



Te Pūkenga

Otago Polytechnic

College of Work-based Learning Decision Document

June 2025

EMBARGOED UNTIL 4:30 PM ON THURSDAY, 5 JUNE 2025

STRICTLY CONFIDENTIAL TO KAIMAHI (STAFF) OF OTAGO POLYTECHNIC

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Overview

Background and rationale for change

Otago Polytechnic currently has five colleges which hold the academic delivery schools for various disciplines. Prior to the move to Te Pūkenga, Otago Polytechnic established a College of Work-based Learning (CWBL) with CapableNZ being the first department within Otago Polytechnic to be added to the College. The intent was for the CWBL to enhance the ability of Otago Polytechnic to cater for and grow delivery to Work-based learners alongside the Campus-based delivery. All other academic delivery schools sit within colleges to provide them with a leadership structure, administrative support, and quality assurance processes. Following the establishment of Te Pūkenga, it became apparent that the CWBL would be merged into the Ako Delivery Team and as such during the process we mapped kaimahi into the new Domains within Rohe 4. CapableNZ has remained within the CWBL throughout this period despite vacancies and not having the same leadership structure or support as other colleges. Throughout the financial viability project, Te Kahui Manukura (TKM) have been considering how to provide CapableNZ with the same structures as the rest of the organisation and to provide consistency within the structure.

Financial viability for our ITPs is critical to supporting the Government's plans for the future of the sector. The sector has experienced financial challenges for some time. Concerns were raised with Te Pūkenga by the TEC in June 2024 regarding the viability of the ITP business divisions within Te Pūkenga and were required to seek specialist assistance under section 332 of the Education and Training Act 2020. Consultants have reviewed the finances of the ITP divisions and explored opportunities for sustainable viability, with the goal of establishing regionally autonomous ITPs where possible. This work has helped shape the rationale for some of the changes outlined within this document which highlights concerns around the need for change to ensure that we are financially viable.

Period of Ongoing Change

We acknowledge that Te Pūkenga has undergone a range of changes and formal consultation processes in recent years due to the creation and then reversal of Creating our Futures. We also appreciate that a time of uncertainty continues while we wait for clarity on what the disestablishment of Te Pūkenga will mean for each Business Division.

While the future is uncertain, we believe the changes proposed as part of this consultation will support the viability of our Business Division and the network overall, and will also support our Business Division to respond to future changes as they arise.

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 proposed 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.”

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. Business Divisions will continue

to demonstrate they have continued to engage sufficiently with local communities so that they are empowered to make informed decisions.

Summary of Confirmed Changes

Impact	FTE
FTE confirmed to be disestablished	19.73
FTE confirmed to have minor change (specifically, a change in reporting line)	1.8
FTE of confirmed new role	1.0

Further details of individual role impacts can be found in the impacts table and the organisation charts.

Benefits of the change

It is to be acknowledged that there is no one consistent approach to the recognition of prior knowledge (RPL) and skills within Otago Polytechnic; RPL is at the heart of what CapableNZ offers. The confirmed disestablishment provides us with an opportunity to re-evaluate institutional practice. CapableNZ has established processes that can be upscaled and standardised to meet these needs through recognising prior learning at degree and sub-degree level.

Benefits of the changes are to:

- Enhance and standardise the RPL processes across the organisation with the goal to grow the number of RPL learners.
- Provide CapableNZ staff with a structure that aligns to the Otago Polytechnic College structures to ensure consistent leadership and administration support (as noted in the 2023 Applied Management monitoring report (see 2.2.1).
- To retain and grow the unique ILP process currently led by CapableNZ.
- To support application to enrolments (current EFTs are below budgeted EFTs).
- To support declining course completion rates.

Our values/principles for change

Our values guide all that we do at Otago Polytechnic. We have endeavoured to reflect these within this change process.

Manawanui – “We reach out and welcome in”. Manawanui embodies manaakitanga, humility, patience, respect, tolerance and compassion.

Manawaroa – “We learn to achieve together”. Manawaroa embodies power, resilience, fortitude, grit, collective goal, doing what needs to be done to achieve the collective goal. This includes values like “courage” and “responsibility”.

Manawaora – “We strengthen and grow the whole person”. Manawaora describes a person or group behaviour that embodies empowerment, enabling everyone to succeed.

The following are our overarching and guiding principles that we will apply to our change processes:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We will work closely with our union partners and our kaimahi.
- We will honour our commitments to individual and collective employment agreements.

- Redeployment of impacted kaimahi is prioritised, redundancy is a last resort.
- Kaimahi have access to a paid confidential assistance programme/s and services throughout the change process.
- Alongside our values, our commitment to Te Tiriti o Waitangi and equity are fundamental to our tuakiri (identity) as Te Pūkenga.
- No decisions will be made until we have taken the time to review all feedback, and that feedback will be given serious and thoughtful consideration.

Feedback

Feedback theme	Specific feedback	Decisions from feedback
Workload model and suggested ratios	<ul style="list-style-type: none"> • Workload is inequitable, too high, unsustainable, already lean. • Proposal for FTE to be based on projected EFTs. • Propose that the workload model aligns with the workload model from other schools. • There has been an increase of facilitation workloads. • 1:50 workload is easier to manage, 1:35 there are no clear guidelines, which leads to confusion. Need guidelines for 1:35 and a system to track the workloads so they are transparent for kaimahi. • Taught programme ratios does not reflect facilitation work required. • Different ratios proposed for the workload model which ranged from 1:17 through to 1:50 & FTE calculations proposed. 	<p>Workload model to remain at 1:35.</p> <p>EFTs to FTE is not completed on projected EFTs but what the current EFTs are. This has been the same for all change processes. Current EFTs as at 7 April with weighting are 298.9.</p> <p>Guidelines for the 1:35 workload model will be worked on with the newly appointed HOP.</p> <p>Reduce assessment panels from 3 to 2 assessors.</p>
Keep team as a unit	<ul style="list-style-type: none"> • Flexibility to work on a number of programmes due to general nature of facilitation if we remain together. • Propose that CapableNZ remain together as a unit within a College. • Appoint Head of School under TMP. • Post grad school for all OP post grad programmes. 	<p>Remain as a unit under TMP as a trial period for 12 months. There will be specific targets for EFTs and financials, which will be developed in consultation with kaimahi. If the trial is not deemed to be successful, kaimahi will be consulted with regarding next steps.</p> <p>Appointment of a Head of Programmes for CapableNZ.</p>

Loss of brand / identity / marketing	<ul style="list-style-type: none"> • We currently have a diverse workforce which will be lost with the reduction in FTE. • CapableNZ has a point of difference to other programmes. • Need to market specific programmes, targeting industries. • Industry partnerships need to be continued to be developed. • AIC marketing costs – propose that we discontinue this relationship. • There has been a lack of marketing – suggest the Business Development & Marketing role is re-established. 	<p>Operating processes are not going to change.</p> <p>The brand will continue and the ILP/PP pathways will continue.</p> <p>AIC marketing arrangement has been modified and adopted for a 12-month period to see if there is an increase in EFTs through AIC.</p> <p>Business Development role to be investigated within the first 12 months of new structure.</p>
Disadvantage learners	<ul style="list-style-type: none"> • Own website for learner information, easy for learners to find. • How will we track priority learners? • Reduction in learner support. 	<p>We expect that our current processes and practices will continue to support learners and that Learner Services will be utilised for any further support required regarding individual learning.</p>
Financial mismanagement/ research funding attribution	<ul style="list-style-type: none"> • Invoicing issues have been part of the financial mismanagement. • Kaimahi work from home so little or no cost for buildings. • Continual structural disruption has occurred due to Te Pūkenga. • Propose that funding from research be included in income for CapableNZ. • Lack of administrators to complete the work required for CapableNZ. • Propose that there is a change for all assessment panels to 2 rather than 3. 	<p>Invoicing issues for contracts to be worked through with new Head of Programmes and the Financial Analyst to ensure there are no further issues with invoicing.</p> <p>This outcome is to provide a sustainable structure within the Business Division.</p> <p>CapableNZ utilise S Block, not all kaimahi work from home. Therefore a requirement for costs of buildings, utilities, etc remains.</p> <p>Admin roles reduced due to kaimahi leaving rather than being forcefully reduced. Admin requirements will be monitored and adjusted as needed.</p> <p>Research degree completion funding is paid retrospectively and as per all of the programmes the funds are held centrally.</p>

		Reduce assessment panels to change to 2 assessors from 3.
Data accuracy / integrity concerns	<ul style="list-style-type: none"> Information provided on projected numbers to utilise for FTE requirements. Performance portal issues unable to determine reliable data. 2024 EFT 290 rather than 247. 	<p>Work is underway to ensure the data warehouse is revitalised and reliable.</p> <p>The difference in figures between the consultation document and the figures provided by DED: Academic Delivery have come from the timing that the information was gathered. E.g. end of 2024 vs. April 2025.</p>
Provide team with targets & strategy	<ul style="list-style-type: none"> Police contract, we need a succession plan put in place for this work. Engineering consistency of EFTs as a requirement from industry. Mentorship programme for new Facilitators, training function for other OP kaimahi. Transparent contactable hours for kaimahi and ākonga. Automate routine tasks. Transparency of EFTs, financials to team there is a need of better communication to the team. Targets & financials for next 24 months. Could we have a reset of CapableNZ using targets? 	<p>Specific targets for EFTS and financials will be provided to Capable staff as part of the 12-month trial period.</p> <p>Collaboration and use of taught programme staff to support the work that Capable does will be set out in an MOU with the TMP staff and with support from Capable staff to college staff.</p> <p>Investigate processes to find more efficient processes.</p>
Selection process concerns	<ul style="list-style-type: none"> Some concerns raised around the selection process. Propose that the union is involved and that there is a full recruitment process. 	<p>We will utilise the process as per collective employment agreements and policies. We have also taken on board feedback from the TEU that if expressions of interest are invited for voluntary redundancies, the invitation will be to all affected staff within an area of review. Consideration of any expression of interest will be subject to employment agreement obligations and operational requirements.</p>
Enrolments & skills	<ul style="list-style-type: none"> Enrol ākonga as full time, part time ākonga lowers 	Learners should meet the entry requirements and there

	<p>efts, clear guidance regarding extension with a fee for service.</p> <ul style="list-style-type: none"> • Priority learners require more hours to work with them teaching them skills, theories, frameworks & models. • Teaching a number of skills as for priority learners but teaching these for all learners. • Propose there is a minimum number for cohorts. 	<p>will always be learners who require more assistance.</p> <p>Use of partial independent pathway to support learners into ILP if academic entry requirements are not met.</p> <p>Use of lower-level feeder qualifications to provide a pathway for learners who do not meet academic requirements for year 3.</p>
Revival of feeder programmes proposed	<ul style="list-style-type: none"> • NZDE L6. • Dips & Certs pathway to degree. • Skills learning. • NZDip Bus. • Partial Independent Pathways. • Social Services Degree. • Bachelor Prof Prac. 	<p>Happy to support the reintroduction of the NZ Dip Bus into the offering. Already discussed for Māori cohorts.</p>
Consultation	<ul style="list-style-type: none"> • Lack of consultation with stakeholders including Mana Whenua. 	<p>Consultation is in line with collective employment agreements. Consultation with kaimahi in the first instance is the priority, given they are potentially affected. The Business Division will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis.</p>

Final Decisions

This section describes both the proposed changes and the final decisions to structures made following review of feedback.

Proposals presented during consultation and rationale

It is proposed to formally disestablish the College of Work-based Learning as an individual College and to move CapableNZ kaimahi into the Colleges that house the programmes they deliver through the ILP process. It is proposed that the Professional Practice programmes will shift as a unit to be known as the School of Professional Practice within the College of Te Maru Pumanawa (TMP).

Doing so will enable consistency across delivery modes of programmes and will ensure the professional practice programmes remain a unique and strategic function for Otago Polytechnic.

The proposal includes ways we can maintain and develop the knowledge around the unique delivery and assessment of Capable NZ programmes as well as the ongoing support of Capable NZ research

activity. The proposal includes a Community of Practice of Capable NZ kaimahi, and the School of Professional Practice will have a Professional Practice Research Group. The research group will support all aspects of the Professional Practice research that informs the delivery of the GDPP, MPP and DPP as well as the undergraduate programmes. The research group will have its own research strategy that is informed by Capable kaimahi and funded through a research budget as part of TMP.

Soon after the College of Work-based Learning was established, the Head of College undertook a review of the EFT:FTE which at that time was 50:1. This was reduced to 40:1 in 2022. The ratio has continued to reduce since 2022 with 35:1 being introduced in 2024 which is the current workload model.

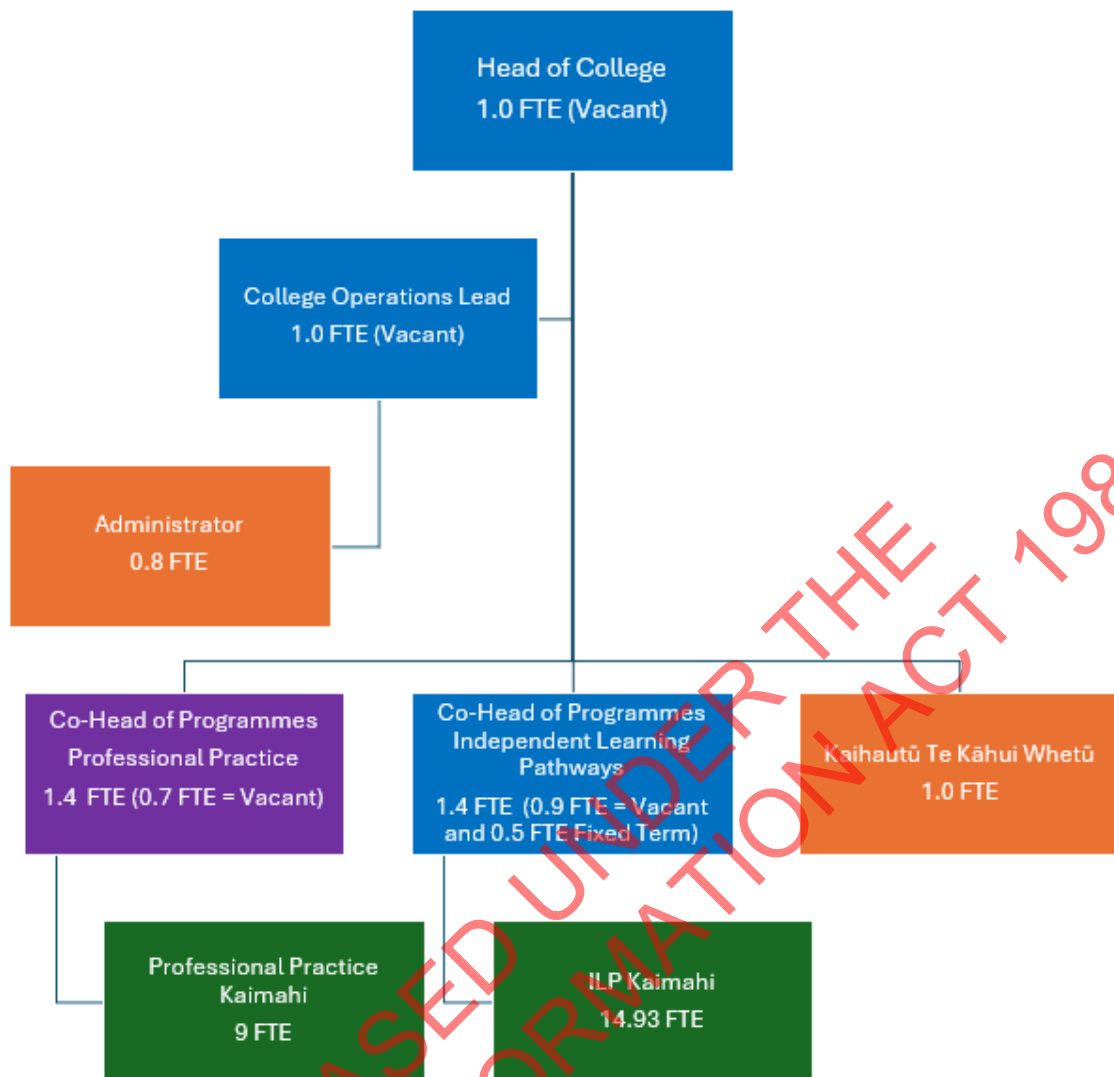
As shown in the table below the EFTs have been steadily declining since 2020 and are now nearly half of the EFTs in 2020.

Year	Efts
2024	247.00
2023	282.60
2022	303.03
2021	386.32
2020	511.02

This leaves us in an unsustainable position of currently having a EFT:FTE ratio of 247:23.4 or 10.5:1. The FTE does not include administration or Co-Head of Programmes Professional Practice. At 35:1 EFT this presents us with an untenable position of having too much FTE for our current EFTs which would only require 7 FTE. Given this, our proposal is to disestablish 16 FTE within CapableNZ, in order to right size the EFT:FTE ratio.

The Independent Learning Pathways has an EFT to FTE ratio of 15.71 based on budget. The Professional Practice Programmes has an EFT to FTE ratio of 7.8 based on budget. Noted that there is FTE allocation to Research and Admin.

Current Structure and Proposed Impacts



Key
Proposed to be disestablished
0.4 FTE = Proposed to be disestablished
1 FTE = Proposed position title change to Head of Programmes – Professional Practice, proposed reporting line change to Head of College – TMP and proposed minor changes to Job Description (to reflect the proposed move from Co-Head of Programmes to Head of Programmes).
Proposed reporting line change
Some FTE proposed to be disestablished

Proposed Structure

Independent Learning Pathway Programmes

It is proposed that:

- Programmes shift to the Colleges based on aligned discipline i.e. BSS moves to CDP, BAM moves to TMP, BIT moves to ECL etc.
- CapableNZ kaimahi shift with the programmes they facilitate into the aligned school/college structure, however a CapableNZ community of practice would be stood up for ongoing professional development purposes.
- Head of Programmes within the school/college will line manage CapableNZ kaimahi.
- ILP programmes utilise school/college procedures and processes i.e. attend team meetings, assessment committees, quality practices, etc.
- Support provided by the school/college administration team and College Operations Lead.
- Enrolment applications are received via the school/college.
- Research activity – ILP kaimahi will be able to contribute to the Research Group in the School of Professional Practice as well as research within their home school.

School of Professional Practice

It is proposed that:

- A School of Professional Practice is stood up within the College of Te Maru Pumanawa (TMP).
- Professional Practice | CapableNZ kaimahi continue to be line managed by the current Head of Programme.
- Professional Practice Programmes utilise TMP procedure and processes i.e. attend team meetings, assessment committees, quality practices.
- A Research Group would be established to support Capable NZ research and to increase national and international networks.
- Enrolment applications received direct to the school/college.

Iwi cohorts

It is proposed that:

- Iwi cohorts would continue to be led by the Kaihautū Te Kāhui Whetū but this workstream would shift to the Office of the Kaitohutohu under the directive of the DCE: Te Tiriti and Partnerships.
- For enrolment purposes the cohorts would need to sit within the college of Te Manu Pumanawa.
- Te Tiriti and Partnerships would hold the budget, and funds could be journalled between the college (TMP) and KTO.

Research

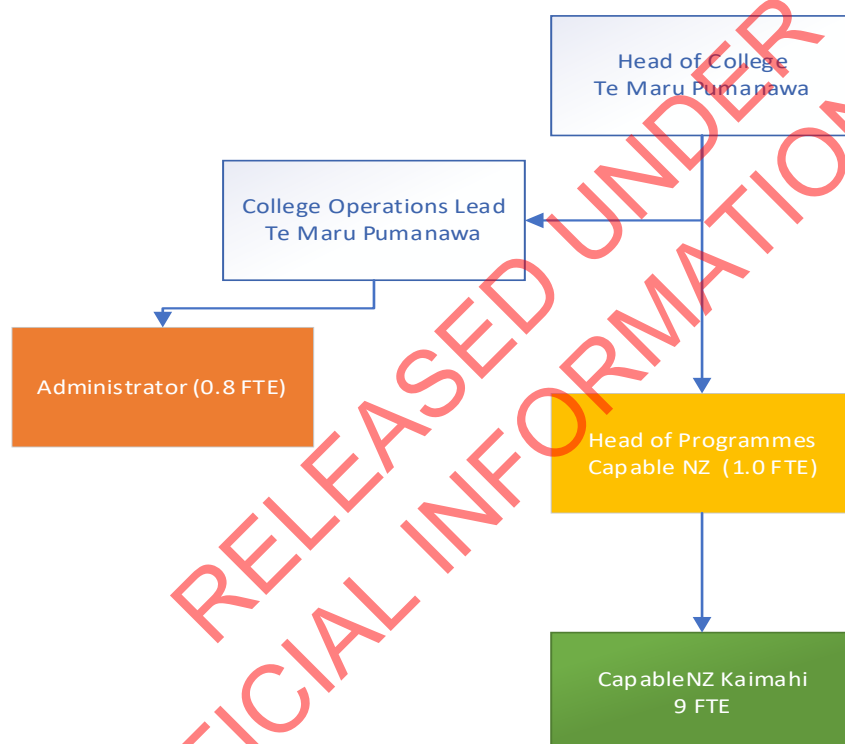
To maintain the high level of research outputs and funding that has been consistently achieved by CapableNZ kaimahi, it is proposed that the School of Professional Practice would set up its own research strategy and plan that will continue their robust research practices and provide a vehicle for more national and international collaboration. In addition, the research strategy and plan would allow consolidated applications for contestable funding through the Research and Post Graduate Studies office.

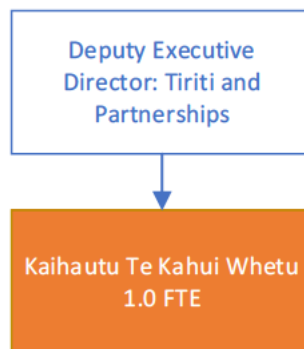
Confirmed Team Structures

Decisions from proposal

- CapableNZ to move to Te Maru Pumanawa as a unit as a trial for 12 months.
- Head of Programmes CapableNZ to be appointed through a selection process.
- EFTs to FTE ratio to remain at 35:1. Allocation details to be formalised during 12 month trial and reviewed as necessary.
- Administrator allocation will be reviewed to ensure sufficient support is provided within the Capable NZ team.
- Specific target for EFTs and financials will be provided as part of the 12-month trial.
- Collaboration and use of taught programme staff to support the work that Capable does will be set out in an MOU with the TMP staff and with support from Capable staff to college staff.
- The reintroduction of NZ Dip Business is supported.
- Selection process will be in line with our collective employment agreement and policies.

New Confirmed Structure





Key
Reporting line change
Confirmed FTE
New Position

Confirmed impacts of change

Below is the list of confirmed impacted positions

Role	Outcome for role	Description	Decision on what happens to the work the role is doing.
Head of College Work-based Learning (1.0 FTE)	Disestablished	Position not included in the confirmed structure.	As the role is vacant the work this role had previously completed will transfer to the Head of College, Te Maru Pumanawa.
College Operations Lead, Work-based Learning (1.0 FTE)	Disestablished	Position not included in the confirmed structure.	As the role is vacant the work this role had previously completed will transfer to the Operations Lead, Te Maru Pumanawa.
Co-Head of Programmes Professional Practice (1.4 FTE)	Disestablished	Positions not included in the confirmed structure.	The work these roles previously completed will transfer to the new Head of Programmes, CapableNZ.
Co-Head of Programmes Independent Learning Pathways (1.4 FTE)	Disestablished	Positions not included in the confirmed structure.	The work these roles previously completed will transfer to the new Head of Programmes, CapableNZ.
Professional Practice and ILP Kaimahi	Reduction of 14.93 FTE. Given the reduction in FTE, we will	Roles will report to Head of Programmes, CapableNZ	Selection Process to be confirmed (once expressions of interest for voluntary redundancy have been worked through) along with Job Description for the Facilitator roles.

	work through expressions of interest for voluntary redundancy and then a many to few selection process.		Some FTE is currently vacant, due to a resignation.
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Reporting line changes

Kaihautū Te Kāhui Whetū (1.0 FTE)	Reporting line change	Role will report to Deputy Executive Director: Tiriti and Partnerships	Other than a change in reporting line, there are no other changes to the duties this role performs.
Administrator (0.8 FTE)	Reporting line change	Role will report to College Operations Lead, Te Maru Pumanawa	Other than a change in reporting line, there are no other changes to the duties this role performs.

Confirmed new role

Outlined below is the new role and a descriptive of the accountabilities. The job description can be found in the appendices and the recruitment process is below.

New Role	Description of new role
Head of Programmes, CapableNZ (1.0 FTE)	A new role of Head of Programmes for both Professional Practice and Independent Learning Pathways as CapableNZ to remain as a unit under the College of Te Maru Pumanawa. Position Description attached.

What happens next?

Decision Process

- **Step 1:** Individual and group meetings will be held with CapableNZ kaimahi to advise the final decision and any impact on positions. The final decision document and a letter will be provided to kaimahi.
- **Step 2:** Other Otago Polytechnic kaimahi will be advised of the outcome of consultation.
- **Step 3:** External stakeholders will be advised of the outcome of consultation.
- **Step 4:** Current Capable learners will be advised of the outcome of consultation.
- **Step 5:** Selection process commences for positions where there is a reduction in FTE. This will include expressions of interest for consideration of voluntary redundancy, followed by a selection process where the required FTE reduction is not met.
- **Step 6:** Applications open to impacted kaimahi for the newly established 1 FTE Head of Programmes role and selection process occurs.

Timeline following decisions

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

Milestone	Date
Decisions communicated to impacted kaimahi	5 June 2025
Decisions communicated to other kaimahi	5 June 2025
Expressions of interest for voluntary redundancy open	5 June 2025
Applications open to impacted kaimahi for the newly established 1 FTE Head of Programmes role	5 June 2025
Expressions of interest for voluntary redundancy close	11 June 2025
Applications for the Head of Programmes role close	15 June 2025
Selection process starts (if deemed necessary following expressions of interest for voluntary redundancy)	TBC
New structure effective	TBC

Recruitment and Selection Processes for roles

Voluntary redundancy

Given FTE has been confirmed to be disestablished within CapableNZ, we are open to have a voluntary redundancy conversation with CapableNZ kaimahi, where the role has been confirmed as disestablished. In this situation, voluntary redundancy is not guaranteed. Expressions of interest will be treated on a case by case basis for individual redundancies and in line with the terms and conditions of Employment Agreements.

Should we have more kaimahi request voluntary redundancy than roles confirmed disestablished then voluntary redundancy will not be progressed and all kaimahi will go through the selection process as outlined below in the Reduction in roles section. Where we have less applications than confirmed disestablished roles, we will assess on a case by case basis. This assessment will include consideration of kaimahi preferences as well as operational requirements such as number of learners.

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

Expressions of interest for voluntary redundancy open on Thursday, 5 June 2025 and close on Wednesday, 11 June 2025.

Reduction in roles

Where there is a reduction in roles, these will be ringfenced and impacted kaimahi will be assessed by a panel against selection criteria to determine the best fit for the reduced number of roles. The selection criteria will be based on the requirements of the position description. Kaimahi will not need to express an interest under the selection process.

This will be a closed process and only kaimahi who are in impacted roles identified for the selection process will be included. This will be clearly outlined in your Decision letter.

It is confirmed that:

- Impacted kaimahi will complete a selection form.
- A subject matter expert (likely the manager or one up manager) will complete the selection form.

- Each kaimahi's completed selection form will be reviewed against the competency criteria set for this process.

For any kaimahi who select not to submit a selection form, the manager will still complete the assessment for their part of the process and only one set of scores will be considered.

The selection process will take around 2 weeks and the complete process is expected to take no more than 4 weeks from receiving the forms to providing feedback.

Confirmed Selection Criteria for 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)
	<p>Currency, relevance, and extent of industry, professional or community-related experience in relevant field/s</p> <p>Extensive facilitation experience with adults (individuals and/or groups) with significant professional practice knowledge and experience in areas of relevance to Otago Polytechnic qualifications.</p> <p>Knowledge of adult learning principles, learning styles and assessment methods, including the concept of 'ako' and how it applies to the learner experience.</p> <p>Knowledge of work-based learning and professional practice philosophies and theories.</p> <p>Knowledge of variety of research methodologies in context of practitioner research, including an awareness of kaupapa Māori research methodologies.</p> <p>Knowledge of ethical research processes, especially in relation to Vision Mātauranga and the bicultural context of Aotearoa/New Zealand.</p> <p>Knowledge of graduate profiles, programme and course learning outcomes, assessment processes, academic quality processes; NZQA qualification levels.</p> <p>Has a sound knowledge and understanding of both the articles and principles of the Treaty of Waitangi/Te Tiriti o Waitangi and how they apply in both the workplace and in an educational context.</p> <p>As a culturally responsive practitioner, is committed to improving Māori ākonga achievement through proactive and proven strategies and actions.</p> <p>Tertiary teaching experience.</p> <p>Experience in the social services sector.</p> <p>Knowledge of the educational environment, trends and governance structures and priorities (e.g., boosting the achievement of Māori and Pasifika).</p> <p>Has some proficiency in te reo Māori.</p> <p>Has a sound understanding of tikanga Māori (i.e. the protocols, customs and practices).</p> <p>Tertiary teaching qualification.</p>

	Qualification level that is required for either ILP or PP.
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 Otago Polytechnic values alongside Otago Polytechnic leadership mindset
Performance	Experience performing across a broad range of deliverables within position scope – this may include ākonga feedback
	Past performance consistently meets or exceeds expectations
	Examples of recent performance deliverables

New role

We are committed to an open and transparent contestable recruitment process based off the selection process below. In addition, we are committed to ensuring we appoint the best person for the role. The recruitment process for any new position following consultation would be:

- In the first instance, new roles would be open to impacted kaimahi from within Te Pukenga. Advert open for 10 days.
- If this does not fill the roles, we would then look to open the process to all kaimahi from within Te Pukenga. Advert open for 10 days.
- Vacancies will be advertised at both the above stages on Te Whare.
- All potential internal candidates will be required to apply formally with a CV.
- The People and Culture team and the hiring manager will shortlist both internal and external candidates against suitability for the role against the position description and the selection criteria that is finalised following consultation (confirmed selection criteria is below).
- Previous performance will be taken into consideration.
- A shortlist will be completed within 4 days concluding the final advertising period closing.
- The interview will be formal and based off competency-based questions that relate to the JD and the final selection criteria.
- The interview process is expected to take around 2 weeks.

Should the position not be filled internally, we will then look to advertise externally.

Transition Approach

Once we have completed the recruitment process for the new Head of Programmes, CapableNZ and the selection process for the reduction in roles, we will work through the transition process with the Head of College, Te Maru Pumanawa and CapableNZ kaimahi.

Where do I get support?

We acknowledge that change can be disruptive and unsettling for people. We encourage you to speak to your manager, your support network, your union representative or your People, Culture and Wellbeing team and to support each other through this process.

Please remember you can access Employee Assistance Service support through your business division's provider. Otago Polytechnic use Telus Health. Information can be found on Tūhono via this link: <https://tuhono.op.ac.nz/hub/teams/people-culture-and-safety/people-and-culture/how-we-can-help/staff-assistance-programme-sap>. You can also access the national office provider Vitae by visiting their website: <http://www.vitae.co.nz> or by phone: 0508 664 981.

Please note that we fully respect you sharing your situation with whānau or trusted colleagues. It is important to please give consideration of others when you do this. Please be mindful of the different impacts and situations, and if your kōrero needs to highlight concerns, please be constructive to not unnecessarily cause further anxiety.

In addition, if you consider that the support options are not suitable for you, please speak with your local People, Culture and Wellbeing team. We are open to looking at how we meet individual needs in this large, organisational process.

If you have questions about this proposal, please discuss these with your people leader or people and culture representative.

Appendices

- Position Description, Head of Programmes, CapableNZ

Glossary

Term	Definition
Impacted/Affected kaimahi	Kaimahi are considered affected 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 affected 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 affected 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, this means that 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 position.
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 affected 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.
Ring-fenced/Many too few/Reduction in roles	A closed process for positions where incumbents of same or similar roles are the affected kaimahi. A selection process is involved in this case as opposed to 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 affected 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