



Te Pūkenga

SOUTHERN INSTITUTE OF TECHNOLOGY

Decision Document

Review of Kahu Ariki Café

14 March 2025

STRICTLY CONFIDENTIAL TO KAIMAHI (STAFF) OF SIT

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Introduction.

This document outlines the decision to a change proposal that we presented you on 13 February 2024. This is to be read alongside the decision letter we provided you with the pack. Within the consultation document we proposed to outsource the operations of our Kahu Ariki Café. We proposed to engage with the current vendor, that being **s 9(2)(b)(ii), s 9(2)(j)** in the first instance.

Within this decision pack we confirm that we will be proceeding with this proposal following consultation and outlines the rationale for the decision and the timeline and next steps.

I want to thank you for taking the time to engage with this process. This engagement is essential for ensuring the best outcomes for SIT and its learners and helped inform the decisions we communicate today with you.

The Rationale for Change from the Consultation Document.

As we noted in the consultation pack, 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 it to seek specialist assistance under section 332 of the Education and Training Act 2020. Consultants have been reviewing the finances of the ITP divisions and exploring opportunities for sustainable viability, with the goal of establishing regionally autonomous ITPs where possible.

As part of this effort, all possible options to improve financial viability are being explored. This includes a thorough review of our operations to identify opportunities for more efficient and sustainable practices.

As SIT looks to the future, our priority continues to be around delivering high quality tertiary education to our learners, industry and regions. Regular review of our operations and activities is good business practice and operating in a financially responsible way. Given the need to consider all aspects of our business to ensure we meet both our strategic priorities to our learners and be cautious financially, we conducted a comprehensive evaluation of our services, including those provided by Kahu Ariki Café, to identify potential efficiencies that align with our commitment to sustainability and excellence.

We also recognised that providing cafe services is not a core part of our business. Whilst the SIT Kahu Ariki Café is an integral part of our campus community, providing a welcoming space for kaimahi, students, and visitors, despite our best efforts, the cafe has consistently operated at a financial loss. This ongoing deficit has hindered the Café's ability to be self-sustaining based on the current model.

The table below summarizes the financial performance of the Kahu Ariki Café:

Category	2022	2023	2024
Net Deficit	s 9(2)(b)(ii)		

These figures underscored the urgent need to address the cafe's financial performance to ensure sustainability.

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 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 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. Te Pūkenga is not required to consult with communities on specific organisational change proposals, but Divisions will continue to demonstrate they have continued to engage sufficiently with local communities so that they are empowered to make informed decisions.

Proposals presented during consultation.

We proposed on 13 February 2024 to explore outsourcing the operations of SIT's Kahu Ariki Café to an external operator. It was presented that should the proposal proceed following consultation, we would firstly engage with our current vendor, ~~s 9(2)(b)(ii), s 9(2)(j)~~, to explore their interest in this opportunity. This would involve discussions on the scope of services and the terms and conditions so that SIT can assess whether the rationale for outsourcing is sound.

Should an agreement with ~~s 9(2)(b)(ii), s 9(2)(j)~~ not be agreed to, we proposed to proceed with inviting tenders from other potential operators.

In general, regardless of provider should the proposal proceed, we proposed that -

- The external operator would take full responsibility for running the cafe, including employing and managing kaimahi, menu planning, and day-to-day operations.
- SIT would receive rental income from the lease agreement, improving our overall financial position.
- The Kahu Ariki Café would remain a vibrant and accessible part of our campus community, maintaining its role as a hub for students and kaimahi.
- Kaimahi would have the opportunity to transfer to the new supplier.

Benefits of the change

Enhanced Financial Viability: The Café operations have not generated sufficient revenue to be viable, contracting the Kahu Ariki Café would generate rental income,

Focus on Core Activities: Transitioning the cafe operations to an external operator allows SIT to concentrate on its core mission of education and training delivery.

Improved Operations: An experienced operator may bring new ideas, efficiencies, and offerings to enhance the operations at the cafe. Particularly in conjunction with the operations of SIT café in the main campus.

Our values/principles for change

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

We appreciate your engagement in the consultation process regarding the proposal to transfer the services and Kaimahi of the Kahu Ariki Café to an external operator. Within the consultation document we also proposed exploring alternative outsourcing options and invited kaimahi to provide feedback on this and any other solutions that should be considered.

We can confirm that we have received no feedback on either the proposals made in the document or other alternatives.

Final Decisions

After consideration and in alignment with our financial sustainability goals, we have decided to proceed with the transfer of the operations of the Kahu Ariki café. As noted in the first instance we will be meeting with s 9(2)(b)(ii), s 9(2)(j). These conversations will now commence. Should those discussions not eventuate then we would look to go externally, following Te Pūkenga's procurement procedures.

Confirmed Structure and Impacts

We acknowledge that the proposal we presented on 13 February 2024 can be unsettling. But we were committed to our kaimahi working in the Kahu Ariki café and as noted in the proposal there was to be no impact to positions with all roles having the opportunity to be offered employment with the new provider in line with our obligations under Part 6A of the Employment Relations Act 2000.

Employment Transition:

Now that we can confirm that we will be proceeding with the outsource of the Kahu Ariki café, we noted that we are committed to meeting our obligations under Part 6A of the Employment Relations Act 2000 (“ERA”) with our kaimahi. As part of this commitment, we will undertake the following steps should the transfer proceed:

- Right to Transfer** – Kaimahi will be offered employment with the provider once those conversations and agreement is finalised. This offer will come from the provider and be on kaimahi’s existing terms and conditions of employment, except for changes in employer and reporting lines.
- Retention of Service-Related Benefits** – All existing kaimahi who elect to transfer will have service-related benefits maintained.
- Right to seek Independent Advice on the transfer** - kaimahi will have the opportunity to seek independent advice regarding their transition.
- Support for Non-Transferring Kaimahi** – For kaimahi who choose not to transfer or are unable to do so, SIT will provide support, including exploring redeployment opportunities within SIT and offering career counselling.
- Redundancy Consideration** – While SIT is committed to assisting kaimahi in this process, redundancy is not offered should a kaimahi be offered a transfer on the same terms and conditions. We will commit to looking at redeployment options if this is the case.

Confirmed impacts of change

Role	Current Team	Impact	Description	Rationale and what happens to the work the role is doing.
Café Manager – 1 FTE	Kahu Ariki café	Minor Will be offered opportunity to transfer to the new provider on same terms and conditions.	Change in reporting line and employer	There will be no change to the duties of this role
Café Service Kaimahi- 3 FTE	Kahu Ariki Café	Minor Will be offered opportunity to transfer to the new provider on same terms and conditions.	Change in Employer	There will be no change to the duties of this role

What happens next?

Decision Process

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

- **Step 1:** Individual and/or group meetings will be held with the impacted kaimahi to advise the final decision, any impact on positions and to provide the final decision document and a letter.
- **Step 2:** If necessary, this change will be communicated to SIT's wider kaimahi.
- **Step 3:** Once the contract with the provider is finalised, we will provide you with more information about the specific steps involved in the transition, including the offer of employment and the opportunity to meet with a representative from the provider who will talk to you more about their organisation
- **Step 4:** 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 communicated to impacted kaimahi	between 10 to 14 March 2024
Decisions communicated to wider kaimahi (if necessary)	After the decision is communicated to impacted Kaimahi
Transition begins	Once the contract with the provider is finalised

Transition Approach

As the decision is now made to transfer our services and Kaimahi to an outsourced model and external provider (as noted it is our preference that is **s 9(2)(b)(ii), s 9(2)(j)**, but that is pending the finalisation of the contract with **s 9(2)(b)(ii), s 9(2)(j)**), the below dates provide a tentative timeline if the agreement with **s 9(2)(b)(ii), s 9(2)(j)** is finalised.

Date (tentative)	Activity
Mid to late March 2025	Meeting with the s 9(2)(b)(ii), s 9(2)(j) . Please note should we need to seek additional options - this date will be extended.
Early April 2025	Meetings with kaimahi to introduce the new provider (this is subject to getting a final agreement signed) Kaimahi will be provided with Notice of Terms of undertaking to affected staff kaimahi and their authorised representatives by the new provider. Kaimahi will be provided with employment agreements by new provider. As noted, these are on the same terms and conditions of current employment agreements

	One on one discussions with kaimahi with new provider to answer any questions.
Mid-April	Finalisation of employment agreements with the new provider Should a kaimahi choose not to transfer - discussions with that kaimahi will occur with SIT and notice will be provided
Late April	Formal transfer of services begins
May 2025	New provider will take over operations of the cafe.

Where do I get support?

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

Please remember you can access Employee Assistance Service support through your business division's provider. You can also access the national office provider Vitae by visiting their website: <http://www.vitae.co.nz> or by phone: 0800 327 669.

As a reminder, we encourage you to seek independent advice regarding this proposal and you are entitled to have a representative or support person present at any meeting.

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. 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.

Yours sincerely

s 9(2)(a)

Daryl Haggerty

SIT Operations Lead

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Te Pūkenga



Te Pūkenga
Southern Institute of Technology

Decision Document

14 | July 2025

Change Proposal School of Environmental Management

STRICTLY CONFIDENTIAL TO KAIMAHI (STAFF) OF SIT

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Introduction

Following a comprehensive consultation process, I am writing to introduce the decision related to the change proposal for the School of Environmental Management. This has been a challenging process, and I want to begin by acknowledging the dedication and professionalism shown by all staff involved. Your contributions have been invaluable.

The review team consisting of myself, **s 9(2)(a)**, HR Manager, **s 9(2)(a)**, Acting HOF and **s 9(2)(a)**, HOF, conducted a thorough analysis of the feedback received. Our review was guided by the following key considerations: the financial sustainability of our programme portfolio, the ongoing delivery of high-quality academic offerings, and our responsiveness to the needs of the region and sector. These priorities remain central as we look ahead.

The School of Environmental Management holds a valued place in our academic landscape, with a strong legacy of environmental education, community engagement, and regional relevance. Through this process, it has become clear that there is a continued role for the School, if supported by deliberate, focused efforts to address its financial performance and align delivery with future opportunities.

We are committed to exploring how we can rebuild the School's viability, strengthening its place within our vocational education mission. This will involve careful planning, collaboration with staff and stakeholders, and a continued emphasis on quality and innovation in programme design and delivery.

We also recognise the importance of regional responsiveness. Environmental and sustainability issues are of increasing relevance across Aotearoa New Zealand, and particularly here in Murihiku Southland. There is an opportunity to align the School's direction with both regional aspirations and national priorities in environmental management.

I want to again acknowledge how demanding change processes can be. They test not only systems but people, and yet throughout, you have demonstrated professionalism, thoughtful engagement, and a shared commitment to learners and the future of our organisation. I thank you sincerely for that.

As we move into the next phase, we will work closely with you and provide the necessary support to ensure that together, we can take this opportunity to renew and strengthen the School of Environmental Management.

Ngā mihi

s 9(2)(a)

Daryl Haggerty

Operations Lead, (SIT)

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Overview

Background and rationale for change

Southern Institute of Technology's School of Environmental Management has delivered a diverse suite of qualifications for more than 14 years, spanning certificate, diploma, degree, and graduate diploma levels. Its programmes have contributed significantly to the regional and national education landscape in areas such as environmental science, sustainability, conservation, natural resource management, and ecological restoration.

A key feature of the School has been its international dimension, particularly the strategic partnership with Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen (HfWU) in Germany. This collaboration has enabled study abroad opportunities and enriched the Bachelor of Environmental Management programme, adding to its distinctiveness and learner appeal.

However, since the onset of the COVID-19 pandemic in 2020, the School of Environmental Management has faced persistent challenges. Both international and domestic enrolments have significantly declined, resulting in under utilisation of staff resources and a financially unviable programme.

It is important to acknowledge that a review of the School was undertaken last year (2024), which led to a reduction of 2.6 full-time equivalent (FTE) staff. While this was a necessary step at the time, further decreases in enrolment numbers has continued to negatively impact the financial sustainability of the School's operations.

These financial constraints are part of a wider set of challenges facing the vocational education and training (VET) sector in Aotearoa New Zealand. In June 2024, the Tertiary Education Commission (TEC) raised concerns with Te Pūkenga regarding the deteriorating financial viability of its Institute of Technology and Polytechnic (ITP) divisions. As a result, specialist financial assistance was sought under Section 332 of the Education and Training Act 2020, triggering an independent review of the ITP network's financial health and delivery models.

The review emphasised the urgent need for sustainable regional operations and greater fiscal discipline. One of its strategic directions was to assess programme areas experiencing long-term declines in revenue and enrolment, with a view to realigning delivery to better reflect regional needs, learner demand, and available resources.

Within this broader context, the initial change proposal was developed. It was proposed that the School of Environmental Management, excluding the GIS Microcredential, be closed, with a teach-out approach for Years 2 and 3 of the Bachelor of Environmental Management. The GIS Microcredential, a short course with continued relevance and uptake, was proposed to be relocated to the SIT2LRN faculty.

The proposal acknowledged the importance of minimising disruption for current learners by ensuring appropriate transition and completion pathways. A selection process was also outlined to determine kaimahi (staff) involvement during the teach-out period.

This initial proposal reflected the need to address immediate viability concerns while allowing space for future planning and innovation, should conditions improve. It was informed by national imperatives, sector-wide financial oversight, and a responsibility to ensure high-quality, fiscally responsible provision of environmental education.

Summary of Proposed Changes

The change proposal recommended the closure of the School of Environmental Management, excluding the GIS Microcredential, in response to sustained and significant declines in enrolments over the past five years. This trend has impacted the financial viability of programme delivery and the ongoing sustainability of teaching roles within the School.

The declining enrolments directly affect 2.6 full-time equivalent (FTE) academic positions. The reduced demand for teaching meant that these roles may no longer be sustainable beyond the current teaching commitments. It was therefore proposed that:

- 1.0 FTE be disestablished during 2025,
- a further 0.4 FTE be disestablished at the end of 2025, and
- the remaining 1.2 FTE be disestablished at the end of 2026, following the completion of teach-out activities.

Impact	Numbers
Number of positions proposed disestablished in 2025	1.0 FTE immediately 0.4 FTE at year end
Number of positions proposed disestablished in 2026	1.2 FTE
Number of positions proposed minor change	0
Number of proposed new roles	0

Period of Ongoing Change

As outlined within the consultation pack, 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 and decisions are made on stand-alone entities and the federation.

While the future is uncertain, we believe the changes proposed as part of this consultation will support the viability of our business division 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.

Benefits of the review

While the review process was challenging, it has delivered important benefits that will strengthen the School of Environmental Management and support its future direction. The review created an opportunity to critically examine the School, both in terms of its strengths and areas requiring change.

Firstly, the review examined the School's performance, enrolment trends, and financial sustainability, clarifying the factors affecting recent challenges. This helped to separate structural and external issues from those that can be addressed through internal innovation and planning.

Secondly, through kaimahi feedback and consultation, new perspectives emerged that helped shape a more informed and future-focused decision. The strong support from stakeholders reinforced the School's relevance, while also highlighting areas for development.

The review also allowed the organisation to identify opportunities for innovation and growth. These include the development of HyFlex delivery, investigation into new qualifications, redevelopment of existing qualifications and expanded pathways for both domestic and international learners.

As a result, the review has informed a balanced and future-oriented decision, and also laid the foundation for stronger alignment with learner needs and wider industry needs in Murihiku Southland.

Our values/principles for change

The following principles will be applied during 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

I would like to express my sincere thanks to all kaimahi who engaged with the change proposal process for the School of Environmental Management. Your professionalism, constructive engagement, and valuable feedback have been appreciated, particularly during what we acknowledge has been a challenging and uncertain time.

We recognise the emotional and professional impact that proposed changes can have, and we are grateful for the thoughtful and considered responses shared throughout the consultation period. Your feedback reflected a strong commitment to learner success, academic quality, and the future of environmental education in Murihiku Southland.

A thorough analysis of the feedback was undertaken by the review team, with all submissions carefully considered. This analysis has played a key role in informing the decision-making process and shaping the next steps.

The summary table below outlines the key themes raised through the feedback, alongside responses and considerations that have been taken into account.

Once again, thank you for your contributions and continued professionalism as we move through this process together.

Feedback Themes

Feedback theme	Summary of the feedback from that theme
1. Strong Community and Industry Value	<p>All submissions highlighted the programme's longstanding contribution to Southland's workforce and regional development. There is widespread acknowledgment of the programme's alignment with local industry needs, particularly in environmental and primary sectors. Letters of support to retain environmental management education and training in Southland were received from 21 environmental organisations.</p> <ul style="list-style-type: none">• <i>"Our graduates fill key roles in local councils, DOC, and consultancies"</i>• <i>"We have alumni across a range of industries... forestry and aquaculture companies."</i>• <i>"The immense contribution this program made to Southland communities and businesses over many years"</i>
2. Misdiagnosis of Low Enrolments	<p>A recurring view was that recent enrolment declines are not indicative of lack of demand but are due to external and organisational disruptions, including the Te Pūkenga merger, marketing lapses, and administrative decisions such as freezing first-year enrolments in 2025.</p> <ul style="list-style-type: none">• <i>"The claim that students 'do not want to do the programme' is unfounded and misleading."</i>• <i>"Closing this year's first year applications...inevitably reducing EFTS and creating overstaffing."</i>• <i>"The school was impacted more significantly than other areas of SIT."</i>
3. Academic and Professional Excellence	<p>Submissions note the high calibre of teaching and academic outcomes associated with the programme. This includes national</p>

Feedback theme	Summary of the feedback from that theme
	<p>recognition, student employment success, and research contributions.</p> <ul style="list-style-type: none"> • <i>"Tutors have won national scholarships, research excellence awards, and presented at international conferences."</i> • <i>"As a high-performing tutor, it has been difficult to see the direction our school has taken."</i>
4. Strategic Regional and National Relevance	<p>The programme is positioned as strategically aligned with regional development plans and national economic and environmental priorities. Several submissions cite the Beyond 2025 Southland Regional Plan and pending RMA reforms. There is a consistent argument that SIT is uniquely positioned geographically and academically to support regional transitions through education.</p> <ul style="list-style-type: none"> • <i>"Land use diversification and aquaculture both feature heavily in the Beyond2025 Regional Long Term Plan."</i> • <i>"The proposed changes to the Resource Management Act make it likely that demand for this type of programme will increase significantly."</i> • <i>"The sustainable food systems papers are uniquely positioned to respond to international momentum..."</i>
5. HyFlex Delivery	<p>Rather than closure, all submissions proposed reform and innovation, especially through delivery models that incorporate flexibility, online or HyFlex formats, and programme diversification. HyFlex delivery, collaboration across departments, and development of new certificate and diploma pathways were mentioned as viable and low-cost solutions to improve sustainability.</p> <ul style="list-style-type: none"> • <i>"More than half of the prospective students I have spoken with...enquired about flexible learning options."</i> • <i>"Retain one full-time tutor... to finalise development of a HyFlex version of the programme."</i> • <i>"Radical reform...including updating and broadening content to align with New Zealand economic focus."</i> • <i>"If the school is overstaffed... liaise with the masters programmes."</i>
6. Institutional Integrity and Long-Term Thinking	<p>Several submissions expressed concern that the decision to close is short-sighted, overly focused on immediate cost savings and achieving standalone status, rather than fostering long-term educational and regional resilience.</p> <ul style="list-style-type: none"> • <i>"This proposal is short sighted, based mainly on a focus on getting SIT to be stand alone."</i> • <i>"Short-term tweaks to the status quo... unlikely to demand attention or impact future enrolments."</i> • <i>"It would be a shame to lose such a good programme if we can thread the needle for a year."</i>

Review Team Summary Response to Feedback

The review team agrees that the School of Environmental Management has made a significant contribution to the regional workforce in the environmental and primary sectors. The feedback clearly demonstrated how graduates are actively working in roles critical to local government, conservation, consultancy, and land-use planning.

The review team also acknowledges the academic strength and professional expertise of the School's staff. Submissions consistently highlighted the quality of teaching, research, and learner outcomes. This was an important consideration in the final decision, particularly when weighing the balance between short-term financial pressures and longer-term strategic potential.

Importantly, the review team was convinced by the feedback requesting a future-focused response that favours innovation over closure. Many submissions proposed strategies for restoring viability, including HyFlex delivery, redevelopment of qualifications, and targeted marketing.

The feedback provided a compelling case for an opportunity to retain and reform the School, rather than close it immediately. The review team thanks all contributors for their thoughtful engagement and confirms that your feedback has directly shaped the path forward.

As a result, the review team concluded that the programme continues to hold both regional relevance and national importance, and that the best course of action is to provide a clear opportunity for renewal.

Final Decisions

Following extensive consultation, careful analysis of enrolment trends, and thoughtful feedback from kaimahi, learners, and stakeholders, a final decision has been made regarding the future of the School of Environmental Management.

We acknowledge the uncertainty and concern this process has created, and thank you for engaging with professionalism, honesty, and a strong commitment to the success of the School, our learners, and environmental education.

After thorough consideration, the following final decision has been made:

1. Closure Proposal to be Paused

The proposed closure of the School of Environmental Management will be paused to allow for a structured and monitored rebuild strategy. This decision reflects recognition of the School's unique value proposition, both regionally and nationally, and a commitment to test its viability under renewed delivery models.

- Enrolments for 2026 Year 1 of the Bachelor of Environmental Management will be reopened, with active marketing emphasising its unique HyFlex delivery model, Southland's reputation for environmental leadership, and the value of the Zero Fees Scheme.
- Enrolments will be closely monitored. s 9(2)(b)(ii), s 9(2)(ba)(ii)

At that point, staffing levels will be revised to reflect only what is necessary for teach-out of any remaining learners, and disestablishment of roles will proceed as noted in the table below.

2. HyFlex Delivery to be Implemented

The School will implement a HyFlex delivery model for the Bachelor of Environmental Management Year 1 papers. This allows for both in-person and online participation, broadening access and enabling more flexible learning pathways.

- Development of HyFlex papers will be completed in 2025 for Year One, Semester One and Year Three, Semester One, using existing staff expertise.
- The development workload for HyFlex will offset the shortfall in the 2025 staffing plan.
- The impact on enrolments from HyFlex delivery will be evaluated before any further decisions about programme closure are considered.

3. Shared Delivery with School of Engineering

The School will further investigate the potential collaborative teaching arrangements with the School of Engineering for shared subjects such as mathematics and research methodology. This will reduce duplication, improve efficiency, and foster interdisciplinary learning.

4. Programme Expansion and Diversification

To support enrolment growth and better align offerings to learner and market demand:

- Development of New Zealand Diplomas in Environmental Management (Level 5 and 6) will be prioritised, aligning with the first two years of the degree. Existing ITP products will be explored and leveraged where available.
- From 2026, the School will offer the Graduate Diploma and Graduate Certificate in Environmental Management, in HyFlex delivery mode, with no additional teaching resource required.
- Fast-tracked development of new Graduate Certificates (e.g., GIS, Food Systems, Wildlife Conservation) will be explored and promoted, particularly to alumni of the GIS Microcredential.
- Short-term Certificates of Proficiency and flexible online options will be investigated to attract professionals and lifelong learners, using existing national products where possible.

5. Targeted International Recruitment

International markets will be a priority focus for enrolment recovery, leveraging:

- New Zealand's global reputation for environmental leadership and sustainability,
- Southland's distinctive specialisations in areas such as food systems and spatial planning, and
- Alignment with pathways to residency and employment outcomes.

6. Programme Staffing and Expectations

In 2025, the School faces a staffing shortfall of approximately ^{s 9(2)}_{(b)(ii)} TTHs. To address this:

- The 2025 staffing levels will be maintained, with the shortfall hours allocated to HyFlex development.
- Teaching allocations may be adjusted to allow all kaimahi time to contribute meaningfully to the development workload. Some kaimahi may see teaching loads increased or decreased accordingly.
- Should enrolments in 2026 justify retaining 2025 staffing levels, the following workload expectations will apply:

Role	Proportion	Abatements	Approx. TTH Target	Expectations
Programme Manager / Tutor	1.0	Programme Mgmt, Research, HyFlex Development	^{s 9(2)} _{(b)(ii)} TTH	Onsite ^{s 9(2)} _{(b)(ii)} days/week, teaching ^{s 9(2)(a), s 9(2)(b)(ii)} TTH/semester, undertaking research
Tutor	1.0	Research, HyFlex Development	^{s 9(2)} _{(b)(ii)} TTH	Onsite ^{s 9(2)} _{(b)(ii)} days/week, teaching ^{s 9(2)(a), s 9(2)(b)(ii)} TTH/semester, undertaking research
Tutor	0.6	Research, HyFlex Development	^{s 9(2)} _{(b)(ii)} TTH	Onsite ^{s 9(2)} _{(b)(ii)} days/week, teaching ^{s 9(2)(a), s 9(2)(b)(ii)} TTH/semester, undertaking research

Note: All targets are indicative and will be reviewed once 2026 enrolments and HyFlex development requirements are confirmed.

Next Steps

- Programme development planning will begin immediately.
- A marketing and communications plan will be activated to support 2026 recruitment.
- Ongoing monitoring and reporting will track progress toward enrolment and financial viability targets.

Proposals presented during consultation and rationale

The change proposal recommended the closure of the School of Environmental Management, excluding the GIS Microcredential, in response to sustained and significant declines in enrolments over the past five years. This trend has impacted the financial viability of programme delivery and the ongoing sustainability of teaching roles within the School.

The declining enrolments directly affect 2.6 full-time equivalent (FTE) academic positions. The reduced demand for teaching meant that these roles may no longer be sustainable beyond the current teaching commitments. It was therefore proposed that:

- 1.0 FTE be disestablished during 2025,
- A further 0.4 FTE be disestablished at the end of 2025, and
- The remaining 1.2 FTE be disestablished at the end of 2026, following the completion of teach-out activities.

Contingency Planning and Staffing Adjustments

While every effort will be made to support the successful rebuild of the School of Environmental Management, including the implementation of HyFlex delivery and targeted marketing, it is important to acknowledge that the future viability of the School remains closely tied to enrolment performance.

s 9(2)(b)(ii), s 9(2)(ba)(ii)

will be revised to reflect only what is necessary for teach-out of any remaining learners, and disestablishment of roles will proceed as appropriate.

Throughout this period, close monitoring of enrolment data will continue, and decisions will be made with transparency and consultation. Affected kaimahi will be engaged at each key milestone, and appropriate support, including redeployment options and career transition assistance, will be made available where required.

This contingency planning ensures that while there is space for growth and renewal, there is also a clear and responsible pathway should enrolment recovery not be achieved over the coming two years.

Please note that SIT may be subject to further changes due to the ongoing reform environment and other influencing factors; therefore, the above plan may change.

Confirmed impacts of change

Below is the list of confirmed impacted positions based on the above

Impact	Numbers
Number of positions proposed disestablished in 2025	0
<small>s 9(2)(b)(ii), s 9(2)(ba)(ii)</small>	
Number of positions proposed minor change	0
Number of proposed new roles	0

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What happens next?

Decision Process

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

- **Step 1:** Individual and/or group meetings will be held within impacted kaimahi to advise the final decision, and to provide the final decision document and a letter.
- **Step 2:** If necessary other kaimahi who may be in scope but not impacted by the change will be advised of the outcome of consultation.
- **Step 3:** Recruitment and selection commence.
- **Step 4:** 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 communicated to impacted kaimahi	14 July 2025
Decisions communicated to other kaimahi (if necessary)	15 July 2025
Recruitment and selection commence	N/A
New structure effective (approximate month)	N/A

Recruitment and Selection Processes for roles

Should enrolments not reach the required thresholds as communicated earlier and a reduction in roles is necessary, a formal selection process will be undertaken to determine which kaimahi will be retained for the reduced number of positions.

Reduction in roles

As previously communicated, we have now confirmed the areas where there is a potential reduction in roles (in the event that enrolment numbers do not reach satisfactory levels), we will be ringfencing the impacted kaimahi as outlined in the impact tables above.

Selection Process Overview

A selection process will be followed and kaimhai who fall within this process will be assessed by a panel against selection criteria to determine the best fit for the reduced number of positions.

The selection criteria will be based on the requirements of the position description and is outlined in the table below.

Kaimahi will not need to express an interest under the selection process, as noted those identified within the ring-fenced process have been informed. The process for selection is:

- Impacted kaimahi will complete a selection form.
- The panel will complete the selection form. The panel for this process will consist of a subject matter expert, the manager and a People and Culture representative
- Each kaimahi's completed selection form will be reviewed against the competency criteria set for this process by the panel.

Kaimahi will have an opportunity to review their selection form on request.

For kaimahi who choose not to submit a selection sheet, we will meet with you, however it is likely that the panel 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 new roles and reduction in roles

Description	Selection criteria	Weighting
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	<p>Evidence of specific technical skills/knowledge of position including:</p> <ul style="list-style-type: none">• Broad knowledge of environmental management – environmental science, sustainability, conservation and resource management, environmental legislation and policy.• Practical experience in environmental management including fieldwork, data analysis and research.• Environmental management teaching delivery and assessment.	
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 SIT's values alongside SIT's leadership mindset	
Performance	Experienced 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	

Voluntary redundancy

In situations where a kaimahi's role is confirmed disestablished, or where there is a reduction in roles confirmed, we are open to have a voluntary redundancy conversation. However, voluntary redundancy is not guaranteed.

A kaimahi will need to make an application. Applications will be treated on a case-by-case basis for individual redundancies. The criteria that we will apply to the process for voluntary applications is:

Criterion	Description	Considerations
Operational Requirements	Whether accepting the voluntary redundancy request supports the organisation's operational needs, including workload, programme delivery, and required expertise.	Would the departure create an unmanageable gap in delivery?
Skill Set and Specialisation	Assessment of the staff member's skills, qualifications, and subject area expertise in relation to the future direction and needs of the programme.	Does the staff member have niche expertise that would be difficult to replace in the short term?
Impact on Teaching Continuity	Evaluation of how the departure would impact continuity for students currently in teach-out or transition programmes.	Would learner outcomes or cohort completion be affected?
Cost-Benefit Consideration	Consideration of the financial implications, including cost of redundancy vs. potential savings and overall impact on staffing structure.	Is the voluntary redundancy request financially viable and aligned with budget projections?
Workforce Balance	Impact of the request on the balance of skills and experience across the remaining team.	Would the departure affect team dynamics, mentoring capacity, or research outputs?
Service and Tenure	Length of service and employment history may be taken into account, particularly where multiple voluntary redundancy requests are received.	Has the staff member expressed interest in retirement or career transition?

Should we have more people request voluntary redundancy than roles confirmed needed in the new structure, then voluntary redundancy will not be agreed to and all kaimahi will go through the selection process.

Where we have less applications than confirmed disestablished roles, we will assess the applications against the criteria above on a case-by-case basis. Please note that even in this instance voluntary redundancy is not a certainty.

As noted, voluntary redundancy applications are not guaranteed. We will ensure we meet our legal and employment agreement (including Collective Employment Agreement) requirements as well as our business operational requirements.

Transition Approach

The transition from the current state to the future direction of the School of Environmental Management will be managed through a deliberate and inclusive approach, focused on supporting kaimahi and ensuring continuity of quality delivery. Change of this nature requires careful planning, clear communication, and a commitment to working together through each phase of implementation.

A strong focus will be placed on communication throughout the transition. Regular updates, opportunities for feedback, and open dialogue will help ensure everyone is informed and supported as changes are introduced. Kaimahi will be actively involved in shaping aspects of the transition, particularly where it relates to their areas of expertise and responsibilities. Their insights will be essential in identifying priorities, establishing realistic work plans, and maintaining a learner-centred approach.

Overall, the transition will be underpinned by a shared commitment to supporting each other through change, maintaining focus on learners, and building a strong, sustainable future for the School.

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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 **s 9(2)(a)** – HR Manager and to support each other through this consultation process.

Please remember you can access Employee Assistance Service support through our Employee Assistance Programme (EAP). You can contact EAP confidentially at any time by calling 0800 327 669. 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. 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 **s 9(2)(a)** – HR Manager. 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 Head of Faculty, **s 9(2)(a)**

Ngā mihi

s 9(2)(a)

Daryl Haggerty

Operations Lead (SIT)

Appendices

Glossary

Term	Definition
Affected/Impacted 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.
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.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
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



Te Pūkenga

Southern Institute of Technology

Decision Document

14 | August 2025

Review of English Language School – Queenstown Campus

STRICTLY CONFIDENTIAL TO KAIMAHI (STAFF) OF ENGLISH LANGUAGE SCHOOL- QUEENSTOWN

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Introduction

Thank you to all those who provided feedback on the proposal to close the English Language School at Southern Institute of Technology (SIT) Queenstown Campus. The feedback received was considered with the utmost seriousness, and we appreciate the constructive and passionate contributions that were shared.

Feedback reflected:

- Strong belief in the potential for revitalising the school through improved local marketing and community visibility.
- Willingness to adapt to smaller or mixed-level classes.
- Commitment to student success and future growth.
- Appreciation of SIT's leadership and acknowledgment of past efforts.

These contributions have been received with respect and appreciation.

This final decision has been made following thorough analysis of the feedback received, the current financial position of the school, and SIT's obligation to ensure programme viability, sustainability, and alignment with Te Pūkenga's national strategic direction.

Ngā mihi

s 9(2)(a)



Daryl Haggerty

Operations Lead SIT

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Overview

Background and rationale for change.

As outlined in the consultation document, the School of English Language has undergone significant changes following the 2023 NZQA External Evaluative Review (EER) of Southern Lakes English College (SLEC), resulting in a Category 3 rating. This had a direct and significant impact on international enrolments due to reduced visa appeal and agent/student confidence.

To address reputational and financial issues, a plan was implemented to transition SLEC's operations into the Southern Institute of Technology (SIT). This transition included the development of NZCEL Level 3 and 4 and a more flexible General English programme to support learners. Unfortunately, despite these efforts, enrolments at SIT's Queenstown Campus remained extremely low. As of mid-2025, only five learners are enrolled, with no future enrolments forecast.

In addition, Queenstown faces strong competition in the English language education market. Compounding this, most academic pathway programmes are located in Invercargill, reducing Queenstown's appeal for those intending to progress further with SIT.

The following table summarises the financial position of the English Language School as of May 2025.

2025	May	YTD
Income	s 9(2)(b)(ii)	
Payroll		
Expenses		
Net Surplus/Deficit		

A financial analysis as of May 2025 shows the School of English Language has incurred a year-to-date deficit of s 9(2)(b)(ii), with ongoing losses expected.

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 it to seek specialist assistance under section 332 of the Education and Training Act 2020.

Consultants 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 form some of the rationale for the changes outlined within this document. Other information has also helped shaped the rational for this document. More detail is outlined within this document.

This wider financial review, along with low enrolment and income data, informed the rationale for the proposed closure.

Summary of Proposed Changes

Due to low and declining enrolments, and an inability to sustain the programme financially, it is proposed that:

- The English Language School at SIT Queenstown be closed.
- A phased approach be used to disestablish teaching roles, aligned with student completion dates.

Impact	Numbers
Number of positions proposed disestablished	3
Number of positions proposed minor change	0
Number of proposed new roles	0

Further details of individual role impacts can be found in the impacts table

Period of Ongoing Change

As outlined within the consultation pack, 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 and decisions are made on stand-alone entities and the federation.

While the future is uncertain, we believe the changes proposed as part of this consultation will support the viability of our business division, 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.

Benefits of the change

- Ensures financial sustainability by ceasing an unviable programme
- Enables resources to be redirected to high-demand areas or alternative delivery models.

- Aligns with national direction to establish efficient and regionally responsive programme offerings.
- Supports leaner operational models in times of constrained public funding.

Our values/principles for change

The following principles will be applied during 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	Summary of Feedback	Response to the feedback
Keep the English Language School open and improve local marketing	Feedback highlighted passionate support for the school, suggesting a revitalised marketing strategy, offering smaller class sizes, advertising in local bulletins, window signage, and revisiting pricing models.	While the suggestions were constructive and appreciated, they were not enough to address the underlying viability issues.
Willingness to teach smaller classes	Staff expressed willingness to adapt to small groups and mixed-level delivery.	We acknowledge the dedication expressed by staff willing to adapt teaching models. However, the enrolment levels are now so low that even flexible or mixed-level class delivery is no longer viable.
Requests to delay closure	Feedback suggested keeping the school open longer to try revitalisation.	The decision has been aligned with the teach-out period to allow all currently enrolled students to complete their studies. There is no further forecasted demand beyond this date to justify extended operations.
Recognition of past efforts and interest in future opportunities	One staff member supported the closure and expressed gratitude for the experience and future optimism.	Feedback is noted and appreciated. Opportunities for redeployment and future roles within SIT will be discussed with the impacted staff.

Final Decisions

Following careful consideration of all feedback received, alongside financial, enrolment, and strategic factors, the decision has been made to close the English Language School at SIT Queenstown Campus, with a phased teach-out period concluding on 14 November 2025. This allows enrolled students to complete their studies with minimal disruption.

While the constructive ideas presented were appreciated, they were not sufficient to address the underlying viability issues. Despite the passion and flexibility shown by staff, the combination of sustained low enrolments, financial losses, and the competitive market environment makes continuation unfeasible.

We want to sincerely acknowledge and thank all staff, past and present, who have contributed to the delivery and growth of the English Language programmes in Queenstown. Your dedication has created lasting impacts for many learners and the community.

Proposals presented during consultation and rationale

The rationale outlined in the original consultation document remains the basis for this final decision, and includes:

- **Sustained low enrolments:** Despite the introduction of a more flexible General English programme in 2024, enrolment numbers have continued to decline, with only 2 students forecast for the July 2025 intake and no students anticipated beyond that date.
- **Financial unsustainability:** As of May 2025, the school has operated at a year-to-date deficit of ~~s 9(2)(b)(ii)~~. Forecasts show continued financial loss with no viable path to recovery under the current conditions.
- **Loss of NZQA Category 1 status:** This significantly impacted the school's ability to attract international students due to associated limitations on visas, work rights, and general appeal.
- **Market competition and programme misalignment:** Queenstown has several well-established competitors offering similar English language programmes. Additionally, most academic pathway programmes at SIT are delivered in Invercargill, reducing the appeal of Queenstown as a gateway to further study within SIT.
- **Sector-wide financial pressures:** This decision is also informed by national directives around sustainable operations and follows Te Pūkenga's wider work with TEC and independent consultants to strengthen the long-term viability of ITP business divisions.

Proposed Structure and Impacts

It was proposed that 1.89 FTE staffing within the English Language School will be destabilised however to ensure that our current learners can complete their programmes with minimal disruption, a phased teach-out would take place, with classes continuing until the final cohort completes in November 2025

Confirmed Team Structures.

New confirmed structure

Due to the closure decision, there is no new confirmed structure.

Confirmed impacts of change

Below is the list of confirmed impacted positions

Role	Outcome for Role	Description/Rationale	Decision on What Happens to the Work
English Language Tutor (1.89 FTE)	Disestablish 0.63 FTE at the conclusion of the consultation Disestablish 0.63 FTE in September 2025 Disestablish 0.63 FTE November 2025	Role no longer viable due to insufficient enrolments and loss of NZQA Category 1.	No further work will continue in this area. Students currently enrolled will be supported until completion. A selection process will be conducted to determine kaimahi to teach out for year 2025.

What happens next?

Decision Process

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

- **Step 1:** Individual and/or group meetings will be held within impacted kaimahi to advise the final decision, and to provide the final decision document.
- **Step 2:** If necessary other kaimahi who may be in scope but not impacted by the change will be advised of the outcome of consultation.
- **Step 3:** selection commence.
- **Step 4:** Where roles are confirmed disestablished, redeployment conversations begin.

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	14 August 2025
Decisions communicated to other kaimahi (if necessary)	14 August 2025
selection commence	Week commencing 18 August 2025
Decision on selection	Week commencing 01 September

Recruitment and Selection Processes for roles

Now we have confirmed there will be a reduction in roles, and outlined below is the process we will follow in these circumstances.

Reduction in roles

As we have now confirmed the areas where there is a reduction in roles, we will be ringfencing the impacted kaimahi as outlined in the impact tables above.

A selection process will be followed and kaimahi who fall within this process will be assessed by a panel against **selection criteria** to determine the best fit for the reduced number of positions.

The selection criteria will be based on the requirements of the position description and is outlined in the table below.

Kaimahi will not need to express an interest under the selection process, as noted those identified within the ring-fenced process have been informed. The process for selection is:

- Impacted kaimahi will complete a selection form.
- The panel will complete the selection form. The panel for this process will consist on a subject matter expert, the manager and an HR representative
- Each kaimahi's completed selection form will be reviewed against the competency criteria set for this process by the panel.

For kaimahi who choose not to submit a selection sheet, we will meet with you, however it is likely that the panel 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) Diploma in Adult Tertiary Teaching <i>or hold appropriate assessment and moderation standards</i>
Technical skills	Currency, relevance, and extent of industry, professional or community-related experience in relevant field/s
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 SIT values alongside SIT leadership mindset

Where do I get support?

(you can cut and paste the blow and add the business division details in – or you can draft your own section for this)

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 consultation process.

Please remember you can access Employee Assistance Service support via add in business division EAP Provider.

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. 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.

Glossary

Term	Definition
Affected/Impacted 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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