic marketing approach disadvantaging minority groups and contradicting Ara's Vision 2030 and Tiriti commitments. Respondents cautioned against shifting the workload onto already stretched cultural teams, risking service degradation and non-compliance with pastoral care obligations.	We acknowledge this feedback. While marketing and recruitment approaches were not part of this change proposal, we confirm that we are committed to upholding Te Tiriti o Waitangi, supporting priority learner groups and our pastoral care obligations and responsibilities for all ākonga under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
Suggested changes to naming conventions for roles, portfolios and faculties	There were a number of suggested changes to naming conventions for roles, portfolios and faculties.	We acknowledge the feedback regarding naming conventions for roles, portfolios and faculties. In response to this feedback and alongside changes made in response to feedback on the number of Portfolio Managers, size of portfolios and programme alignment, we have made changes to some of our naming conventions, as detailed in the final decision section of this document. In considering this feedback, we also reaffirm retaining many of the proposed naming conventions within the original proposal, including, for example, faculty names. You can find the finalised details of programme and portfolio alignment across faculties in Appendix 6.
Reporting lines for Exam Centre, Administration, Work-Integrated Learning (WIL) Coordinators.	Respondents suggested that reporting lines remain with portfolios and faculties and suggested that Administration return to faculties rather than a separate team reporting to a Faculty Operations Manager.	We acknowledge the feedback regarding reporting lines for Exam Centre, Administration and Work Integrated Learning (WIL) coordinators.

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		After consideration, the decision is that WIL coordination and Exam Centre activities are within the faculties, reporting to Faculty Operations Managers. We also reaffirm that faculty administrative support remains within a centralised team, Central Administration and Registry.
Focus on core business of teaching and learning	Respondents agreed that Ara should return to focus on our core business of teaching and learning.	We appreciate this feedback and reiterate that we are a teaching and learning institute, so academic faculties must focus on our core business of teaching and learning.
Some programme realignment to portfolios and faculty suggestions	A number of suggestions were provided to realign programmes to different portfolios.	We acknowledge the carefully considered feedback provided about the alignment of programmes, portfolios and faculties. In response to this feedback we have made some amendments. An example is the merging of NZ2860 (New Zealand Certificate in Study and Career Preparation, Level 4) and NZ2863 (New Zealand Certificate in Study and Employment Pathways, Level 3 and Level 4) into the same portfolio area, Foundation and Pathways. All details associated with changes in programme, portfolio and faculty alignment can be found in the final decision section of this document, as well as in Appendix 6.
Te reo Māori programmes, Te Puna Wānaka and lack of Māori leadership	Feedback suggested that te reo Māori programmes should come under Te Puna Wānaka, not Education and Culture. Feedback also suggested that mentions of Te Tiriti and its principles appear to be tokenism rather than truly demonstrating that Ara is a Tiriti-led organisation.	We acknowledge the feedback about the portfolio placement of te reo Māori programmes. In response to this feedback, the position of Te Pouwhakahaere o Te Puna Wānaka, which was out of scope of this change proposal,

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		will retain responsibility for all Te reo Māori programmes. We sincerely appreciate the concerns expressed about Ara not demonstrating we are a Tiriti-led organisation. We are happy to advise that we have partnered with Tokona te Raki, the innovation arm of Ngāi Tahu. Together, we are implementing the Whiria te Muka Tangata initiative, which reflects a deep, sustained commitment to being a Tiriti-led organisation. It involves embedding kaupapa Māori values, structures and practices across all levels of Ara. We will share more information about Whiria te Muka Tangata soon.
Agility requires an organisational shift with less bureaucracy	Respondents raised that a structural change on its own will not realise the benefits outlined in the proposal; they highlighted that there needs to be a significant organisational culture change, including addressing processes and systems that slow the institution down and removing overly bureaucratic systems.	We appreciate this feedback and recognise that targeted improvements in business processes to gain efficiencies, especially in relation to the operational activities of faculties, are an important element of the successful operation of this new faculty and portfolio structure. We recognise that addressing the challenge of streamlining processes and reducing overly bureaucratic barriers will require a partnered approach across the organisation. For example, any work streams improving administrative processes should be complemented with a faculty-based examination of process improvement. The incoming faculty leadership teams will lead this work to ensure we can leverage beneficial change

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		within and across the three faculties.
The roles and remuneration are unappealing	Respondents provided feedback that said that some roles and the related remuneration are unappealing and that they indicate that kaimahi will be expected to do a lot more work for little reward.	We acknowledge this feedback and appreciate that remuneration is important. In response to this feedback, we can confirm that remuneration bands are determined via a formal process of 'role sizing'; a process which considers required qualifications, experience, scope of the role, authorities and people leadership responsibilities (amongst other factors). This approach aligns with industry best practice.
Outdated administrative systems	Respondents have concerns that until outdated administrative systems and practices across Ara are addressed, along with implementing new technology and automating processes, it is unlikely that the proposed changes will lead to improved efficiencies.	We acknowledge this feedback. We appreciate that our future success requires effective and efficient business processes and practices, including administrative systems, as well as 'better ways of working' within and across the organisation. This includes, for example, making better use of existing centralised data systems and platforms to streamline administrative processes. We also acknowledge that this mahi will need to be supported by the adoption of appropriate organisational customs and practices within the new faculties and portfolios.
Future-focused resourcing	Concerns were expressed by respondents about whether there was enough focus on resourcing research, programme development, post-graduate priorities and offshore delivery in China.	We acknowledge this feedback and reaffirm our commitment to appropriately resourcing and supporting these areas. For example, programme development, programme delivery and research activity (in degree and above programmes) are key areas of

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		academic focus across faculties and Ako Excellence as they speak to our legislative and regulatory commitments. We acknowledge the feedback regarding offshore China delivery of Ara programmes. While not formally in the scope of this proposal, we recognise a need for coherent oversight and coordination of offshore teaching and learning activity across faculties, in partnership with Ako Excellence. This will be an important first order of business for newly established faculty leadership teams.

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Summary of feedback from people outside the Academic, Innovation and Research teams

A total of 58 pieces of out-of-scope feedback (from people outside the impacted teams) were submitted. Feedback was received in writing to the Consultation@ara.ac.nz email.

Key themes, or recurring topics from in-scope feedback include:

Theme	Feedback	Response and any decisions from feedback
Portfolio Managers and academic staff workloads	Respondents expressed concerns about the workload for Portfolio Managers, especially in areas where some academic managers have already left. They spoke about the increased workload that will be delegated to academic staff, resulting in less time to focus on our core business of teaching and learning.	We acknowledge this feedback. We agree that the workload of Portfolio Managers and academic staff is an important issue. In response, we have increased the number of Portfolio Managers and in doing so, reduced the number of direct reports, particularly in areas of high need.
Saying Programme Leads, PASMs and SASMs will provide support without clear role definitions, position descriptions and remuneration	Respondents said these roles require a review of position descriptions with clear role definitions. They said the proposal was ambiguous and remuneration would need to be reviewed as they take on additional responsibilities.	We acknowledge the important leadership role of senior academic kaimahi, particularly those in PASM and SASM roles, in supporting the effective delivery of academic programmes. PASM and SASM kaimahi will continue playing a vital role in portfolio activity and programme delivery, working alongside Portfolio Managers and Faculty Operations Managers as appropriate. We recognise additional clarity and consistency are needed to ensure PASM and SASM roles continue to contribute to programme delivery leadership, to mentor academic kaimahi and to support ākonga. Faculty leadership teams, in collaboration with People and Capability business partners, will develop a working framework that aligns with our collective employment

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		agreement obligations. This framework will enable us to harness the individual and collective academic leadership, experience and expertise of our SASM and PASM colleagues, fully empowering our new academic faculty structure. Establishing this framework will be one of the faculty leadership teams' first priorities, alongside Deans of Faculty.
Liaising with industry	Respondents said Ara has a wide range of different industries to engage with. Concerns were raised about these responsibilities sitting with the Associate Dean role, saying it would be impossible for these roles to understand the specialist nuances of these industries.	We acknowledge this feedback and recognise the organisational risk associated with having singular points of industry connection and engagement. We can clarify that meaningful industry engagement and connection will be supported by faculty leadership teams and academic kaimahi, based on respective areas of leadership responsibility, disciplinary expertise, industry experience and connections to professional networks.
Portfolio Managers with industry sector and relevant expertise	Respondents said Portfolio Managers need industry sector and relevant expertise relating to their portfolio to be effective in their roles.	We appreciate this feedback and affirm that industry sector experience and relevant expertise relating to portfolio areas are important considerations for the role of Portfolio Manager. This is reflected in the position description, which includes other criteria, for example, academic experience, leadership and managerial experience and educational qualifications. While academic and tertiary education experience is valued, there is also a preference for candidates who bring industry-recognised qualifications and practical experience that align with the specific portfolio

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		areas. These qualifications and experiences are not mandatory unless stipulated by regulatory requirements. This approach ensures we maintain flexibility in recognising diverse pathways to capability, while also meeting any statutory obligations.

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Ngā whakatau | Decisions

1. **The establishment of three-faculty structure**

   We proposed to establish a three-faculty structure at Ara.

   - **Decision**
     - **Confirmed** – This will enhance our efficiency by simplifying our structure, clarifying the scope and purpose of each function.

2. **Associate Dean**
   - We proposed each faculty will have a Faculty Leadership Team (FLT) supporting the Faculty Dean. Each FLT will include:
     Associate Dean (Level 300) – Will act as the second-in-command to the Dean, focusing on research and academic capability development. This role will liaise with other divisions, particularly Ako Excellence, to ensure faculties receive the necessary support.
   - 3 x FTE

   - **Decision**
     - **Will not proceed** – We have decided not to proceed with the Associate Dean roles. By not proceeding with this role, faculties will maintain a streamlined leadership structure, avoid role overlap and ensure more efficient use of resources. The responsibilities proposed for this role will effectively be managed by the combination of Deans, Portfolio Managers and Faculty Operations Mangers, supporting a more distributed leadership model. This approach promotes agility due to fewer layers of management and promotes broader colleague engagement and ownership in decision making.
     - Position descriptions for Head of Nursing, Portfolio Managers and Faculty Operations Managers have been amended to ensure that the key roles and responsibilities of the proposed Associate Dean roles are incorporated appropriately to ensure business and leadership continuity and organisational risk management within Faculty Leadership teams.

3. **Portfolio Managers**
   - We proposed **Portfolio Managers (Level 400)** 14 FTE – would lead the teaching and learning delivery of each portfolio and school within the faculty, ensuring quality assurance and alignment with our educational standards.
   - 4.5 FTE – Applied Technology
   - 4.5 FTE – Health, Science and Sustainability
   - 5 FTE – Education, Culture and Services.

   - **Decision**
     - **Confirmed, with amendments** – We have increased the number of Portfolio Manager roles to 18 FTE:
       - 6.0 FTE – Applied Technology
       - 5.5 FTE – Health, Science and Sustainability
       - 6.5 FTE – Culture and Services.

     - We have decided to adjust the academic portfolios:
       - We have established a 'Foundation and Pathways' portfolio within the Faculty of Culture and Services – this includes moving NZ2860 (New Zealand Certificate in Study and Career Preparation, Level 4) from the Faculty of Health, Science and Sustainability. Historically,

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NZ2860 and NZ2863 (New Zealand Certificate in Study and Employment Pathways, Level 3 and Level 4) have been delivered across departments and this move ensures these two connected programmes are administered and delivered within a singular portfolio area.

- We have moved the Early Childhood Education programmes (NZ2849, NZ2850, NZ2851) from the Faculty of Culture and Service into the Faculty of Health, Science and Sustainability. These programmes will be in the renamed 'Science, Sustainability and Early Learning' portfolio within this faculty and sit alongside the education-based programmes associated with Sustainability and Outdoor Education.
- Accordingly, we have decided to rename the Faculty of Education, Culture and Services to the 'Faculty of Culture and Services'.
- We have moved the NZ2740 and NZ2741 massage programmes from the Faculty of Health, Science and Sustainability into the 'Hospitality and Services' portfolio within the Faculty of Culture and Services. These massage-based programmes have strong disciplinary alignment with several programmes in the Hospitality and Services portfolio.
- We have combined English language programmes with Business programmes to form a Business and English portfolio, which remains within the Faculty of Culture and Services. This adjustment will provide greater equity and balance between portfolios within the faculty.

The Portfolio Manager FTE will be:

Faculty of Applied Technology	
Portfolio	**FTE**
Auto, Engineering and Plumbing Trades	1 FTE
Construction Trades	2 FTE
Built Environments	1 FTE
Applied Engineering and Computing	2 FTE
	6 FTE
Faculty of Health, Science and Sustainability	
Portfolio	**FTE**
Nursing	2 FTE
Science, Sustainability and Early Learning	1.5 FTE
Health and Community	2 FTE
	5.5 FTE
Faculty of Culture and Services	
Portfolio	**FTE**
Hospitality and Services	1.5 FTE
Creative and Media	2 FTE
Business and English	1.5 FTE
Foundation and Pathways	1.5 FTE
	6.5 FTE

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4. **Faculty Operations Managers**
    - We proposed **Faculty Operations Managers (Level 400)** 9.5 FTE - would provide cross-faculty logistical and operational support, ensuring standardised application of policies, processes and procedures across all faculties.
    - 3.5 FTE – Applied Technology
    - 2.5 FTE – Health, Science and Sustainability
    - 3.5 FTE – Education, Culture and Services.

    - **Decision**

        - **Confirmed, with amendments** – We have decreased the number of Faculty Operations Manager roles from 9.5 FTE to 6.0 FTE:
            - 2.0 FTE – Applied Technology
            - 2.0 FTE – Health, Science and Sustainability
            - 2.0 FTE – Culture and Services.

        - This decision acknowledges the need to provide more leadership support for academic kaimahi by Portfolio Manager roles. Faculty Operations Managers (2 FTE per faculty) will work closely with Deans and Portfolio Managers across faculty portfolios. All Faculty Operations Managers will also work across faculties to support strong communities of practice and to leverage collective capability, consistency and capacity.

5. **Head of School - Nursing**
    - **We proposed to establish a Head of School - Nursing (L300) – this role** would provide strategic and academic leadership for the School of Nursing and ensures high-quality nursing education, research, regulatory compliance and industry relevance. This role is a requirement of the New Zealand Nursing Council (NZNC) to ensure all nursing programmes meet regulatory and accreditation standards.

    - **Decision**
        - **Confirmed, with amendments** – We confirm this role will proceed, with a minor amendment to the title 'Head of Nursing'.
        - In addition, the 'School of Nursing' portfolio title has been changed to 'Nursing' portfolio. Removing the title 'School of' now means there is consistency of naming across all of Ara's faculty portfolios.

6. **Travel Partner**
    - We proposed that the **Travel Partner** would coordinate all travel-related activities at Ara. As we expand our local and international reach, a coordinated, strategic approach to travel management is essential. This role will ensure all travel arrangements align with institutional policies, financial sustainability goals and risk management requirements. The Travel Partner will collaborate with faculties and business divisions to manage bookings, oversee compliance and optimise travel processes for efficiency and cost-effectiveness. This role will not only provide oversight of all travel bookings but also strengthen relationships with vendors, negotiate better rates and ensure a seamless experience for kaimahi.

    - **Decision**
        - **Confirmed, with amendments** – We confirm this role will proceed, with a minor amendment to the title 'Coordinator - Travel and Administration' and a broadened scope to provide administrative support across the Corporate Services team, as needed. We also confirm that it reports to the Director of Corporate Services.

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7. **Policy and Process Partner**
    - We proposed the Policy and Process Partner as a proactive and people-focused role designed to empower kaimahi across Ara to confidently navigate policies and procedures. By fostering a culture of clarity, collaboration and shared responsibility, this role would ensure that policies are not just documents but are lived and understood in daily practice. Sitting in the Strategy, Planning and Performance division, the Policy and Process Partner will work alongside teams to embed policies in a way that keeps kaimahi safe, connected and ready when they need to implement procedures. This role will strengthen policy cohesion, prevent issues before they escalate and enable kaimahi to work with confidence and consistency.

    - **Decision**
        - **Confirmed** – We confirm this role will proceed and that it reports to the Complaints and Policy Coordinator as proposed.

Ngā wāhanga kei waho i te horopaki | Areas out of scope

Te Pouwhakahaere o Te Puna Wānaka - Manager and Manager – Clinical

We proposed to maintain the positions of Te Pouwhakahaere o Te Puna Wānaka – Manager, as well as Manager – Clinical, within the new structure. We confirm that these roles remain out of scope for this change proposal. There may be a need in future to assess the responsibilities of these roles to ensure alignment, efficiency and effective management.

Academic kaimahi

We proposed that academic kaimahi are out of the scope of this proposal; however, if the proposed changes proceed, academic kaimahi would have a **change in reporting line** to the Portfolio Manager for their programme. We confirm that these roles remain out of scope for this change proposal. A list of confirmed portfolios and programmes can be found in Appendix 6.

Brands under the Ara identity

We proposed to retain existing brands, which include the National Academy of Singing and Dramatic Art (NASDA), the New Zealand Broadcasting School (NZBS) and the Music and Audio Institute of New Zealand (MAINZ). These brands have established themselves in their respective fields, providing specialised education and training. By continuing to support and develop these brands, we aim to uphold their legacy of excellence and ensure they remain at the forefront of their industries. We confirm that these existing brands are out of scope for this change proposal.

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Te hanganga kua mana | Confirmed structure

Summary of confirmed changes

Impact	Proposed FTE		Final FTE	
Minor change	45.6		45.6	
Significant change (disestablished)	34.9		34.9	
New positions		27.5		25
Total	**80.5**	**73.1**		**70.6**
Reduction in permanent FTE		**7.4**		**9.9**

**The proposed roles of Travel Partner and Policy and Process Partner are not included in the table above as they are included in the count of new positions within the Ākonga Success, Māori Success and Pacific Achievement proposal document.*

See the appendices for the list of confirmed impacted positions and confirmed new roles.

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Te pānga kua mana ki ngā tūranga | Confirmed impact on positions

Faculty of Applied Technology

Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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Faculty of Health, Science and Sustainability

Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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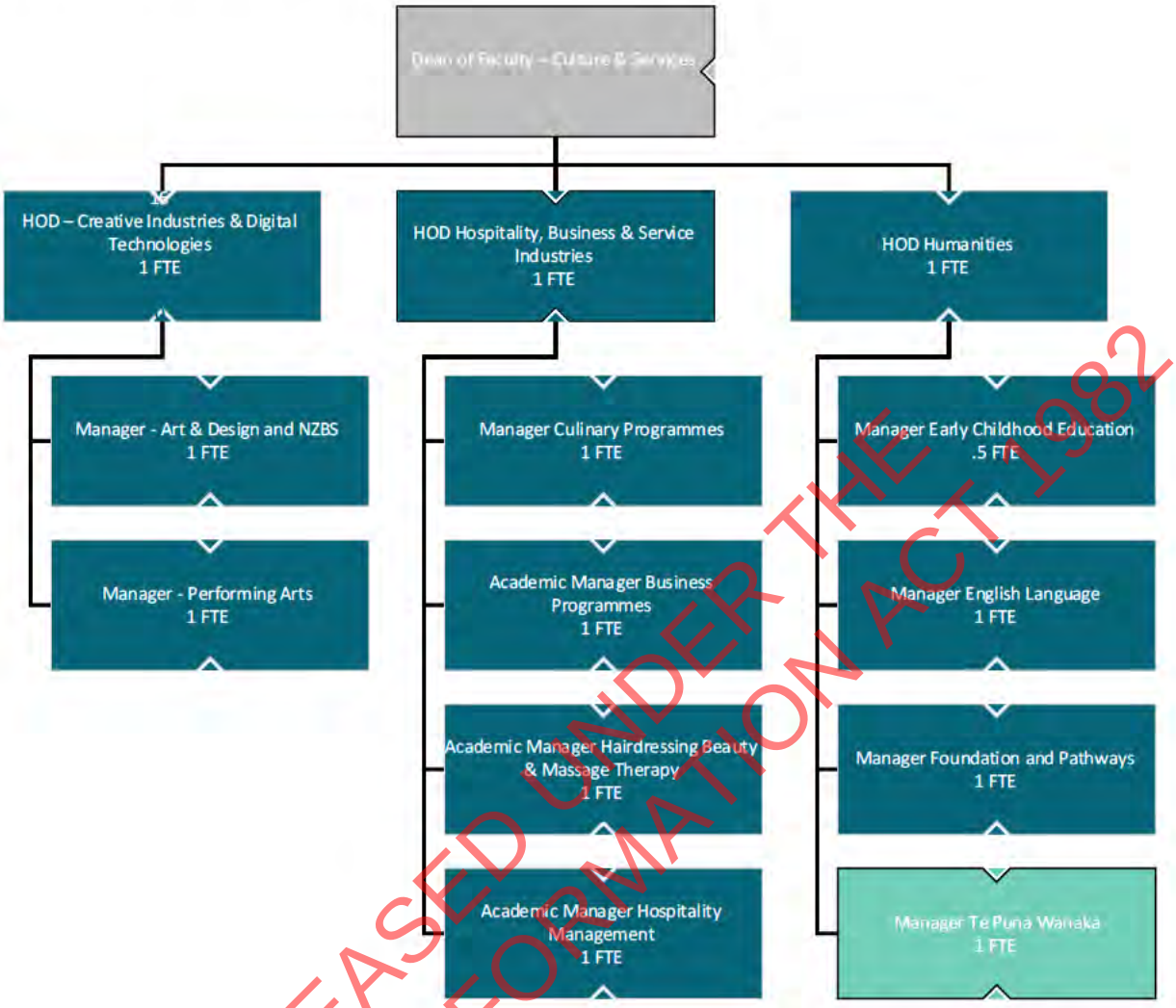
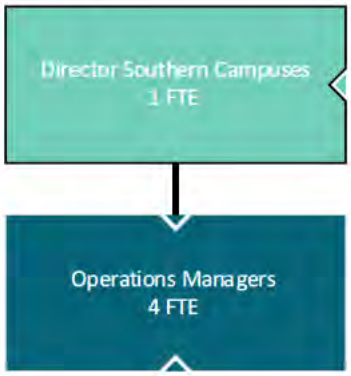
Faculty of Culture and Services



Southern Campuses and Operations Managers



Key	
	No change
	Significant change *(disestablished)*
	Minor change
	Out of scope

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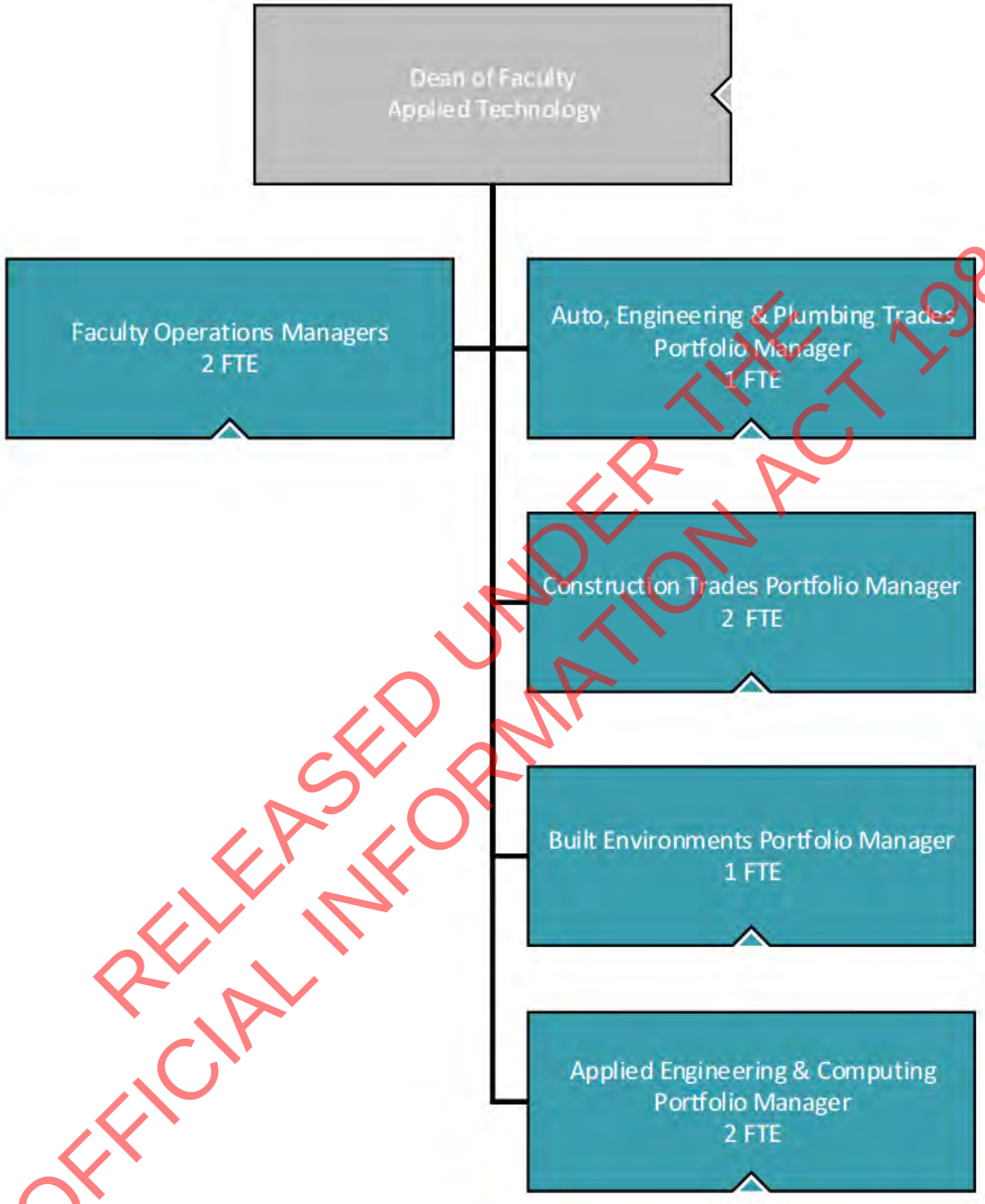
Te hanganga kua mana | Confirmed structure

Faculty of Applied Technology



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Key	
	No change
	New role
	Minor change
	Out of scope

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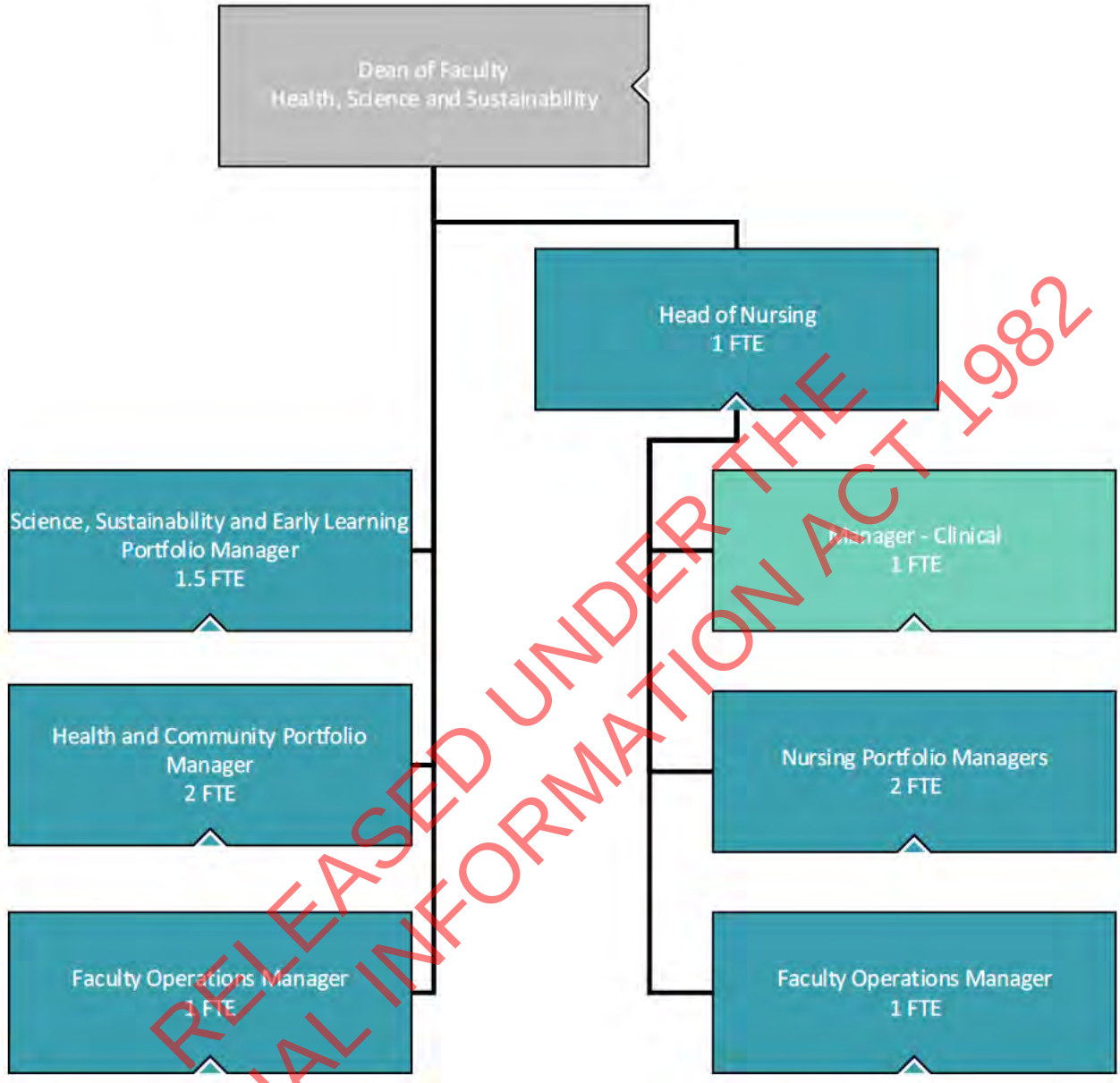
Faculty of Health, Science and Sustainability



Key
No change
New role
Minor change
Out of scope

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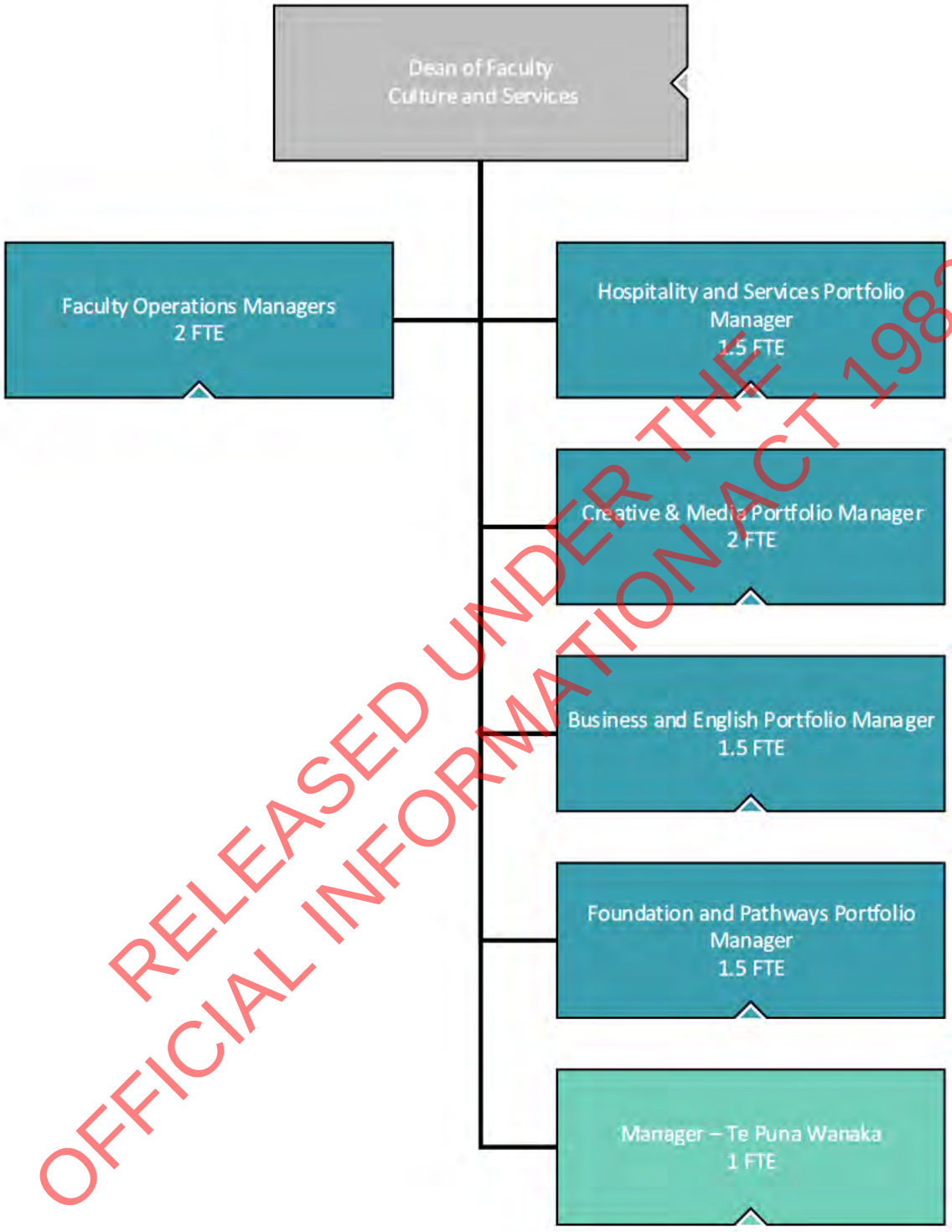
Faculty of Culture and Services



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Key	
	No change
	New role
	Minor change
	Out of scope

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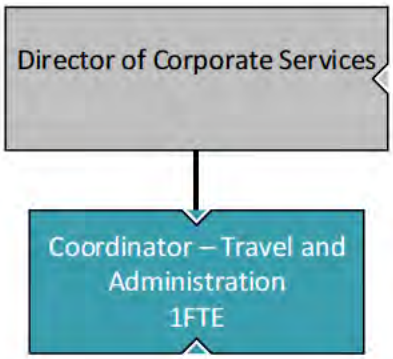
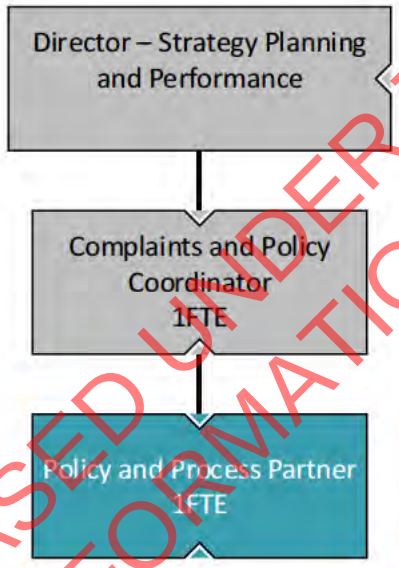
Coordinator - Travel and Administration



Policy and Process Partner



Key	
	No change
	New role
	Minor change
	Out of scope

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Ka ahatia ā muri atu? | What happens next?

Te tukanga whakatau | Decision process

As the decisions have now been made, we intend to:

- **Step 1**: Hold a group meeting to announce the decision
- **Step 2**: Provide the final decision document and a letter to individual kaimahi.
- **Step 2**: Recruitment and selection process commences.
- **Step 3:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned.

Rārangi wā whai muri i ngā whakatau | Timeline following decisions

Milestone	Date
Decisions communicated to impacted kaimahi	28 May 2025
Other kaimahi are informed who may not be impacted	28 May 2025
Internal advertising commences	3 June 2025
Internal applications close	12 June 2025
Shortlisting complete	17 June 2025
Interviews commence and external advertising commences (if required)	18 June 2025
Offers made	From week of 30 June 2025
Redeployments announced	From week of 7 July 2025
New structure in place	14 July 2025
Disestablishments take effect**	28 July 2025

*** In the event that redeployment is not achieved, your employment will end on 28 July 2025 by reason of redundancy. With the new structure coming into effect on 14 July 2025, we will pay you two weeks in lieu of notice to the 28 July 2025.*

Tukanga hei kimi, hei kōwhiri tāngata | Recruitment and selection process

New roles

We are committed to an open and transparent recruitment process based on the selection criteria below.

Recruitment process

Our preference is to redeploy kaimahi where possible, however we are committed to appointing the best person for the role. The recruitment process for any new position is:

- In the first instance, new roles will be open to impacted kaimahi within Te Pūkenga network. Kaimahi will have 10 calendar days to apply for the role.
- If this does not fill the new role, we will then open the process to all kaimahi within Te Pūkenga network. Kaimahi will have 10 calendar days to apply for the role.
- Vacancies will be advertised at both the above stages on Waituhi and Te Whare.

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- All potential internal candidates will be required to apply with a cover letter and complete an Expression of Interest (EOI) form relating to the selection criteria.
- A shortlist will be completed within five business days after the advertising period closes.
- Unsuccessful and successful shortlist candidates will be advised of the next steps.
- The interview will be formal and include competency-based questions relating to the position description and may include a second interview and/or presentation.
- If the position is not filled internally, we will then advertise externally.
- We will explore other redeployment opportunities with unsuccessful candidates.

Selection criteria for new roles and reduction in roles

Description	Selection criteria
Experience and Qualifications	• Relevant qualifications required for the position (and/or where relevant, the equivalent body of knowledge gained through experience) • Currency, relevance and extent of industry, professional or community-related experience in relevant field/s
Technical skills	• Evidence of specific technical skills/knowledge of position
Te Tiriti o Waitangi and Equity	• Experience, understanding / supporting / advocating / leading the inclusion of Te Tiriti o Waitangi practices in a workplace setting • Experience in supporting / advocating / leading approaches that promote equity and prioritise the needs of our priority groups
Values	• Evidence of clear behavioural examples which demonstrate Ara's values alongside the code of professional practice
Performance	• Experienced performing across a broad range of deliverables within position scope • Examples of recent performance deliverables

Whakakoretanga tūao | Voluntary redundancy

When a role is confirmed disestablished, we are open to having a voluntary redundancy conversation. Please note that voluntary redundancy is not guaranteed and the impacted kaimahi will need to make an application. Applications will be treated on a case-by-case basis. We will ensure we meet our legal and employment agreement (including Collective Employment Agreement) requirements and our business operational requirements.

Huarahi whakawhiti | Transition approach

We are committed to supporting you through the transition process. This commitment includes providing comprehensive training and development opportunities tailored to your needs. By prioritising your wellbeing and professional growth, we aim to create a smooth and positive transition experience that empowers you to thrive in the changed structure.

Key focus areas include, but are not limited to:

- Keeping you updated.
- Ensuring we include you when transition planning.
- Supporting the business division or team to work on planning priorities, including providing project management expertise if the transition is complex.
- Ensuring you understand your responsibilities.

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Ki hea whai tautoko ai | Where to get support

We genuinely care about your wellbeing. We understand that change can be disruptive and unsettling for many people. It's natural to feel a mix of emotions during such times and we want to acknowledge those feelings. We're here to support you as we navigate through these changes together. Your experience matters and we appreciate your patience and resilience. We encourage you to speak to your leader, support network, union representative, or People and Capability Business Partner and support each other through this consultation process.

Please remember you can access Employee Assistance Service support through our provider, OCP. You can contact OCP by visiting their website, by phone: 0800 377 990 or by email: Support@OCP.co.nz. As a reminder, we encourage you to seek independent advice regarding this proposal. You are entitled to have a representative or support person present at any meeting.

If you are a union member, you may want to seek support from local branch members.

We support you in sharing your situation with whānau or trusted colleagues. It's crucial to have a support network and we understand the importance of connecting with others during this time. As you share at work, we ask that you keep in mind the diverse experiences and feelings of those around you and remain professional. Sometimes, when discussing concerns, it can be helpful to approach the conversation constructively, aiming to alleviate rather than add to any anxiety. Your thoughtful consideration can make a positive difference for everyone involved. Remember, you're not alone in this journey.

If you feel that the available support options don't meet your needs, please don't hesitate to reach out to People and Capability for assistance. If you have any questions regarding this proposal, we encourage you to talk openly with your leader, union representative or People and Capability. Your concerns are important to us; we're here to help you navigate this.

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Ngā tāpirihanga | Appendices

- Appendix 1: Ara Institute of Canterbury Vision 2030.
- Appendix 2: Position descriptions can be found on the 2025 Transformation Programme page on Waituhi.
- Appendix 3: Table of disestablishments.
- Appendix 4: Table of minor changes to reporting lines or position.
- Appendix 5: Table of new roles.
- Appendix 6: Table of Programme and portfolio alignment.
- Appendix 7: Glossary.

Ngā tūranga kua whakatauria kia poroa | Disestablished roles

Role	Current team	Description	Rationale and what happens to the work the role is doing
HOD - Creative Industries and Digital Technologies (fixed term)	Dept of Creative Arts and Digital Technologies	Position not included in the structure.	The different elements that make up these functions are distributed into the new Portfolio Manager and the Faculty Operations Manager.
HOD - Engineering and Architectural Studies	Dept of Engineering and Architectural Studies	Position not included in structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new Portfolio Manager and the Faculty Operations Manager.
HOD - Hospitality and Service Industries and Business	Dept of Hospitality, Business and Service Industries	Positions not included in structure. Incumbent may apply for available positions in structure	The different elements that make up these functions are distributed into the new Portfolio Manager and the Faculty Operations Manager.
HOD – Humanities (fixed term)	Dept of Humanities	Position not included in structure.	The different elements that make up these functions are distributed into the new Portfolio Manager and the Faculty Operations Manager.
HOD - Health Practice	Dept of Health Practice	Position not included in proposed structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and/or Faculty Operations Manager

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HOD Applied Sciences and Social Practice (fixed term)	Dept of Applied Sciences and Social Practice	Position not included in structure.	Efficiencies can be found through the consolidation of the Portfolio Manager and/or Faculty Operations Manager
Manager - Performing Arts	Dept of Creative Arts and Digital Technologies	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Academic Manager (x2)	Dept of Creative Arts and Digital Technologies	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Art and Design and Manager of Art and Design and NZBS (fixed term)	Dept of Creative Arts and Digital Technologies	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Academic Manager - Business Programmes	Dept of Hospitality, Business and Service Industries	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - English Language	Dept of Humanities	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager – Foundation and Pathways (fixed term)	Dept of Humanities	Position not included in structure.	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Sustainability and Outdoor Educational Programmes	Dept of Humanities	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager

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Manager – Early Childhood Education	Dept of Humanities	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Academic Manager Hospitality Management	Dept of Hospitality, Business and Service Industries	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Culinary Programmes	Dept of Hospitality, Business and Service Industries	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Academic Manager - Hairdressing, Beauty and Massage Therapy	Dept of Hospitality, Business and Service Industries	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Engineering Trades	Dept of Trades	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Electrical and Plumbing	Dept of Trades	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Construction Trades	Dept of Trades	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Automotive and Auto Body	Dept of Trades	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Architectural Studies and Interior Design	Dept of Engineering and Architectural Studies	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager

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Manager - Engineering and CAD	Dept of Engineering and Architectural Studies	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Construction	Dept of Engineering and Architectural Studies	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Academic Operations	Dept of Applied Sciences and Social Practice	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Science	Dept of Applied Sciences and Social Practice	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager – Academic (x2)	Dept of Health Practice	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Allied Health	Dept of Applied Sciences and Social Practice	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Manager - Human Services	Dept of Applied Sciences and Social Practice	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Academic Manager	Dept of Health Practice	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager
Operations Managers (4 FTE)	Academic Innovation and Research Division (AIR)	Position not included in structure. Incumbent may apply for available positions in structure	Efficiencies can be found through the consolidation of the Portfolio Manager and or Faculty Operations Manager

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Ngā panonitanga iti ki te rārangi pūrongo, ki te tūranga rānei | Minor changes to reporting line or position

Role	Current Team	Description	Rationale and what happens to the work the role is doing.
Manager - Clinical	Dept of Health Practice	Change in reporting lines to Head of Nursing.	The function of the role will largely continue to be carried out as it is now with a change in reporting line.
Manager – Te Puna Wanaka	Dept of Humanities	Change in reporting lines to the Dean of Faculty of Culture and Services.	It is expected that the function of the role will largely continue to be carried out as it is now with a change in reporting line.
Director of Southern Campuses	Academic Innovation and Research Division (AIR)	Change in reporting lines to Director – Equity and Ākonga Success and minor changes to the position description and title.	The function of the role will largely continue to be carried out as it is now with a change in reporting line and minor changes to the position description, ensuring that regional campuses remain well-supported while aligning with Ara's equity, access and learner success strategies
Manager - The Zone Sports Centre	Dept of Health Practice	Change in reporting lines to Faculty Operations Manager in Faculty of Health, Science and Sustainability and change in position title.	The function of the role will largely continue to be carried out as it is now with a change in reporting line and change in position title to Team Leader – The Zone Sports Centre to reflect that this role reports to a 4th tier manager role.
Manager – Restaurant	Dept of Hospitality, Business and Service Industries	Change in reporting lines to Faculty Operations Manager, Faculty of Culture and Services.	The function of the role will largely continue to be carried out as it is now with a change in reporting line.
Technicians	Academic Innovation and Research Division (AIR) - All departments	Change in reporting lines to Faculty Operations Manager for the relevant Faculty.	The function of these roles will largely continue to be carried out as it is now with a change in reporting line.
Administrators, Coordinators and Operations Coordinators	Academic Innovation and Research Division (AIR) - All departments	Change in reporting lines to Faculty Operations Manager for the relevant Faculty.	The function of these roles will largely continue to be carried out as it is now with a change in reporting line.

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Placement Coordinators / WIL Coordinators / Placement Lead	Academic Innovation and Research Division (AIR) - All departments	Change in reporting lines to Faculty Operations Manager for the relevant Faculty.	The function of these roles will largely continue to be carried out as it is now with a change in reporting line.

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Ngā tūranga hou | New roles

New role	Team	Description of new role
Head of Nursing (1.0 FTE)	Faculty of Health Science and Sustainability	The Head of Nursing is responsible for leading Ara Institute of Canterbury's largest academic portfolio, overseeing the delivery of high-quality nursing education. This role ensures programmes align with national and international nursing standards, fostering academic excellence, professional integrity and strong industry connections. The Head of Nursing will maintain key relationships with the Nursing Council of New Zealand in the Head of Nursing role and other health sector stakeholders, ensuring Ara's nursing qualifications meet accreditation requirements and industry expectations.
Portfolio Manager (5.5 FTE)	Nursing Health and Community Science Sustainability and Early Learning	**Faculty of Health, Science and Sustainability** The Portfolio Manager (PM) is responsible for leading exceptional teaching and learning within an assigned School, which operates as part of the faculty at Ara Institute of Canterbury. Each faculty comprises multiple Schools, each centred around a suite of programmes with strong synergies and operating between 500 and 700 EFTS. The Portfolio Manager ensures the consistent delivery of high-quality education, fostering excellence in teaching and learning. They also maintain essential functional relationships with the Ako Excellence portfolio to provide ongoing assurance that the school meets all aspects of the Ara quality assurance framework. The PM plays a critical role in ensuring that ākonga experience excellence in education every day. Additionally, the PM leads and supports academic kaimahi to achieve excellence in their practice and professional growth.
Portfolio Manager (6.5 FTE)	Hospitality and Services Creative and Media Business and English Foundation and Pathways	**Faculty of Culture and Services** The Portfolio Manager (PM) is responsible for leading exceptional teaching and learning within an assigned School, which operates as part of a faculty at Ara Institute of Canterbury. Each faculty comprises multiple Schools, each centred around a suite of programmes with strong synergies and operating between 500 and 700 EFTS. The Portfolio Manager ensures the consistent delivery of high-quality education, fostering excellence in teaching and learning. They also maintain essential functional relationships with the Ako Excellence portfolio to provide ongoing assurance that the school meets all aspects of the Ara quality assurance framework. The PM plays a critical role in ensuring that ākonga experience excellence in education every day. Additionally, the PM leads and supports academic kaimahi to achieve excellence in their practice and professional growth.
Portfolio Manager (6 FTE)	Construction Trades Auto, Engineering and Plumbing Trades Applied Engineering and Computing	**Faculty of Applied Technology** The Portfolio Manager (PM) is responsible for leading exceptional teaching and learning within an assigned School, which operates as part of a faculty at Ara Institute of Canterbury. Each faculty comprises multiple Schools, each centred around a suite of programmes with strong synergies and operating between 500 and 700 EFTS. The Portfolio Manager ensures the consistent delivery of high-quality education, fostering excellence in teaching and learning. They also maintain essential functional relationships with the Ako Excellence portfolio to provide ongoing assurance that the school meets all aspects of the Ara quality assurance framework. The PM plays a critical role in ensuring that ākonga experience excellence in education every day. Additionally, the PM leads and supports academic kaimahi to achieve excellence in their practice and professional growth.

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	Built Environments	
Faculty Operations Manager (2 FTE)	Faculty of Health, Science and Sustainability	The Faculty Operations Manager (FOM) is responsible for ensuring the smooth and efficient operation of a faculty at Ara Institute of Canterbury. This role supports the Dean of Faculty and works closely with the Portfolio Managers (PMs) to implement and operationalise Ara-wide policies, procedures and business rules. The FOM plays a critical role in enabling the faculty to function as a cohesive team, ensuring consistency in the application of institutional processes across all Schools within the faculty. The FOM ensures that faculty operations align with institutional objectives, optimising resources, enhancing operational effectiveness and ensuring financial sustainability. This role requires strong leadership, a problem-solving mindset and a deep understanding of tertiary education operations. The FOM also oversees the faculty's technicians, ensuring they have the necessary resources and support to maintain high-quality learning environments.
Faculty Operations Manager (2 FTE)	Faculty of Culture and Services	The Faculty Operations Manager (FOM) is responsible for ensuring the smooth and efficient operation of a faculty at Ara Institute of Canterbury. This role supports the Dean of Faculty and works closely with the Portfolio Managers (PMs) to implement and operationalise Ara-wide policies, procedures and business rules. The FOM plays a critical role in enabling the faculty to function as a cohesive team, ensuring consistency in the application of institutional processes across all Schools within the faculty. The FOM ensures that faculty operations align with institutional objectives, optimising resources, enhancing operational effectiveness and ensuring financial sustainability. This role requires strong leadership, a problem-solving mindset and a deep understanding of tertiary education operations. The FOM also oversees the faculty's technicians, ensuring they have the necessary resources and support to maintain high-quality learning environments.
Faculty Operations Manager (2 FTE)	Faculty of Applied Technology	The Faculty Operations Manager (FOM) is responsible for ensuring the smooth and efficient operation of a faculty at Ara Institute of Canterbury. This role supports the Dean of Faculty and works closely with the Portfolio Managers (PMs) to implement and operationalise Ara-wide policies, procedures and business rules. The FOM plays a critical role in enabling the faculty to function as a cohesive team, ensuring consistency in the application of institutional processes across all Schools within the Faculty. The FOM ensures that faculty operations align with institutional objectives, optimising resources, enhancing operational effectiveness and ensuring financial sustainability. This role requires strong leadership, a problem-solving mindset and a deep understanding of tertiary education operations. The FOM also oversees the faculty's technicians, ensuring they have the necessary resources and support to maintain high-quality learning environments.
Policy and Process Partner (1.0 FTE)	Strategy Planning and Performance	The Policy and Process Partner is a proactive and people-focused role designed to empower kaimahi across Ara to confidently navigate policies and procedures. By fostering a culture of clarity, collaboration and shared responsibility, this role ensures that policies are not just documents but are lived and understood in daily practice. Sitting centrally, the Policy and Process Partner works alongside teams to embed policies in a way that keeps kaimahi safe, connected and

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		ready when they need to implement procedures. This role exists to strengthen policy cohesion, prevent issues before they escalate and enable kaimahi to work with confidence and consistency.
Coordinator - Travel and Administration (1.0 FTE)	Corporate Services	The Coordinator - Travel and Administration is responsible for the centralised coordination of all travel-related activities at Ara Institute of Canterbury. This role ensures that all travel arrangements align with institutional policies, financial sustainability goals and risk management requirements. The Travel Partner will collaborate with faculties and business units to manage bookings, oversee compliance and optimise travel processes for efficiency and cost-effectiveness.

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Programme and portfolio alignment

Faculty of Applied Technology				
Programme	Construction Trades	Auto, Engineering and Plumbing Trades	Applied Engineering and Computing	Built Environments
CH3900 Bachelor of Architectural Studies				
CH4018 Bachelor of Engineering Technology				
CH4060 Bachelor of Construction				
CH4061 Graduate Diploma in Construction Management				
CH4062 Graduate Diploma in Quantity Surveying				
CH4070 Graduate Certificate in Building Information Modelling (BIM)				
CH4071 Graduate Diploma in Building Information Modelling (BIM)				
G21177 Basic Structures				
G21179 Construction – Residential and Commercial				
G21187 Architectural CAD with Revit				
NZ2416 New Zealand Diploma in Architectural Technology (Level 6)				
NZ2420 New Zealand Diploma in Construction (L6) with strands Construction Management and Quantity Surveying				
NZ2612 New Zealand Diploma in Engineering (Level 6)				
NZ3665 New Zealand Diploma in Interior Design (Residential) (Level 5)				

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Faculty of Applied Technology				
Programme	Construction Trades	Auto, Engineering and Plumbing Trades	Applied Engineering and Computing	Built Environments
CH3866 Bachelor of Information and Communication Technologies				
CH3880 Graduate Diploma in Information and Communication Technologies				
G21115 Computer Networking Instructors Certificate (CCNA1)				
G21119 Computer Networking Instructors Certificate (CCNA Security)				
G21120 Computer Networking Instructors Certificate (CCNA CyberOps)				
G21121 Computer Networking Certificate (CCNA1)				
G21122 Computer Networking Certificate (CCNA2)				
G21123 Computer Networking Certificate (CCNA3)				
G9999 Community Education				
NZ2592 New Zealand Certificate in Computing (Intermediate User) (Level 3)				
NZ2594 New Zealand Certificate in Information Technology Essentials (Level 4)				
NZ2596 New Zealand Diploma in Information Technology Technical Support (Level 5)				
NZ2598 New Zealand Diploma in Web Development and Design (Level 5)				
NZ2601 New Zealand Diploma in Systems Administration (Level 6)				
NZ2862 New Zealand Certificate in Foundation Skills (Level 2)				
NZ3837 New Zealand Diploma in Cybersecurity (Level 6)				

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Faculty of Applied Technology				
Programme	Construction Trades	Auto, Engineering and Plumbing Trades	Applied Engineering and Computing	Built Environments
G8888 General Education Programmes				
NCEP1T Construction and Infrastructure Vocational Pathway				
NCEP2T Manufacturing and Technology Trade				
NZ2343 New Zealand Certificate in Joinery Level 4				
NZ2387 New Zealand Certificate in Electrical Engineering Theory (Level 3)				
NZ2388 New Zealand Certificate in Electrical Engineering Theory and Practice (Trade) (Level 4)				
NZ2660 New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3)				
NZ2661 New Zealand Certificate in Drainlaying (Level 4)				
NZ2662 New Zealand Certificate in Gasfitting (Level 4)				
NZ2663 New Zealand Certificate in Plumbing (Level 4)				
NZ2714 New Zealand Certificate in Mechanical Engineering (Trade) (Level 4)				
NZ2715 New Zealand Certificate in Mechanical Engineering (Level 3)				
NZ2719 New Zealand Certificate in Engineering Fabrication (Trade) (Level 4)				
NZ2738 New Zealand Certificate in Carpentry (Level 4)				
NZ2834 New Zealand Certificate in Construction Trade Skills (Level 3)				
NZ2862 New Zealand Certificate in Foundation Skills (Level 2)				

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Faculty of Applied Technology				
Programme	Construction Trades	Auto, Engineering and Plumbing Trades	Applied Engineering and Computing	Built Environments
NZ3008 New Zealand Certificate in Collision Repair and Automotive Refinishing (Level 3)				
NZ3097 New Zealand Certificate in Automotive Engineering (Level 3)				
NZ3450 New Zealand Certificate in Light Automotive Engineering (Level 4)				
NZ3568 New Zealand Certificate in Painting and Decorating (Level 4)				
NZ4316 New Zealand Certificate in Electrical Pre-Trade (Level 3)				
PA0736 Electrical Service Technicians Certificate				
WB2388 New Zealand Certificate in Electrical Engineering Theory and Practice (Trade) (Level 4)				
WB2661 New Zealand Certificate in Drainlaying Level 4				
WB2662 New Zealand Certificate in Gasfitting Level 4				
WB2663 New Zealand Certificate in Plumbing Level 4				
WB2714 New Zealand Certificate in Mechanical Engineering (Trade) (Level 4)				
WB2719 New Zealand Certificate in Engineering Fabrication (Trade) (Level 4)				
WB3568 New Zealand Certificate in Painting and Decorating Level 4				
WB4204 New Zealand Apprenticeship in Electrical Trade (Level 4) - General Electrical strand				
WBL420 New Zealand Apprenticeship in Electrical (Trade) (Level 4) General Electrical Strand				
NZ4316-New Zealand Certificate in Electrical Pre-Trade (Level 3) (SIT)				

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Faculty of Applied Technology				
Programme	Construction Trades	Auto, Engineering and Plumbing Trades	Applied Engineering and Computing	Built Environments
WB2366-New Zealand Apprenticeship in Refrigeration and Air Conditioning (Trade) (Level 4) (SIT)				
WB2388-New Zealand Apprenticeship in Electrical Engineering Theory and Practice (Trade) (Level 4) (SIT)				
WB3009-New Zealand Certificate in Automotive Refinishing (Level 4) (SIT)				
WB3118-New Zealand Certificate in Heavy Automotive Engineering (Level 4) (SIT)				
WB3450-New Zealand Certificate in Light Automotive Engineering (Level 4) (SIT)				
WB3460-New Zealand Certificate in Automotive Electrical Engineering (Level 4) (SIT)				
WB3915-New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5) (SIT)				
WB4204-New Zealand Certificate in Electrical Trade (Level 4) (SIT)				
NZ2365-New Zealand Certificate in Refrigeration and Air Conditioning (Trade Assistant) (Level 3) (SIT)				
NZ2834-New Zealand Certificate in Construction Trade Skills (Level 3) - Carpentry Strand (SIT)				
NZ3008-New Zealand Certificate in Collision Repair and Automotive Refinishing (Level 3) (SIT)				
NZ3097-New Zealand Certificate in Automotive Engineering (Level 3) (SIT)				

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Faculty of Health, Science and Sustainability			
Programme	Nursing	Health and Community	Science, Sustainability and Early Learning
CH3700 Graduate Diploma in Laboratory Technology			
CH3981 Bachelor of Applied Science (with specialisation)			
CH4051 Bachelor of Social Work			
CH4063 Bachelor of Musculoskeletal Health			
CH4064 Postgraduate Diploma in Osteopathy			
CH4066 Postgraduate Certificate in Professional Supervision			
G21180 Quality Assurance			
G21183 Infant and Young Child Health Essentials			
G21184 Child and Adolescent Health Essentials			
G21189 Principles of Family Violence Intervention Micro-credential			
NZ2489 New Zealand Certificate in Animal Management (with Companion Animals Strand) (Level 4)			
NZ2490 New Zealand Certificate in Animal Technology (Level 5) with Veterinary Nursing Assistant Strand			
NZ2491 New Zealand Diploma in Veterinary Nursing (Level 6)			
NZ2552 New Zealand Diploma in Applied Science (Level 5)			

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Faculty of Health, Science and Sustainability			
Programme	Nursing	Health and Community	Science, Sustainability and Early Learning
NZ2553 New Zealand Diploma in Applied Science (Level 6)			
NZ2992 New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)			
NZ3563 New Zealand Certificate in Exercise (Level 4)			
CH3730 Bachelor of Nursing			
CH3757 Bachelor of Medical Imaging			
CH3890 Graduate Certificate in Nursing			
CH3991 Bachelor of Midwifery			
CH4079 Master of Health Practice			
CH4080 Master of Health Science			
CH4081 Postgraduate Certificate in Health Practice			
CH4082 Postgraduate Diploma in Health Practice			
CH4083 Master of Nursing			
G21132 Enrolled Nursing Professional Development Level 5			
G21134 Competency Assessment Programme - Registered Nurse			
G21135 Competency Assessment Programme - Enrolled Nurse			
G8888 General Education Programmes			
NZ2887 New Zealand Diploma in Pregnancy, Childbirth and Early Parenting Education (Level 5)			

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Faculty of Health, Science and Sustainability			
Programme	Nursing	Health and Community	Science, Sustainability and Early Learning
NZ2889 New Zealand Diploma in Enrolled Nursing (Level 5)			
NZ4392 New Zealand Diploma in Transition to Parenting Education (Level 5)			
CH4025 Bachelor of Sustainability and Outdoor Education			
CH4032 Graduate Diploma in Sustainability and Outdoor Education			
CH4067 Master of Sustainable Practice			
CH4068 Postgraduate Diploma in Sustainable Practice			
CH4069 Postgraduate Certificate in Sustainable Practice			
G21079 Outdoor Education and Sustainability Training			
NZ3765 New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4)			
NZ2849 New Zealand Certificate in Early Childhood Education and Care (Level 3)			
NZ2850 New Zealand Certificate in Early Childhood Education and Care (Level 4)			
NZ2851 New Zealand Diploma in Early Childhood Education and Care (Level 5)			

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Faculty of Culture and Services					
Programme	Hospitality and Services	Creative and Media	Business and English	Foundation and Pathways	Te Puna Wānaka
CH3714 Bachelor of Broadcasting Communications					
CH3756 Bachelor of Design					
CH4077 Master of Creative Practice					
CH4078 Postgraduate Diploma in Creative Practice					
CH4086 Bachelor of Music Theatre					
CH4087 Bachelor of Music					
CHL000 STAR					
G8888 General Education Programmes					
NCEP6N Creative Industries Vocational Pathway (Digital Design)					
NZ2629 New Zealand Certificate in Digital Media and Design (Level 4)					
NZ2630 New Zealand Certificate in Fashion (Level 4)					
NZ2636 New Zealand Diploma in Arts and Design (Level 5)					
NZ2869 New Zealand Certificate in Creativity (Level 4)					
NZ3418 New Zealand Certificate in Music (Level 4)					
NZ3420 New Zealand Certificate in Performing Arts (Level 4)					
CH3988 Bachelor of Applied Management					
CH3993 Graduate Diploma in Accounting					
CH3994 Graduate Diploma in Business Information Systems					

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Faculty of Culture and Services					
Programme	Hospitality and Services	Creative and Media	Business and English	Foundation and Pathways	Te Puna Wānaka
CH3995 Graduate Diploma in Business Transformation and Change					
CH3996 Graduate Diploma in Event Management					
CH3999 Graduate Diploma in Human Resource Management					
CH4000 Graduate Diploma in Innovation and Entrepreneurship					
CH4001 Graduate Diploma in Operations and Production Management					
CH4002 Graduate Diploma in Project Management					
CH4003 Graduate Diploma in Marketing and Sales					
CH4005 Graduate Diploma in Strategic Management					
CH4047 Graduate Diploma in Applied Management					
CH4050 Graduate Diploma in Supply Chain Logistics					
CH4085 Graduate Certificate in Business Management					
G21181 Business Accelerator					
NZ2221 New Zealand Diploma in Primary Industry Business Management (Level 5)					
NZ2452 New Zealand Certificate in Business (Administration and Technology) (Level 3)					
NZ2455 New Zealand Certificate in Business (Accounting Support Services) (Level 4)					
NZ2456 New Zealand Certificate in Business (First Line Management) (Level 4)					
NZ2459 New Zealand Diploma in Business (Level 5)					
NZ2461 New Zealand Certificate in Business (Administration and Technology) (Level 4)					

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Faculty of Culture and Services					
Programme	Hospitality and Services	Creative and Media	Business and English	Foundation and Pathways	Te Puna Wānaka
NZ2862 New Zealand Certificate in Foundation Skills (Level 2)					
TP4775 Bachelor of Accounting (Level 7)					
CH4055 Bachelor of International Tourism and Hospitality Management					
CHL000 STAR					
G21003 Training for the Licence Controller Qualification (LCQ)					
G21063 Barista Essentials					
G21078 Service Industries (Hairdressing and Beauty) Training					
G21080 Hospitality Supported Learning					
G21082 Service Industries (Food and Beverage) Training					
NCEP4T Service Industries Trade					
NZ1841 New Zealand Certificate in Baking (Level 3)					
NZ1842 New Zealand Certificate in Baking (Generalist) (Level 4)					
NZ2100 New Zealand Certificate in Cookery (Level 3)					
NZ2101 New Zealand Certificate in Cookery (Level 4)					
NZ2102 New Zealand Diploma in Cookery (Advanced) (Level 5)					
NZ2104 New Zealand Certificate in Food and Beverage Service (Level 3)					
NZ2108 New Zealand Certificate in Hospitality (Level 2)					
NZ2115 New Zealand Certificate in Commercial Barbering (Level 4)					

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Faculty of Culture and Services					
Programme	Hospitality and Services	Creative and Media	Business and English	Foundation and Pathways	Te Puna Wānaka
NZ2201 New Zealand Certificate in Salon Skills (Introductory) (Level 2)					
NZ2411 New Zealand Certificate in Hairdressing (Salon Support) (Level 3)					
NZ2412 New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4)					
NZ2413 New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)					
NZ2539 New Zealand Diploma in Hospitality Management (Level 5)					
NZ2540 New Zealand Diploma in Hospitality Management (Level 6)					
NZ2740 New Zealand Diploma in Wellness and Relaxation (Level 5)					
NZ2741 New Zealand Diploma in Remedial Massage (Level 6)					
NZ3442 New Zealand Certificate in Makeup and Skin Care (Introduction) (Level 3)					
NZ3444 New Zealand Certificate in Beauty Therapy (Level 4)					
NZ3445 New Zealand Diploma in Beauty Therapy (Level 5)					
WB2413 New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)					
CH4057 Graduate Diploma in Tertiary Teaching and Learning					
CHCONT Adult Literacy					
CHL000 STAR					
G07011 Principles and Practice of English Language Teaching to Adults					
G21062 English Language Training					
G8888 General Education Programmes					

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Faculty of Culture and Services					
Programme	Hospitality and Services	Creative and Media	Business and English	Foundation and Pathways	Te Puna Wānaka
G9999 Community Education					
NZ1879 New Zealand Certificate in English Language (Foundation) (Level 1)					
NZ1880 New Zealand Certificate in English Language (Level 1)					
NZ1881 New Zealand Certificate in English Language (Level 2)					
NZ1882 New Zealand Certificate in English Language (General) (Level 3)					
NZ1883 New Zealand Certificate in English Language (Academic) (Level 4)					
NZ1884 New Zealand Certificate in English Language (Academic) (Level 5)					
NZ2754 New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5)					
NZ2853 New Zealand Certificate in Skills for Living for Supported Learners (Level 1)					
NZ2860 New Zealand Certificate in Study and Career Preparation (Level 4)					
NZ2861 New Zealand Certificate in Foundation Skills (Level 1)					
NZ2862 New Zealand Certificate in Foundation Skills (Level 2)					
NZ2863 New Zealand Certificate in Study and Employment Pathways (Level 3)					
NZ2993 New Zealand Certificate in Adult and Tertiary Teaching (Level 5)					
NZ3044 Te Pokaitahi Reo (Reo Rua) (Te Kaupae 2)					
NZ3045 Te Pokaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 3)					
NZ3046 Te Pokaitahi Reo (Reo Rua) (Te Kaupae 4)					
NZ3047 Te Pokaitahi Reo (Rumaki) (Te Kaupae 5)					

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Faculty of Culture and Services					
Programme	Hospitality and Services	Creative and Media	Business and English	Foundation and Pathways	Te Puna Wānaka
NZ3049 Te Pokaitahi Reo (Rumaki) (Te Kaupae 6)					
NZ3667 New Zealand Certificate in English Language (Applied) (Level 3)					
NZ3669 New Zealand Certificate in English Language (General) (Level 4)					
New Zealand Certificate in DJ and Electronic Music Production (Level 4) (MAINZ)					
New Zealand Certificate in Entertainment and Event Technology (Level 4) (MAINZ)					
New Zealand Diploma in Audio Engineering and Production (Level 5) (MAINZ)					
New Zealand Diploma in Audio Engineering and Production (Level 6) (MAINZ)					

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Kuputaka | Glossary

Term	Definition
Impacted kaimahi	Kaimahi are considered impacted when a decision is made that their position is to be disestablished. This does not automatically mean someone's employment ends through redundancy. Our priority is to place impacted kaimahi into the new positions in the structure through redeployment.
Application	An application process is where you can signal your interest in a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications and experience are comparable to the current positions of significantly impacted kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than one applicant).
Disestablished position	If a position is disestablished, it will not exist in the new structure. A position that is confirmed disestablished is because we no longer need it, the responsibilities of the role are distributed differently between new roles in the structure, or because the work of the position has changed so significantly the position is no longer the same.
Business Divisions	The former Institutes of Technology and Polytechnics (ITPs) and Industry Training Organisations (ITOs) that are part of Te Pūkenga.
ITO and WBL	The 9 Industry Training Organisations, often referred to as work based learning (WBL). Are referred to as Business Divisions.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business Divisions
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position. This is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of impacted kaimahi.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Vocational Programme. TEC wrote to Te Pūkenga in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga. Te Pūkenga were required to seek specialist assistance under section 332 of the Education and Training Act 2020. These consultants reviewed the financial information for the ITP Business Divisions.

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Ring-fenced/Many too few/Reduction in roles	A closed process is followed when several incumbents are in the same or similar impacted roles. This means a selection process is followed instead of a full recruitment process.
Surplus staffing	A situation where, following a consultation process, Te Pūkenga has identified a need to reduce the number of kaimahi, or where kaimahi can no longer be employed in their current position or grade
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	Te Tiriti o Waitangi Excellence Framework, developed by Te Pūkenga, is a self-reflective tool to monitor and assess how well the Network is tracking towards Te Tiriti o Waitangi excellence and achievement of their objectives of demonstrable Te Tiriti o Waitangi partnerships and inclusivity and equity for Māori.
Voluntary redundancy	The ability to ask for voluntary redundancy is provided for in some employment agreements in certain circumstances. It enables impacted kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.

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