

**Getting UCOL Future-Ready  
Initial Decision Document – General  
(including Secondary/Tertiary)**

**30 June 2025**

**RELEASED UNDER THE  
OFFICIAL INFORMATION ACT 1982**

**STRICTLY CONFIDENTIAL TO UCOL KAIMAHI (STAFF)**

## Introduction

Delivering vocational education across our region remains an essential feature of the educational landscape. Our employers, industries, and communities rely heavily on UCOL for the provision of learning to meet their needs. Because of the importance of UCOL to our region, it is essential that we have a viable institution that can support the needs of the region regardless of whether UCOL is a standalone autonomous entity or part of a broader network or federation. UCOL has delivered quality education for our stakeholders and communities for over 130 years and will continue to do so.

The future of vocational education has not yet been confirmed; however, it is clear that in order to achieve future regional autonomy, UCOL must become financially viable and demonstrate a path to ongoing financial sustainability. 2025 presents the opportunity for UCOL to take steps toward these objectives. To do this, we have reviewed our organisation, prepared a proposal and have now thoughtfully reviewed all feedback received on the proposal to make decisions in order to be future-ready. The future for UCOL is coming, and we intend to be ready, sustainable, and connected for our ākonga.

We have been very conscious about the impact on our kaimahi and have ensured that as we work through this difficult process that we meet our obligations to applicable Collective and Individual Employment Agreements. This includes the consultation processes, provision of supporting information within the proposal document, the initial impacts outlined in the enclosed, confirmed recruitment and selection processes, access to support services, and voluntary redundancy (VR) provisions where appropriate. We have also ensured that we meet our local UCOL policies and processes. We considered all feedback thoroughly and CEA and IEA protocols around termination and transition have been followed in full.

It has been a long time to be on a waka without direction, the ambiguity caused by this has been hard to swallow. The decisions we have had to make are also hard to swallow; however, this point marks the first step in creating a financially viable UCOL and a tertiary institution that's future-ready.

Ngā mihi,

s 9(2)(a)



Operations Lead, UCOL

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## Overview

### Background and rationale for change

Our proposal documents shared why we are taking measures to prepare UCOL for the future. Below are summarised key points we shared with you:

- The Minister of Vocational Education to Te Pūkenga confirming 'it is no longer the Government's priority to have a centralised organisation for delivering vocational education and training'. This means that the Government intends to disestablish Te Pūkenga
- Concerns have been raised about business division viability. Te Pūkenga has been instructed to seek specialist assistance and advice to become both sustainable and viable organisations with the goal of establishing regionally autonomous ITPs where possible.
- We need to review our structures to operate sustainably while we await the Minister's decision on the future for UCOL.
- The consultants have provided guidance that provides a pathway to financial viability.

Full details of the UCOL proposal and rationale can be found in the [Proposal for Consultation – General](#).

Financial viability for the sector is critical to supporting the Government's plans for the future of vocational education. The sector has experienced financial challenges for some time. Concerns were raised with Te Pūkenga by the Tertiary Education Commission (TEC) in June 2024, regarding the viability of the ITP business divisions within Te Pūkenga and required it to seek specialist assistance under section 332 of the Education and Training Act 2020. Consultants reviewed the finances of UCOL and explored opportunities for sustainable viability, with the goal of establishing regionally autonomous ITPs where possible. As outlined in the proposal documents, this helped shape some of the rationale for some of the changes outlined within the proposal documents.

### Our values/principles during change

Our values guide all that we do at UCOL. We have endeavoured to reflect these throughout the proposals and initial decisions.

#### **Kia eke panuku, eke Tangaroa | Excellence**

Everywhere we look at UCOL we seek innovation and quality that defines us as a high performing institute. We strive for excellence in our programmes, our teaching methods, our resources and systems and processes. We want to see people excelling at what they do and are proud of what we achieve.

#### **Whanaungatanga | Relationships**

Connecting with people and establishing meaningful relationships built on trust and integrity is vital. Great relationships result in collaboration, partnerships and unity. At UCOL we embrace diversity and inclusivity of all people.

#### **Te huringa tangata | Transformation**

Transformation requires inspiration, and bold, courageous behaviour. We take pride in being a part of the transformation that occurs in our students as they become successful graduates and alumni. UCOL is always looking at fresh ideas.

## Kia kakamā | Agility

Agility is about us working in many different ways, being adaptable and agile in the way we work with others. Through engagement, empowerment and innovation we develop deeper understanding and discover new ways of achieving our goals.

The following principles continue to be applied during our change process:

- Uncertainty for kaimahi is minimised by open and transparent communication processes;
- Working closely with our union partners and our kaimahi;
- Honouring our commitments to individual and collective employment agreements;
- Redeployment of impacted kaimahi is prioritised where possible, redundancy being a final course of action;
- 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); and
- Initial decisions have been made after all consultation feedback has been genuinely reviewed and given serious and thoughtful consideration.

We are committed to a transparent approach, ensuring all impacted kaimahi are fully informed and supported throughout this period.

## 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 Tāraia te Anamata | 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 UCOL.

While the future is uncertain, we believe the initial decisions communicated within this document will support the financial viability of UCOL and respond to future changes as they arise.

## Benefits of the changes

- Refined leadership structure, including re-integration of support functions and ownership under a Corporate Services structure (recruitment deferred until 2026).
- UCOL is currently forecast to achieve a \$7.1M deficit for 2025. The changes enclosed in this consultation would see a one-off cost of change in 2025. However, the savings realised in 2026 and beyond would see UCOL return to a small surplus. This would make UCOL a viable Business Division with a sustainable financial outlook
- A forecast return to surplus in 2026 represents the best opportunity for regional autonomy and the sustainable future for UCOL.
- Realignment of leadership and support services will foster collaboration among departments with combined positions and resource sharing.
- Combination of some functions will allow for streamlining of service and reduction of cost of delivery.
- All business division functions, except one, will report internally to UCOL, returning autonomy in a cost-effective way and without increasing headcount.

## Obligations to the Charter and Te Tiriti o Waitangi

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. Please refer to Appendix 2 for Stakeholder Engagement summaries.

### Summary of initially confirmed decisions to roles

Impact	Numbers
Number of positions currently filled that are initially confirmed disestablished	21
Number of new positions (not including reduction of roles)	14
Number of roles proposed disestablished, retained in initial decision	4

## Feedback

The Getting UCOL Future Ready team would like to thank everyone for the time, energy and care that went into your submissions to the proposal documents, as well as your ongoing engagement with the process.

The decision panel received well over 250 pieces of feedback, excluding letters of support contained within some submissions. There was some incredibly thoughtful, insightful, and future-focused thinking within the feedback, demonstrating the deep care you have for each other and the value you place on each other's work. Thank you. It was really important to the panel that the appropriate time was spent working through every single piece of feedback and giving it due consideration.

One of the difficult aspects of widespread structural change is that its focus is on function and form; it does not measure individual input, commitment or performance. We have read some compelling personal endorsements across all campuses supporting individuals and teams alike.

While there will be no direct responses to individual pieces of feedback, we have endeavoured to capture the narrative of the discussion around each theme, relevant to each section within the proposals. Stakeholder engagement can be referred to in Appendix 2.

Changes to the proposal have resulted from the feedback, it was always our promise to genuinely consider feedback and to make changes where appropriate.

The majority of the feedback focused on the proposal for general kaimahi. Some feedback touched on education being available to everyone regardless of cost, unfortunately while we agree that anyone should be able to access higher education, as an organisation we must ensure we meet our Minister's expectations in reaching financial viability.

A considerable amount of feedback was received relating to Student Success, the changes both to team structure and to resourcing within this group drew concern, criticism and some constructive alternate solutions for consideration, as did the wider Te Mana Tauira group. A number of submissions were received for Te Atakura with concern about why the changes were proposed and the degree to which the proposed changes could impact on future delivery, but also with suggested alternatives.

Others provided strategic thoughts around future opportunities, such as a collaborative framework for an independent Māori tertiary provider, new roles in dedicated Māori and Pacific Learning Advisors to achieve strategic outcomes, and other thoughtful ways of operating in a future state. Feedback of this nature was clearly the result of much time and energy, and we will look to explore further as we move into a state of surplus and financial stability.

Other aspects of the feedback received were practical and operationally focused in the here and now. These included questions around recruitment and selection processes, (including that for the Executive Director of Corporate Services), many wanting further clarity around the teach-out process for degree final courses, which will be worked through in Semester 2. It is important to note that there will be no changes to degree programmes requiring teaching until the end of Semester 2, 2025. During this period, UCOL will work with the impacted kaimahi to identify how the teach-out will occur and the resources required to achieve this.

Concerns raised around the process itself were given consideration to ensure that the actual processes followed sound practice. As such, there have been some changes, highlighted in both initial decision documents.

We also received strong advocacy across both the Whanganui and Wairarapa campuses for retention of positions across sites including a submission from TIASA on behalf of its members.

Feedback was not received from TEU on behalf of its members. However, local TEU representatives strongly supported members in the preparation and submission of their individual feedback giving considerable time, effort and energy into these submissions. This support has allowed us to work efficiently through the consideration of feedback, thank you.

Many had questions about how teams or individuals would work together when it came to specific functions or roles. As we move into the new structure, there is an expectation for Managers to encourage teams to begin working much more closely together and for teams and individuals to begin thinking about how processes can change to achieve similar (or improved) outcomes.

We are all here for the overall achievement of our ākonga and UCOL as an organisation. We will work together to ensure our collective success. He waka eke noa – we are all in this waka together.

*Nāu te rourou, nāku te rourou, ka ora ai te ākonga*

*With your food basket and my food basket, the students will thrive*

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## Initial Decisions

### Executive Leadership

#### Proposals presented during consultation

The proposal contained changes to the Executive Leadership Team including:

- Create the role of Executive Director - Corporate Services
- Create the role of Manahautū (0.5 FTE)
- Reduce the number of Executive Deans from 3 to 2
- Disestablish the role of Executive Director – Te Mana Tauira
- Disestablish the role of Executive Director - Partnerships & Engagement
- Create a significantly different role with the reused title Executive Director - Partnerships & Engagement
- Distribute the functions included in Te Mana Tauira to improve alignment with other groups.
- Continue with the interim Operations Lead until a future direction is confirmed.

Further information and rationale for these changes can be found in the general proposal document.

#### Proposed structure



## Feedback

The feedback panel reviewing submission on the Senior/Executive Leadership team was different to the main feedback panel, given the conflict of interest for those currently in roles. As communicated in Getting UCOL Future Ready Q+As, this panel comprised of ~~s 9(2)(a)~~ MNZM (UCOL Community Advisor), ~~s 9(2)(a)~~ (Ngāti Kahungunu, Ngāi Tahu), ~~s 9(2)(a)~~ (external strategic advisor), alongside UCOL's Operations Lead and People & Culture Manager, and the People & Culture Director Region 3 Te Pūkenga. In relation to the disestablishment of Executive Director Partnerships & Engagement, any conflict of interest was removed by having the CEO of Te Pūkenga consider feedback and approve endorsement of the disestablishment of this role. The below feedback summaries are reflective of the decisions made by that panel.

Feedback theme	Summary of feedback	Decisions from feedback
Manahautū	<p>Feedback covered:</p> <ul style="list-style-type: none"> <li>• whether the role was a stand-alone role and whether it had decision-making authority</li> <li>• whether it should have direct reports</li> <li>• whether Te Atakura should report to this position</li> <li>• whether it covers all campuses and how it might maintain relationships with a variety of iwi</li> <li>• that the resourcing of 0.5FTE was insufficient</li> </ul>	<p>The Manahautū forms part of the ELT with equal decision-making. Detailed feedback was received relating to Te Atakura and its function(s), however the panel believed Te Atakura is better suited to sit under Academic &amp; Quality (further addressed within this document), aligned with other capability and development roles. The Manahautū role is primarily externally focused, with responsibilities designed to enhance iwi partnerships and support internal alignment with Te Tiriti commitments.</p> <p>The position holder may work part time for UCOL and with other employment/engagement in the community, or a UCOL employee holding part time responsibility in other parts of UCOL. The panel considered the sole external focus (no internal teams) provides the space to build dedicated relationships fully for the benefit of Māori. Building partnerships with iwi within all of UCOL rohe will be important for this to work</p>
Two Faculties	Feedback received on whether 2 faculties was appropriate, and if so, which programmes should be in each faculty.	The feedback panel discussed the expectations of the proposed reduction of faculties and noted that the discussion of portfolio splits needed to be understood

		<p>(this is referenced in the Academic Initial Decision document).</p> <p>The decision was to progress with a reduction to 2 faculties. It was agreed that all current Executive Deans should be included in the 'ring-fencing' of roles and therefore this has resulted in a change of impact for the Executive Dean – Engineering and Applied Technology.</p> <p>The change of this impact is now subject to consultation with the individual.</p>
Appropriate Qualifications for Executive Deans	<p>There was feedback that the qualifications noted in the Job Description needed to be reviewed as the qualifications weren't required to be successful in these roles.</p>	<p>A review of qualification requirements has been undertaken and the qualifications in the Job Description have been amended.</p>
Executive Director – Corporate Services	<p>Feedback focused on whether there was the need for this role and whether the position is too big with a wide scope of responsibilities.</p>	<p>While the panel considers the position of Executive Director - Corporate Services is necessary to lead enabling functions at UCOL it recognises that it is not appropriate to recruit for this role pending decisions about which ITPs will be 'stand alone', part of a federation, or otherwise.</p> <p>It resolved to put this role on hold with all proposed reports to continue reporting to the interim Operations Lead or Te Pūkenga regional structure.</p> <p>Although the position is on hold, the panel considered the position to be large, but manageable. However, the noted requirement for senior finance experience would make for difficult recruitment further compounded by organisational uncertainty. These factors also contributed to the decision to defer the decision on whether this role is needed.</p>

Te Atakura	Feedback suggested that Te Atakura should have a role at the ELT	<p>The panel considered whether Te Atakura should be part of the ELT but noted that Te Atakura is a culturally responsive, relationships-based approach which operationalises kaupapa Māori values to support the achievement of ūritetanga (equity) within UCOL.</p> <p>The panel also noted that the new role of Manahautū on the ELT will be strategic and include decision-making responsibilities.</p>
Executive Director – Partnerships & Engagement	There was some feedback querying the functions for this role, specifically in relation to whether retention rates and completions should sit with this role or Quality and Academic Assurance and role in international recruitment	<p>The panel discussed the feedback in relation to what sits with the Executive Director - Partnerships &amp; Engagement. The core of this role is building partnerships and engagement, both internally and externally, with our funders and partners.</p> <p>The partnerships with akonga start at recruitment and continues to when they are studying so they are supported and succeed.</p> <p>International recruitment is a marketing function and better aligns to being part of the marketing team and working across the organisation to other roles and functions that touch on international.</p>

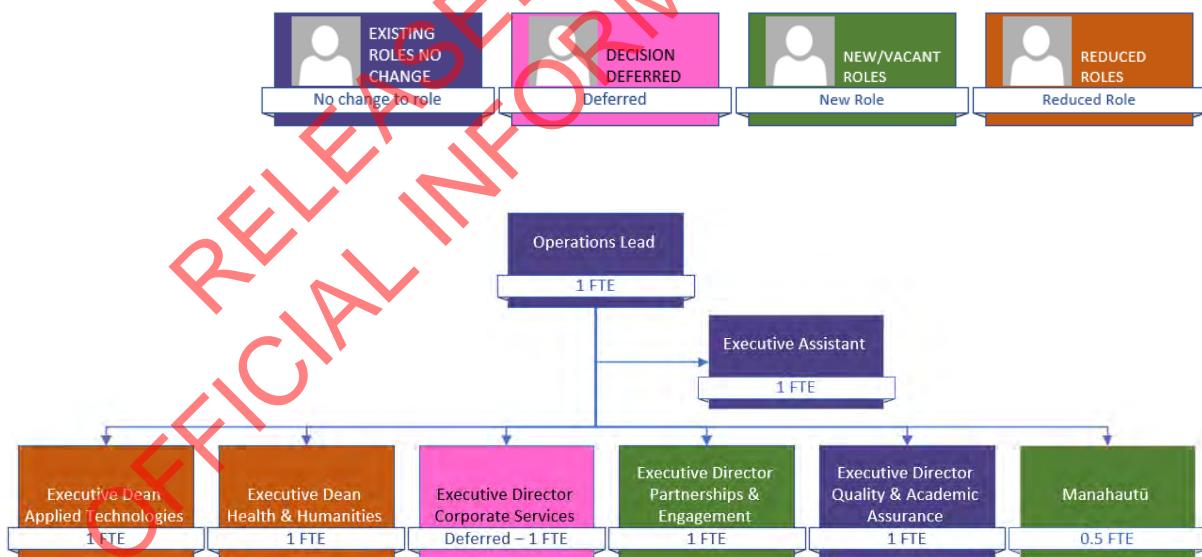
## Initially confirmed decisions

Feedback has provided a rich commentary both in terms of form and function of the Executive Leadership team (ELT). There was observation and commentary related to the general groupings of teams under the Executive Director – Partnerships & Engagement and the placement of Te Atakura in or outside of this group. It is also noted that the interim Operations Lead role was not in scope for this proposal.

Below are two notable decisions resulting from ELT feedback:

- **The Executive Director – Corporate Services** A decision on whether this role is needed will be deferred until the future of UCOL is known. The panel considered that the allocated funding for this position could be re-allocated to the retention of needed positions identified within feedback submissions. The future direction may call for a different type of position or leadership structure. The functions proposed to be within the Corporate Services group will report directly to the Operations Lead during the interim period, with the exception of the People & Culture Manager role.
- **Executive Deans** – Following consideration of the feedback, the initial decision is to proceed with 2 faculties - Applied Technologies and Health & Humanities. Each faculty will have 1 Executive Dean. The proposal and rationale to reduce the faculties to 2 appeared to be clearly understood. Due to feedback received, the treatment of all 3 current Executive Deans will be the same with a reduction from 3 to 2, and ringfenced for the current incumbents. This requires a separate consultation process with the Executive Dean – Engineering & Applied Technologies.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Executive Dean – Humanities & Business			Reduce 3 Executive Dean positions into 2. It is intended that the work these roles undertake be merged into the proposed Executive Dean - Health & Humanities and the Executive Dean - Applied Technologies.
Executive Dean – Health, Applied Sciences & Social Services		Ringfenced selection process.	
Executive Dean – Engineering & Applied Technologies	Reduction of roles	The selection process will be based on the reduction in roles process outlined on page 90.	The reallocation of portfolios will support the two-faculty model. This reduction will acknowledge the reduction in EFTS and FTEs for the faculties.  The Manager – Secondary/Tertiary Partnerships will report to the Executive Dean – Applied Technologies.
Executive Director – Te Mana Tauira	Disestablish	Position not included in the new structure.	The group structure that forms Te Mana Tauira will be distributed to other parts of UCOL. Responsibility for external relationships and Māori/community engagement transition to the new Manahautū position.
Executive Director - Quality & Academic Assurance	Minor Change	New reporting lines to Academic & Quality.	Digital Education, Quality Support Advisor, and Workplace Capability Advisor to report to this position.
Interim Operations Lead	n/a	Following consultation this role is no longer in scope	The interim Operations Lead will continue in the same capacity with no other changes.
Executive Director - Partnerships & Engagement	Disestablish	Executive Director Partnerships & Engagement holds different portfolio of functions than former position.	This new position incorporates broader engagement functions including Te Mana Tauira/Student Success, Raukura, along with Marketing, Communications, and International Recruitment.  Position title remains, however with significant functional change.  New JD outlines the functional changes. Please see the Getting UCOL Future-Ready site.

## Initially confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found on the Getting UCOL Future Ready site and the recruitment process on page 90.

New Role	Description of new role
Manahautū	The Manahautū forms part of the ELT with equal decision-making authority. The position has a key focus external to UCOL, building relationships and partnerships is a core function of the role. This position will serve as an expert and advisor within UCOL, bringing deep knowledge and cultural insight on Te Ao Māori, Tikanga Māori, and Te Tiriti o Waitangi. An important function of the role will hold the responsibility for iwi partnerships. As part of the ELT, the role reports directly to the interim Operations Lead. They provide high-level advice and guidance to ensure that Māori perspectives, values, and rights are embedded in UCOL's strategic decision-making and operational practices.
Executive Director - Partnerships & Engagement	<p>The Executive Director will hold the following portfolios:</p> <ul style="list-style-type: none"> <li>• Te Mana Tauira/Student Success (across all sites)</li> <li>• Communications, Marketing &amp; International</li> <li>• Raukura</li> <li>• This role would also hold responsibility for all community engagement.</li> </ul> <p>With responsibility for pastoral care functions and learning support across UCOL, this position holds responsibility for ākonga progression and achievement.</p>
Executive Director Corporate Services	<p>The Executive Director - Corporate Services drives efficiency at UCOL by developing, implementing, and continuously improving business systems and processes while examining strategic options to ensure corporate services effectively meet the needs of UCOL. This involves overseeing and supporting enabling functions at UCOL including people and culture, facilities management, digital, finance, risk, legal, and compliance functions. The role ensures that policies are effective, consistent, and aligned with UCOL's objectives.</p> <p>A decision on this role has been deferred until certainty is gained through Government announcements. Until a decision for this role is made, all functions intended to report to this role will continue to report to the Operations Lead, except for People &amp; Culture Manager who will remain reporting to the Region 3 Te Pūkenga structure.</p>

## Te Mana Tauira

### Proposals presented during consultation

The proposal contained the disestablishment of the directorate of 'Te Mana Tauira' and the distribution of the groups within, to other parts of UCOL. The group/position changes are summarised below:

- **Transfer** Te Atakura to Quality and Academic Assurance
- **Transfer** Student Success into Partnerships & Engagement
- **Transfer** Raukura into Partnerships & Engagement
- **Transfer** Lecturer – Te Reo Māori Kaiako to Foundation Skills Portfolio
- **Transfer** Kaiārahi Māori Pasifika Trades Training to Secondary/Tertiary
- **Disestablish** the vacant Director – Wairarapa role
- **Disestablish** the Kaiārahi-a-Raukura position

Further information and rationale for these changes can be found in the general proposal document.

### Feedback

Feedback for the groups within Te Mana Tauira was extensive and detailed. The panel took time to review the feedback and make changes to the reporting structures for better alignment including some changes to proposed disestablishments.

Feedback did not demonstrate a wish for Te Mana Tauira (the group) to remain in the current form in the same way as feedback was received related to the retention of the roles within groups, each said to be performing critical activity for ākonga and the community alike.

Commentary was received related to the name change from Te Mana Tauira (Wairarapa Student Success) and the Student Success teams to Learner Success. Feedback suggested that changing the name was both unnecessary and disempowered the gifted cultural significance of the name 'Te Mana Tauira'. The panel acknowledged the change to Learner Success bore little benefit. It agreed that significance of the name should be maintained where possible but also that the name should be in both Reo Māori and English for ease of common understanding. Further discussion should be undertaken following decisions to identify appropriate group names.

Feedback was received which suggested that the proposed merge of Te Atakura and Raukura was not a natural fit, nor that Te Atakura should sit within Partnerships & Engagement. Changes have resulted from the feedback, which is detailed in the Te Atakura, He Kākano Rua and Raukura section.

Feedback theme	Summary of feedback	Decisions from feedback
Obligations and commitments to Te Tiriti o Waitangi	Feedback suggested that removal of positions within this group would have a negative impact on our Te Tiriti o Waitangi obligations.	The panel did not consider the disestablishment of the Executive Director – Te Mana Tauira undermines commitments to Te Tiriti or the commitment to working in partnership. The panel considered the creation of the Manahautū position as an

		<p>external-facing conduit to community as a step forward without internal team management pressures rather than a negative outcome.</p> <p>Significant feedback was received related to internal positions (Te Atakura and He Kākano Rua) carrying responsibility for wider kaimahi education across UCOL and the impacts associated with the reduction of those positions. While resources have been reduced, we are committed to supporting these positions to continue delivering within their available capacity.</p>
Student Success naming convention	Change of name unnecessary (Student Success to Learner Success)	<p>The panel held no objection to the retention of the name Student Success.</p> <p>However, with the preference that all the Student Success teams have dual Te Reo and English names for better cross-cultural access to team function – Te Mana Tauira/Student Success.</p> <p>Decision is to retain the name and leave as is.</p>
Campus Leadership Wairarapa and Whanganui	With the departure of both the Director Wairarapa and Campus Manager Whanganui, some clarity around campus leadership was asked for.	<p>The panel discussed the interim arrangements which sees the Senior Leaders on each campus, taking a co-governance approach to the operational day-to-day, and the Student Success Senior Manager (Whanganui); Kaikōkiri Te Mana Tauira Wairarapa taking on the delegations and budgets that were formally held by the now vacant roles.</p> <p>The panel agreed that a review of this arrangement will need to take place once it is known how many senior leaders are on each campus and whether this arrangement continues as is.</p> <p>The panel decided that the 2FTE vacant campus leadership roles were not required with new ways</p>

		of working possible, so the two vacancies will be disestablished.
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### Initially confirmed decisions

- **Transfer** Student Success, including Te Mana Tauira Wairarapa into Partnerships & Engagement
- **Transfer** Raukura into Partnerships & Engagement
- **Transfer** Lecturer – Te Reo Māori to ECE and Languages Portfolio
- **Transfer** Kaiārahi Māori Pasifika Trades Training to Secondary/Tertiary
- **Disestablish** the vacant Director – Wairarapa role
- **Disestablish** the vacant Campus Manager – Whanganui role
- **Retain** the Kaiārahi-a-Raukura role, with a change of reporting line to Executive Director Partnerships and Engagement
- **Change in title** for Kaiārahi Māori Pasifika Trades Training, to Kaikōkiri Māori Pasifika Trades Training

### Further consultation required

- The consultation proposed that Te Atakura transfer to Partnerships & Engagement, feedback has identified a misalignment resulting from this proposal. Further consultation will be undertaken with Te Atakura team.
- This decision also changes the proposal for Raukura and no longer recommends the alignment with Te Atakura. Further details are provided from page 45.

### Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Kaiwhakahaere Horowhenua Campus	Minor change	Change of Reporting line	Alignment with Partnerships & Engagement under the new structure.
Kaikōkiri – Te Mana Tauira – Wairarapa	Minor change	Change of Reporting line	Alignment with Partnership & Engagement teams under new structure. Some changes in roles reporting to this position.
Senior Manager – Student Success - WG	Minor change	Change of Reporting line Change of position title to Manager – Student Success Whanganui  Changes to team reporting structure.	Alignment with Partnerships & Engagement teams under new structure.

Senior Manager – Student Success PN	Minor change	Change of Reporting line and change of position title to Manager – Student Success Manawatū.  Changes to team reporting structure	Alignment with Partnerships & Engagement teams under new structure.  Changes to direct reports and responsibilities.  Direct Management of reporting teams (reduced).
Kaiārahi - Māori Pasifika Trades Training (1.0)	Minor change	Change of reporting line and change of title to Kaikōkiri - MPTT	Reporting to the Manager – Tertiary/Secondary Partnerships
Lecturer – TeReo Māori (1.0)	Minor change	Change of Reporting line	Reporting to APM ECE & Languages
Lecturer – Te Reo Māori (0.5) VACANT	Disestablish	Position not in structure.	Currently vacant, no impact.
Director – Wairarapa (1.0) VACANT	Disestablish	Position not in structure.	Functions will align with Executive Deans, and some functions will become part of Kaikōkiri Te Mana Tauira/Student Success Wairarapa's role and the wider senior leadership team for Wairarapa campus.
Campus Manager – Whanganui (1FTE) VACANT	Disestablish	Position not in structure	Functions will be undertaken by the senior leadership team for Whanganui campus.
Kaiārahi-a-Raukura	Confirm retention of role	Retain role with a change in reporting line	Reporting to Executive Director Partnerships & Engagement

## Student Success Manawatū

Within the Proposal for Consultation - General, this section covering Student Success Manawatū was segmented by sub-team – Student Engagement Hub, Library/Learning Hub, and the Wellbeing Hub. For readability, we have merged these sections into the overarching Student Success Manawatū team to show the proposals for each and how the initial decision brings these sub-teams back into one main team.

### Proposals presented during consultation

#### Engagement Hub

- Disestablish Team Leader – Engagement
- Disestablish Kaitūhono/Navigators
- Disestablish Engagement Advisors (Disability, Youth Guarantee, International)
- Create – New Generalist Kaitūhono/Navigator x4FTE

#### Library & Learning Hub

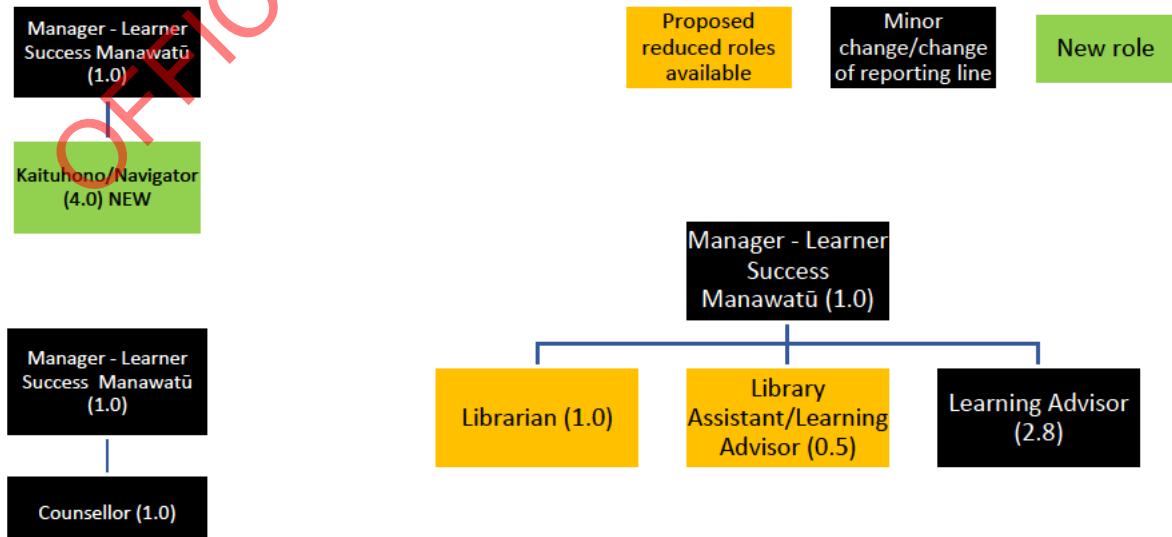
- Disestablish – Librarians (2.8FTE) – (amended from ‘reduction of roles’ during consultation period)
- Reduce roles (FTE) for Library Assistant
- Disestablish Library & Learning Manager
- Change reporting line for Learning Advisors

#### Wellbeing Hub

- Disestablish the Team Leader – Wellbeing
- Disestablish Counsellor (0.5 VACANT)
- Disestablish the Wellbeing Coordinator at conclusion of the current fixed term period (December 2025)
- Disestablish the vacant Student Advocate role
- Change reporting line for the Counsellor to the Student Success Manager

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structures



## Feedback

The changes proposed to Student Success Manawatū drew considerable feedback both related to structure and the reduction of specialist resources. Changes to the proposal have resulted from this feedback.

A number of kaimahi cited legislative and compliance requirements that may be compromised given the reduction in roles or disestablishments, referencing the Pastoral Care code, Te Tiriti o Waitangi and NZQA standards. The panel explored these suggestions to determine whether the identified concerns could result in UCOL not meeting its statutory or mandated requirements. These are detailed further below. Overall, the requirements under the various codes identify standards that must be maintained, or mechanisms that exist to provide support to ākonga. The panel did not consider that the proposed changes breached any of these standards and codes through the proposed changes, but did acknowledge the need to maintain focus in these areas under a reduced resource model.

Feedback identified that reductions of support for ākonga would result in lower achievement and increased withdrawals from learning. The panel discussed at length the impacts of the proposed changes and attempted to balance student academic and pastoral needs with the need to reduce costs across all of UCOL. Some feedback was received considering sacrifices elsewhere across UCOL, including a reduction in every staff member's FTE.

Feedback for the Library was overwhelmingly supportive of the team and the service they deliver to ākonga, kaimahi, and the other campus libraries. The proposal was to generalise the librarians to enable a reduction of site resourcing. A number of pieces of feedback spoke directly to the high quality services provided by the team and the resulting challenges to be anticipated from such a reduction.

At commencement of consultation initial feedback suggested that the impacts for the librarians (reduction of roles) proposed were incorrect, these were corrected (to proposed disestablished) with a short extension of consultation. This is now closed and any additional feedback received during that time has been captured in this document.

Reduced staffed hours will be implemented to allow for the library staff to enable non-facing/back-office work to be undertaken. When the library desk is not staffed self-checkout will be in place.

Feedback for the Wellbeing team included commentary about a loss of student access to counselling and welfare resourcing resulting from the proposed changes. The proposal recommended the remaining counsellor would be primarily responsible for triaging to external third-party agencies.

Feedback suggested that students in crisis will not have access to the necessary services and UCOL may not be compliant with the Pastoral Care code, furthermore, suggesting that the current resourcing was already stretched to capacity.

Some commentary talked to expanding the current counselling services through the creation of more clinical resources operating within a clinical context would benefit ākonga and result in less non-clinical kaimahi engaging with ākonga in a clinical context. Unfortunately, this is simply not possible in the environment we are operating.

Feedback theme	Summary of feedback	Decisions from feedback
Compliance with relevant legislation	<p>There was significant feedback around whether changes would ensure UCOL was compliant with legislation requirements, i.e. TEC requirements under the Pastoral Care Code can not be met under the proposal for:</p> <ul style="list-style-type: none"> <li>• International Ākonga</li> <li>• Disabled Ākonga</li> <li>• Youth Guarantee</li> </ul> <p>Engagement Advisors - Specialist positions are required to maintain compliance with Pastoral Care Code, NZQA, Education &amp; Training Act</p>	<p>The Pastoral Care code sets out duty of care expectations of institutes. These are not set out by position, nor require specialisation to be effective in delivering to the pastoral care requirements.</p> <p>The panel considered that Kaitūhono/Navigator positions with focus areas would allow for the development/retention of key knowledge under reduced capacity conditions.</p> <p>Further consideration was taken to understand the high numbers of ākonga presenting with specific/disabled learning needs. The panel considered that a Navigator position with focus area in disability would enable/retain a deep level of understanding.</p> <p>Further consideration was taken to understand the complexities of international learner needs with the prospect of increasing numbers of international students. The panel recognise that specialisation may be needed in the future with increased international ākonga numbers. However, this is not the current reality for UCOL. Disestablishing the specialist position opens the capacity for Kaitūhono/Navigators to also support international students across the team. One of the positions will hold a focus on international students; however, without sole responsibility for this support. Knowledge of this specialist area would be spread across the team over time.</p> <p>Youth Guarantee (YG) support is best provided by those closest to the learner. The panel considered whether retention of a specific role was necessary to maintain compliance with requirements set out under the Education &amp; Training Act, it determined that</p>

		<p>requirements to support those on YG funded learning could be accommodated via the Lead Transition Coordinators due to the limited EFTs associated with this programme.</p> <p>Pastoral care for Youth Guarantee students on the Manawatū campus will be accessed through Te Mana Tauira/Student Success or Raukura; the roles providing this function remain unchanged on other campuses.</p> <p>The Education &amp; Training Act does not prescribe position requirements to education providers but does set out requirements for pastoral care and support for learners with specific needs. The panel considered that these requirements could be maintained under the new structure.</p>
Concern about reduction in specialist functions with Engagement Coordinator roles.	Retain Specialist Disability (1.0) and International roles (1.0) and reduce the number of Navigators (2.0)	<p>As with comments above the feedback panel considered the FTE and specialisation.</p> <p>The initially confirmed positions remain as Kaitūhono/Navigators; however, two of those positions will hold responsibility for Disability and International.</p>
Impact on students	Feedback received indicated that a reduction of resource will reduce the success of students	<p>The case for change sets out the background to reductions of resourcing, including the reduction of EFTS over time. Feedback received suggested that the reduction of resourcing will limit UCOL's ability to provide all levels of support at the same standard as it currently does. As we move into new ways of providing support and thinking differently, we need to consider where to prioritise resource to ensure that ākonga receive the best support possible. However, it is inevitable that access to support will be reduced internally and ākonga may be</p>

		<p>assisted to find external support in some cases.</p> <p>UCOL remains committed to enabling ākonga success through both internal and external support mechanisms.</p>
Generalist position Kaitūhono/Navigator position will not meet the needs of ākonga – specialisation is required.	Feedback related concern that more disabled ākonga are presenting at UCOL each year and that this requires specialist,	<p>See notes above, related to Engagement Advisors and specialisation.</p> <p>The panel considered that the reduction of resource is 1.5 FTE from current levels.</p> <p>Specialisation is only available when operating at scale. As UCOL reduces the scale of its workforce it moves back toward more generalised roles with less specialisation. In response to the feedback, the panel have noted that 2 of the Kaitūhono/Navigators will hold focus areas in International and Disability with the expectation that this knowledge is shared and broadened across the team over time, enabling support during times of leave and vacancy.</p> <p>The initially confirmed positions remain as Kaitūhono/Navigators; however, two of those positions will hold responsibility for Disability and International.</p>
International	Future international growth will require specialisation in a resourced support.	<p>The panel agreed. As international enrolments increase, it may be necessary to address an increase of need and provide added specialist support.</p> <p>Decisions on this will be subject to need and affordability at the time based on ākonga needs, however it is not economic to support the existing structure until ākonga while numbers are reduced.</p>

Librarian resourcing	Proposed resourcing is insufficient for baseline library services. It was also noted that the Librarians based in the Manawatū campus provided librarian services across all campuses	The panel accepts the feedback that the reduction of Librarians coupled with the disestablishment of the team leader may reduce resourcing too far.  The panel agreed to retain 1.0FTE Librarian , for a total of 2FTE.
Library and accreditation	Reduction of Librarian FTE would jeopardise NZQA accreditation for degree status	The panel disagreed, given the support services surrounding the library and that NZQA accreditation requires accessible provision to an academic library and its resources.  It does not outline the size, staffing or whether it needs to be provided by the institute or be physically on-site .  As above we have agreed to retain 1FTEwithin the library, for a total of 2FTE.
Specialist services	Specialist services are provided by Librarians at Manawatū for all UCOL. The reduction would see impacts to others.	The panel considered whether specialisation could occur within an organisation of reduced scale or whether the stated expectations of Librarian in a generalist format can meet organisational needs.  The additional resourcing (described above) will allow for more relaxed separation of duties where this is right to do so.  The panel resolved to retain the position as a generalist role. Responsibilities for interloans, acquisitions, catalogue management and database management will form a part of the general position. Position Description to be updated.
Reduction of services in Library	Reduction of staffed Library hours would impact learners	The panel considered whether to keep the library open during periods where the desk was unattended, including weekends and evenings.  The library staffed hours can be reduced during quiet periods, either earlier or later in the day.

		<p>Self-checkout is available to be used during these times.</p> <p>The reduction of desk time will allow for some of the specialist support to be completed without interruption.</p>
Reduction of services in Library	Academic support would be compromised through reduction of resourcing.	Changes to the proposed Librarian resourcing should allow for support to academics where required.
Reduction of services in Library	APA referencing workshops could not be delivered with these resources.	<p>Options for delivery of APA workshops were discussed as something that could be undertaken by lecturers, librarians or Library Assistants through the production of resource material.</p> <p>Online resources are readily available and can be attained where necessary.</p> <p>The panel acknowledged that some learners will be unable to research independently, however it was acknowledged that resource support will be available on request rather than as standard workshop presented.</p>
External support for library services	External libraries (Massey) cannot provide interloan services.	<p>While current arrangements may not be in place with the Massey University Library, it is an opportunity that could be explored.</p> <p>It is acknowledged that the Palmerston North City Library is not an academic library, however it has services, activities and events that benefit both domestic and international students.</p>
Wellbeing team	There was feedback around the desire to retain current resourcing, including retaining current vacancies.	<p>The panel considered feedback stating changes to the counsellor role (to refer) would limit role effectiveness.</p> <p>While we will proceed with the reduction of counselling FTE, confirmation is provided that a caseload remains with the counsellor for an in-house service.</p> <p>The proposal identifies a requirement to streamline</p>

		<p>compassionate grant applications through development of a new process, as a responsibility of the Manager - Student Success Manawatū.</p> <p>The interim support for compassionate grant processing and student advocacy (approx. 12hrs per week) will continue in this capacity to manage workload where possible and available.</p> <p>As an organisation, UCOL must scale to its EFTS. The panel considered the resourcing would provide a sufficient level of support for ākonga; however, it has been clear from feedback that workload is sporadic and varied. Contracted support through third-party providers will be utilised through health providers where necessary to provide peak-time support as necessary and authorised by the Manager - Student Success Manawatū.</p> <p>In relation to student advocacy, the Transition Coordinator/Navigator role has been retained and will continue to support ākonga in Manawatū and Horowhenua in relation to advocacy.</p> <p>This will be supported as needed by the 4FTE new Kaitūhono/Navigator roles and the Raukura team.</p> <p>It is important to note that ākonga can ask for advocacy from whoever they feel most comfortable.</p>
	<p>Reduction of resourcing of Wellbeing Coordinator and Team Leader – Wellbeing will have a negative impact on ākonga</p> <p>While considerable feedback was received related to the proposal, feedback was also received about the overall</p>	<p>The panel considered that baseline support could be managed via the existing counselling services with peak load either contracted in, out to community agencies, or referred.</p>

	<p>management of student welfare across both clinical and non-clinical roles.</p> <p>The feedback indicated that while well intentioned, some kaimahi were working beyond training/knowledge resulting in delays reaching needed support within community healthcare.</p>	
	<p>Use of Student Services Levy is intended for the Student Advocate to operate on behalf and in the interests of Students.</p>	<p>The Student Service Levy (SSL) is in place and can be used for up to <a href="#">ten different</a> areas of support, including that of advocacy. This will be used by student support roles on all campuses, including Raukura.</p> <p>The SSL can also be used to contract services, such as legal advice relating to accommodation, or things like the provision of healthcare and related welfare services. Ākonga voice was also clear that they would like to have a place to also advocate for each other in the form of a student council or student association.</p>
	<p>Counsellor should retain Counselling role, not just referral.</p>	<p>As outlined above, the Counsellor will retain a caseload of students, while triaging where appropriate to external services.</p> <p>Contracted support through third-party providers will be utilised through health providers where necessary to provide peak-time support as necessary and authorised by the Manager – Student Success Manawatū.</p>
	<p>Retain the Team Leader Wellbeing as they're covering other positions.</p>	<p>Workload will need to be managed carefully under the new structure.</p> <p>The panel believes that the small size of the team supports the disestablishment of the position. The Administration Team will be able to support in relation to external contracts. The Events</p>

		Advisor will continue to support the organisation of wellbeing activities and events and the Transition Coordinator/Navigator, supported by other roles, will continue to support student advocacy and hardship
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## Initially confirmed decisions

### Engagement Hub

The proposed changes have been confirmed. Feedback has amended the position description of the Kaitūhono/Navigator to include the identified focus expertise carried within this position. The effect of this variation is to identify that specialist knowledge or focus areas may be present in the position. The role remains generalist.

### Library & Learning Hub

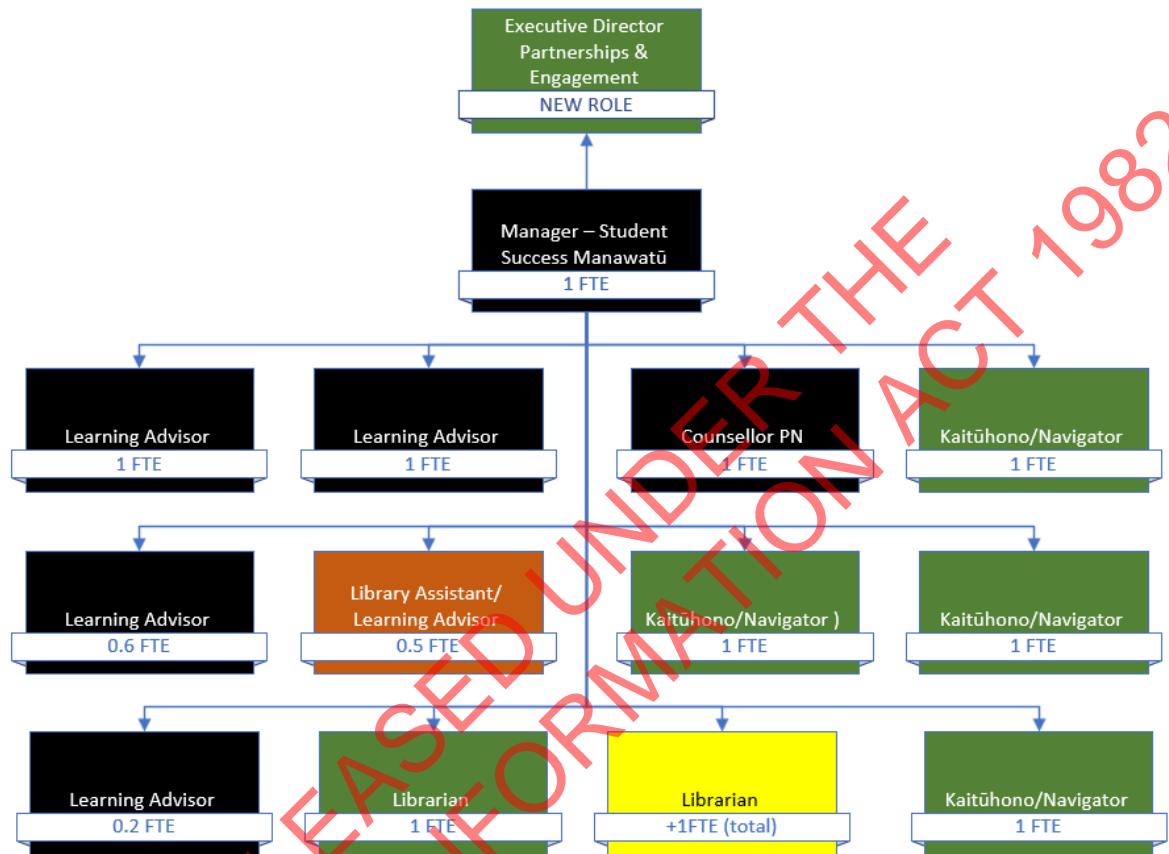
- **Create** 2 generalist Librarian roles (1FTE each)
- **Disestablish** – Librarians (2.8FTE)
- **Reduce roles** for Library Assistant/Learning Advisor (0.5FTE)
- **Disestablish** the Library & Learning Manager (1FTE)
- **Change reporting line** for Learning Advisors

### Wellbeing Hub

The proposed structure has been confirmed with the only a variation to the commentary surrounding the Counsellor position. The Counsellor will retain a caseload of ākonga, however will be required to refer to external agencies/community providers in excess of capacity. A new process is to be developed to support and streamline compassionate and hardship requests from the compassionate grants fund. The Transition Coordinator/Navigator role has been retained and will continue to support ākonga in Manawatū and Horowhenua in relation to advocacy. This will be supported as needed by the 4FTE new Kaitūhono/Navigator roles and Raukura team. It is important to note that ākonga can ask for advocacy from whoever they feel most comfortable. As we move into our new ways of working together, structures like a student council or association will also come into question. Once a student council or association is operational, advocacy mahi can then be returned to the student council/association to undertake with kaimahi support.

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## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Rationale and what happens to the work the role is doing
Team Leader – Student Engagement (1.0)	Disestablish	Position not in new structure	Direct reports will report directly to the Manager - Student Success Manawatū.
Kaitūhono/Navigator (2.5)	Disestablish	Position not in new structure – see new positions	The responsibilities of the existing Kaitūhono/Navigator, and Engagement Advisor positions will be incorporated into a new position titled Kaitūhono/Navigator
Kaitūhono/Navigator (0.5) VACANT	Disestablish	Position not in new structure – see new positions	Youth Guarantee work transitions to the Lead Transition Coordinators within Secondary/Tertiary. Youth Guarantee Pastoral Care on the Manawatu campus can be accessed through Te Mana Tauira/Student Success and/or Raukura teams.
Engagement Advisors (Youth Guarantee, International, Disability) x3FTE	Disestablish	Position not in new structure – see new positions	Redacted
Learning Advisor (2.8 FTE)	Minor change	Change of reporting line	To report directly to the Manager - Student Success Manawatū.
Library Assistant (1.0 FTE)	Reduction of roles	Reduction of FTE allocated to this position to 0.5. Ringfenced to existing kaimahi.	Reduction of service availability.
Librarian – Serials & Interloans, Electronic Resources, Cataloguing (2.8 FTE)	Disestablish	New position created for Librarian (2.0FTE)	Reduction of service availability. Specialist functions transitioned to generalist role.
Library & Learning Manager (1.0 FTE)	Disestablish	Position not in proposed structure	Responsibilities transferring to the Manager - Student Success. Reduced capacity of the library, team will report directly to the Manager - Student Success Manawatū
Team Leader – Wellbeing (1.0 FTE)	Disestablish	Position not included in structure	Direct report moved to Manager – Student Success Manawatū, vacancy to be disestablished

			<p>Decision-making will transfer to the Manager – Student Success Manawatū.</p> <p>Counselling delivery and facilitation will be managed by the Counsellor.</p> <p>Manager – Student Success Manawatū will manage external contractors</p>
Student Advocate (1.0 FTE) (Vacant)	Disestablish		<p>A small element of this role will sit within the new Kaitūhono/Navigator roles, and for new ways of working will be implemented to support advocacy and welfare access.</p>
Counsellor (1.0 FTE)	Minor change	Overall reduction of 0.5 FTE achieved via vacancy	<p>Reduced on-site support for ākonga.</p>
Counsellor (0.5) VACANT	Disestablish		<p>Remaining Counsellor to manage caseload support and refer to external services /health referrals to support ākonga.</p> <p>Change of reporting line to Manager – Student Success Manawatū.</p>
Wellbeing Coordinator (Fixed term position) (1.0 FTE)	Position ends at expiry of fixed term.	<p>Position is externally funded.</p> <p>Funding concludes in December 2025</p>	<p>Position will end at the conclusion of funding (Dec 2025).</p>

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## Initially confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found on the Getting UCOL Future Ready site and the recruitment process on page 90.

New Role	Description of new role
Kaitūhono/Navigator	The Kaitūhono/Navigator encourages and supports ākonga to achieve their academic, career, and personal goals while helping to assess student wellbeing needs, with a focus on priority ākonga. Key responsibilities include identification of at-risk students and designing effective support plans to foster an inclusive learning environment. Provide ongoing support to students from the commencement of the student's enrolment through to programme completion.
Librarian (Generalist) (2.0FTE)	The Librarian plays a critical role in enhancing the information literacy and research capabilities of UCOL Manawatū ākonga and kaimahi. This position is designed for an individual with broad expertise across specialist library disciplines, who can provide tailored support for academic programs while ensuring effective library services that meet the evolving needs of the UCOL community. The Librarian will work in a collaborative and dynamic library environment, interacting with UCOL's kaimahi and ākonga, and be flexible in their approach. Their ability to adapt to the changing needs of the library and the academic community is essential.

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## Te Mana Tauira/Student Success Wairarapa

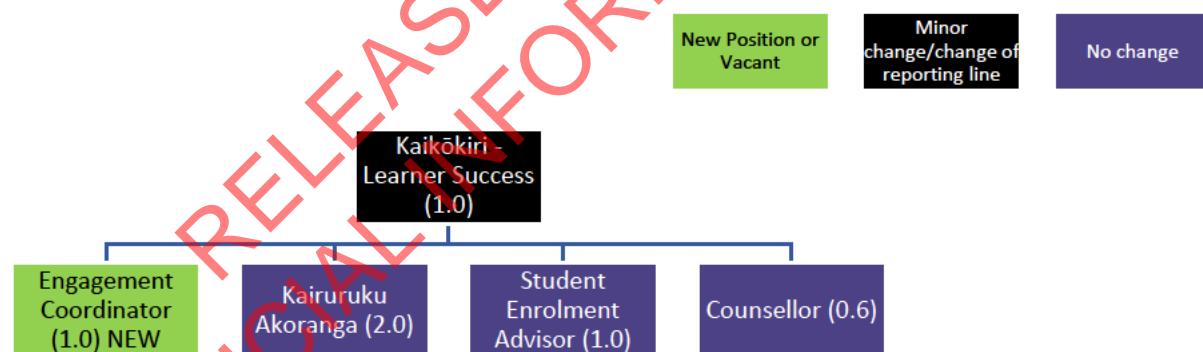
### Proposals presented during consultation

Te Mana Tauira/Student Success Wairarapa currently reports to the Director – Wairarapa (vacant) within the Engineering & Applied Technology faculty. Changes to the team included proposing to shift the reporting lines for a number of the Wairarapa kaimahi and centralising some roles to align with their wider teams.

- Change of reporting line for Kaikōkiri Te Mana Tauira to Executive Director - Partnerships & Engagement
- Change reporting lines for Raukura and Te Atakura to Te Atakura as part of Partnerships & Engagement
- Reduce Te Atakura coaching roles (across the wider Te Atakura team – see Te Atakura)
- Disestablish the Student Support & Employability Coordinator and Raukura Engagement Coordinator positions
- Create a new position 'Engagement Coordinator' combining the features of both disestablished coordinator positions.
- Change of reporting line for the Lead Transition Coordinator to report to Manager - Secondary/Tertiary Partnerships.
- Change reporting line for the U-Skills Coordinator to report to Manager - Secondary/Tertiary Partnerships.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



### Feedback

Feedback provided compelling support for the cultural changes achieved at the Wairarapa campus over the past few years including strong arguments for the retention of some roles. Overall, there was concern that the gains would be lost with the proposed model.

Following feedback the feedback panel's initial decision, differs from the proposal, to retain 2FTE as standard Te Atakura Coaches, and a reduction in He Kākano Rua (on the Manawatū Campus) to 0.5FTE.

Feedback clearly identified specific needs required at the Wairarapa campus that occur within the roles of Raukura Engagement Coordinator and the Student Support & Employability Coordinator. The feedback demonstrated the ‘generalist’ aspect of both roles, which due to the small size of the campus and its unique needs, the resourcing could not reasonably be reduced further. As a result, the panel determined that it was appropriate to retain both positions.

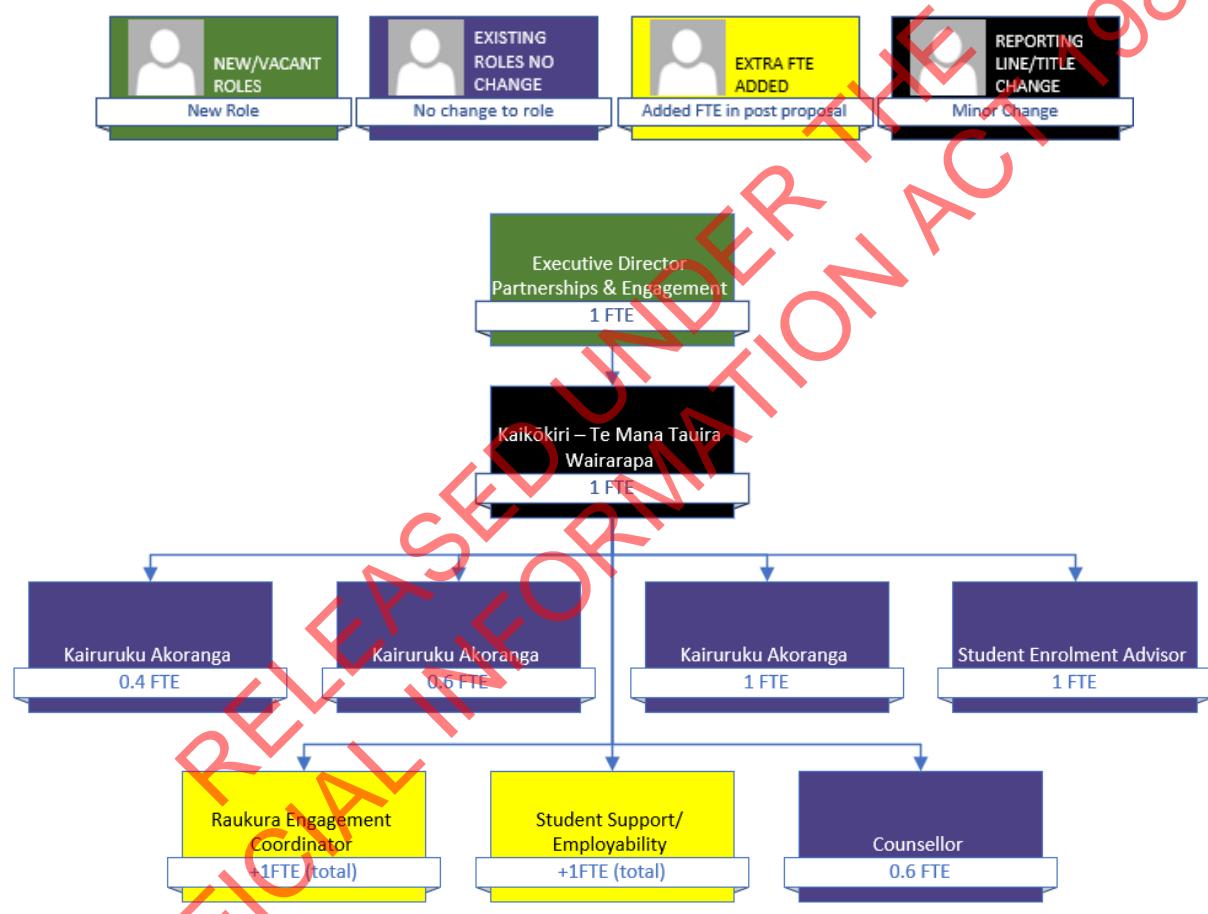
Feedback theme	Summary of feedback	Decisions from feedback
Centralisation reduces Wairarapa identity	<p>Te Atakura, He Kākano Rua and Transition Coordinators should remain within the Wairarapa reporting structure, this structure has developed cohesiveness and renewed local culture that is appreciated by ākonga and the community.</p>	<p>The reporting structures are being centralised to enable cohesive and consistent practices. Under the future structure, the integrated ways of working at Wairarapa will continue.</p> <p>The culture and ways of working at Wairarapa have developed over time. The structure will not change these ways of working that are a reflection of both leadership (direction) and in response to the community need. There is, however, a need to ensure that as an organisation, we develop consistency of practice and communities of practice across campuses.</p> <p>Following feedback on Te Atakura, the panel did not proceed with the proposal. Instead, the initial decision is to retain 2FTE standard Te Atakura Coaches.</p> <p>The panel supported the proposed structure including change of reporting lines.</p>
Ākonga-facing positions are critical within the Wairarapa context	<p>This feedback was specific to the Raukura Engagement Coordinator &amp; Student Support/Employability positions noting that contact with students and support was provided with critical community and educational knowledge.</p>	<p>The panel considered the multi-functional nature of these positions as assets to maintain support for ākonga. These positions collate many of the specialist functions of other positions into these two positions.</p>

		<p>The panel recognised these positions as critical and determined not to progress with the proposed changes to these two roles.</p>
Change of name reduces mana of the Wairarapa team	<p>The reversion of names to Learner/Student Success undermine the journey and development of the Wairarapa team over recent years.</p>	<p>The intent was to have dual named titles for Student Success across the 3 sites, rather than either/or scenario.</p> <p>The panel recognised the value associated especially for the Wairarapa campus.</p> <p>The proposal to change title to Learner Success also drew feedback therefore the English name will remain as Student Success, to be used in conjunction with Te Mana Tauira.</p>
Role clarity for Kaikōkiri Te Mana Tauira	<p>Changes specific to the Kaikōkiri position. Changes to reporting lines result in a change to overall responsibilities. Need to redefine the position fully.</p>	<p>The changes will be discussed with the position holder once the final structural changes have been finalised.</p>
Location of APM	<p>Recommendation to ensure retention of APM responsible for Wairarapa</p> <p>Local position enables strong relationships between academic and supporting teams – this is part of the success of Wairarapa</p>	<p>The panel would anticipate an APM to be located within the Wairarapa site however it did not agree that a dedicated APM for Wairarapa was necessary.</p> <p>The reallocation of portfolios and reduction of APMs would make site specific roles would impact other parts of UCOL. Refer to Initial Decision - Academic document for further information.</p>

## Initially confirmed decisions

The panel have determined not to proceed with the amalgamation of the Student Support/Employability and Raukura Engagement Coordinator positions due to feedback from both kaimahi and ākonga, with both positions reinstated in the initially confirmed structure. The Lead Transition Coordinator and U-Skills Coordinator are both confirmed to report the Manager – Secondary/Tertiary Partnerships. Te Atakura Coach and Pouahurea positions are initially confirmed to report to the new Kaikōkiri Te Atakura, with the Te Atakura team subject to further consultation as noted on pages 18, 35 and explained further from page 45.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Rationale and what happens to the work the role is doing
Kaiārahi – ECE (0.3)	Minor Impact	Change of reporting line	Change of reporting line to APM ECE & Languages
Lead Transition Coordinator (0.6)	Minor Impact	Change of reporting line	Reporting to Manager - Secondary/Tertiary Partnerships
Te Atakura Coach (0.5)	Reduction in roles	Current FTE of 6 to be reduced to 2 FTE in the new structure. These roles will be ringfenced to the existing Te Atakura Coaches.	Due to feedback that the proposed Te Atakura Coach role combined with the He Kākano Rua function, is not realistic. Therefore, the panel determined to return to standard Te Atakura Coaches at a staffing level that is sufficient to ensure the maintenance of the programme.
Pouahurea (0.4)	Minor Change	Change of reporting line	Reporting to Kaikōkiri - Te Atakura
Raukura – Engagement Coordinator (1.0)	Confirmed retention of roles	Following feedback, the positions will be retained and remain unchanged	Both positions retained in structure, work for these roles continues as currently.
Student Support & Employability Coordinator (1.0)			
Transition Coordinator/ Kairuruku Akoranga/Teaching Assistant VACANT (0.4)	Disestablish	Position is not in new structure	Position is vacant and will not be replaced. Transition will be managed by the Lead Transition Coordinator from the Secondary/Tertiary team.
U-Skills Coordinator (1.0)	Minor impact	Change of reporting line	Reporting to Manager – Secondary/Tertiary Partnerships.
Kaikōkiri – Te Mana Tauira – Wairarapa (1.0)	Minor impact	Change of reporting line Change of direct reports Additional campus responsibilities Change of position title	Reporting to Executive Director – Partnerships & Engagement.

## Student Success Whanganui

### Proposals presented during consultation

Student Success Whanganui currently form part of Te Mana Tauira and are proposed to transition to Partnerships & Engagement.

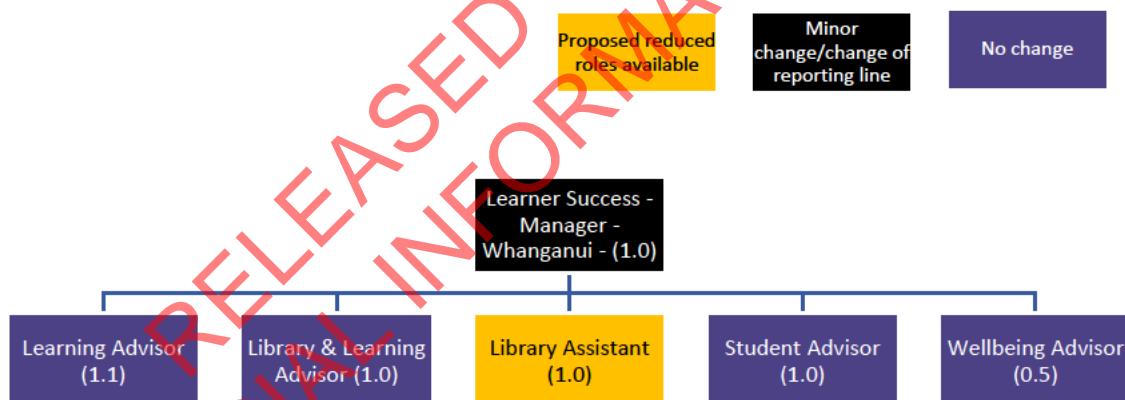
Library Assistants currently deliver service with 1.5 FTE. The proposal suggested reducing the resourcing to 1.0 FTE dedicated library support. Support is also provided by the Library and Learning Advisor. Reduced ākonga and the need to reduce costs, support a reduced service with reduced kaimahi.

The proposal includes disestablishment of the Campus Advisor. The Whanganui campus is small and cannot sustain a full-time resource in this role. Visitors would be guided to meet with the Student Success team or Library staff. Enquiries would be taken by the Student Success team and be emailed to the Enrolments/Registry team for processing. Calls would come in on 'Hunt' and be dealt with by the next available advisor.

- Disestablish the Campus Advisor (1.0)
- Change reporting line of the Student Success Senior Manager and re-title as Manager - Student Success Whanganui.
- Reduce FTE for the Library Assistants

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



## Feedback

Feedback for Student Success Whanganui (excluding campus) was reasonably limited in scope and covered the Library Assistant proposed reduction. However, it primarily focused on the Campus Advisor and the impacts to the campus's operations without this position. The general theme was that this position was a conduit to the enabling functions. There was a considerable amount of feedback supporting the Campus Advisor, both in role and personally.

In addition, other commentary for Whanganui covered APM, the Hospitality Technician, Maintenance Assistant and the Campus Manager and alternative models of education for Whanganui. This was all carefully laid out and aspirational.

Concerns were also expressed about the future of the Whanganui campus. Some suggested that the changes were in preparation for closure and that further reductions may further impact campus viability. Closure was never in scope of this document, UCOL remains committed to the Whanganui campus.

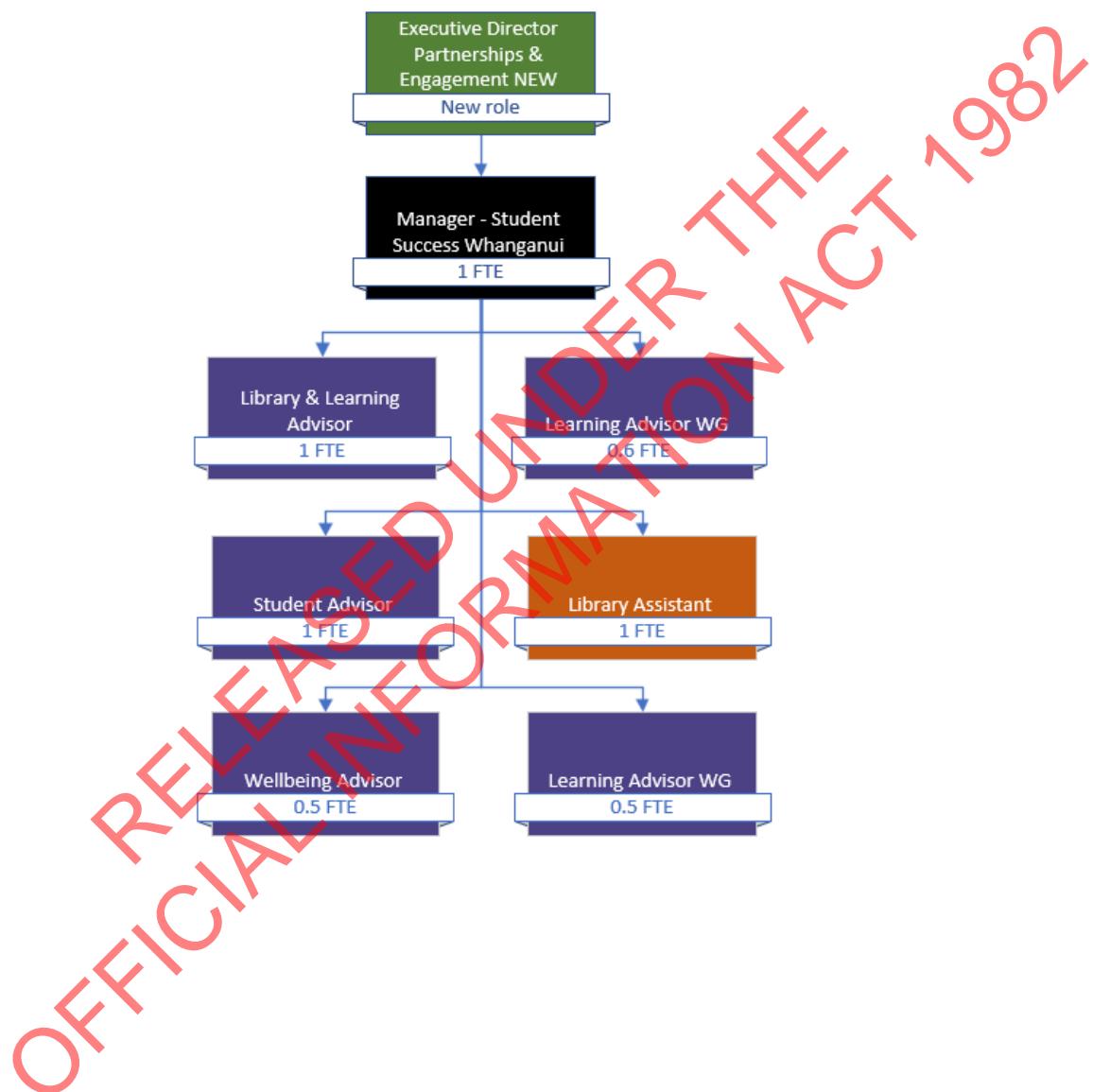
Feedback theme	Summary of feedback	Decisions from feedback
Campus Manager	<p>The proposal does not specifically mention the campus manager position.</p> <p>The Campus Manager could be replaced with an innovation manager (business development focus) to grow employer/industry engagement and increase learners.</p>	<p>The Campus Manager is not part of the Student Success group however it is acknowledged that the responsibilities of a site manager transfer to other roles following the vacancy.</p> <p>The Campus Manager vacancy has been added to the impact tables.</p> <p>As outlined in the proposal, the objective is to lower overall costs to UCOL, the replacement of the Campus Manager retains cost in the business.</p> <p>There used to be a locally located Business, Industry &amp; Partnerships role where limited local opportunities for development were undertaken. There was also an APM with a focus of Business and Innovation.</p> <p>The panel did not support this suggestion and the position (vacancy) is confirmed to be disestablished.</p> <p>This work sits better with the relevant ELT, Manager or APM with subject matter expert, and should be undertaken by many</p>

		roles, as opposed to having one role with a specific focus.
Impacts of not having a Campus Advisor/first contact person.	<p>Non-personal approach will result in lower enrolments and changes to workload for other positions.</p> <p>Call 'hunt' will not work</p> <p>Impersonal/professional, loss of manaaki</p> <p>Good support takes time, removal of resource will reduce support, enrolment conversions and retention</p>	<p>Multiple endorsements were received both for the importance of the position, but also the kaimahi who is held in high regard.</p> <p>The proposal to remove the position does not suggest that visitors will not be greeted or have access to in-person engagement, it suggests that there is not a dedicated kaimahi to support these interactions.</p> <p>Quality engagements with ākonga and potential enrolments are a referral activity from first point of contact, commentary related to quality conversations and the necessary time to develop the discussion were noted.</p> <p>The panel considered whether the feedback changed the proposal and reached the difficult decision to proceed with the disestablishment of the Campus Advisor position.</p>
Loss of local APM	Local APM is conduit between academic and support teams	<p>There is an existing presence of APM in Whanganui. The APM structure and portfolio allocation forms part of the Academic consultation.</p> <p>The overall campus leadership group does a good job at connecting the academic and support teams, this will continue under the future model.</p>
Alternative models of education for Whanganui	Utilise a Māori model of education for Whanganui	This was a carefully prepared piece of work, this falls outside the current consultation and can not be considered at this time.

## Initially confirmed decisions

The proposal to disestablish the Campus Advisor is initially confirmed. The FTE reduction in the library is initially confirmed.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Rationale and what happens to the work the role is doing
Library Assistant (1.5)	Reduction in roles	Currently 1.5FTE overall, the FTE allocated under the new structure will be 1.0FTE  Ringfenced to existing Library Assistants.	Proposal is to deliver library assistance with less overall FTE due to lower EFTS.
Student Success Senior Manager (1.0)	Minor change	Change of reporting line.  Change of position title to Manager – Student Success Whanganui.	Reporting to Executive Director – Partnerships & Engagement.
Campus Advisor (1.0)	Disestablish	Position not in future structure	Permanent front desk support not required. Other kaimahi to provide guidance for enquiries as required.

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## Te Atakura, He Kākano Rua and Raukura

### Proposals presented during consultation - Te Atakura and He Kākano Rua

Te Atakura was established to develop a relationships-based, culturally-inclusive teaching practice across UCOL. At its inception, Te Atakura had the mandate to address the significant parity gap in the educational achievement of ākonga Māori through building capability, knowledge, personal development and empowerment of all academic kaimahi as they applied relationship-based principles in teaching practice.

The proposal included the reduction of Te Atakura Coaches from 6.0 FTE to 2.0 FTE, and integration of He Kākano Rua/cultural capability development into these positions. On the basis that each position (Te Atakura Coach and He Kākano Rua) holds similar skillsets and knowledge, the proposal was for a new, combined position. Raukura was also proposed to be integrated into the broader Te Atakura team under the future structure.

### Proposals presented during consultation - Raukura

Raukura is a specialist service that provides a general duty of pastoral care to Māori and Pasifika ākonga across specific programmes at UCOL. However, ākonga can choose to access Raukura, Student Success, or both services so it is important the functions do not duplicate. Raukura currently operates as a standalone team of 4.6 FTE. The proposal included the functional retention of Raukura, however this was proposed to be integrated into the broader Te Atakura team.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



## Feedback

Feedback was extensive across Te Atakura, He Kākano Rua and Raukura. The feedback highlighted design issues that would challenge the delivery of each of the functions. Concerns were raised that the momentum of Te Atakura and He Kākano Rua as key programmes of kaiako and broader kaimahi development would be severely compromised or lost through the team combination and reduction of resources.

Feedback was considered and reasoned, speaking to not only the programme development and investment, but also the improvements to ākonga outcomes. The feedback also highlighted the gap in kaiako development presently across UCOL, a gap that Te Atakura kaimahi cover in addition to their core programme delivery.

In addition to the proposed Te Atakura reductions, feedback also identified the risk of grouping roles with common features but different functions. As such, this called into question the blending of Raukura into the broader Te Atakura grouping.

Cultural development and learning also featured with commentary about the loss of resource that supports further development of cultural identity. The integration of He Kākano Rua and Te Atakura was seen by some as reducing both roles to the point of being ineffective.

Feedback theme	Summary of feedback	Decisions from feedback
Unable to support kaiako as Te Atakura Coaches with proposed resourcing	Reduced resourcing would compromise kaiako development within the existing programme  Resourcing levels would be unsustainable, and the programme could not run.	The panel determined to return to standard Te Atakura Coaches at 2FTE, a staffing level that is sufficient to ensure the maintenance of the programme.  The panel acknowledges that as the programme moves from a growth to a maintenance model, some levels of support may need to be adjusted.
Loss of resource to teach cultural capability will have a negative impact across UCOL	If He Kākano Rua on the Manawatū campus is merged into the 2 FTE roles, it would cease to have effect, and organisational progression of cultural learning would cease.	The panel agreed and as such the Pouahurea roles providing the He Kākano Rua function on the Manawatū campus are now reduced to 0.5FTE, separate from the 2FTE Te Atakura Coach roles.
Functional misalignment	The proposal groups Raukura with Te Atakura with very different functions (other feedback suggested the opposite)	Feedback was both for and against the formation of the single team.  The case for alignment of Student Support teams with

		<p>other Student Support teams also held merit.</p> <p>As a result, the panel determined not to proceed with the integration, instead opting to shift the reporting line for Raukura to Partnerships &amp; Engagement alongside Student Success teams and to move Te Atakura to sit within Quality &amp; Academic Assurance</p>
Loss of investment and resource	The Te Atakura programme has been in place since 2013 and holds significant investment over that time. To reduce to the proposed level would lose this investment.	Acknowledged.
Retain campus aligned reporting lines.	Suggestion to retain the reporting lines to the Student Success/Kaikōkiri positions at Wairarapa and Whanganui for Te Atakura and He Kākano Rua roles	The feedback panel believes that the gains made on both campuses will not be lost, but we are able to streamline all services across UCOL for consistency.
Removal of Te Atakura would be a breach of Te Tiriti o Waitangi	<p>Changes proposed breach self-determination (principle).</p> <p>Changes proposed risk achieving equity for ākonga Māori</p>	<p>The panel disagreed with this suggestion.</p> <p>The downstream impact of the loss of Te Atakura and no alternative programme for kaiako development could have a negative impact on all ākonga, especially ākonga Māori.</p>
Reporting lines should be different	Te Atakura should report to the Manahautū and be part of the Executive team	<p>The panel did not see this as a viable option. The Manahautū is predominantly an external facing position without reporting teams. This is to ensure the focus of role remains on our communities.</p> <p>Te Atakura at its foundation is a kaiako development programme; however, the panel considered that it carries with it many UCOL values and an essence of cultural identity with organisational reach.</p>

		However, the panel did not agree with this recommendation.
Consultation has not been transparent; information has not been provided	Information has not been provided and has been withheld by the change team.  Change has not been based on evidence-based principles	The panel consisted of project team members that were both internal and external to UCOL.  The decisions were made based on what is financially viable, in the way of structure and therefore needing to retain Te Atakura, with a reduced FTE.  OIA requests for information from financial consultants remains restricted by Te Pūkenga.  The panel does not support the assertions in this feedback.
Endorsements	Endorsements from current and past participants in the Te Atakura programme	Acknowledged.
Kaikōkiri Te Atakura role being part of ELT operating in a wider concept of Te Atakura	Feedback that the Kaikōkiri Te Atakura should be part of the ELT	Te Atakura is a valuable initiative but will continue to operate as a focused delivery programme rather than a strategic leadership function, so it wouldn't have a role in the Executive Leadership Team. Keeping the ELT small is important as we restructure.

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## Initially confirmed decisions

The feedback guided the panel to change reporting line for Raukura to Partnerships & Engagement, including the retention of the Kaiārahi-a-Raukura, without changes to the team.

Following feedback, the feedback panel's initial decision for Te Atakura differs from the proposal; to retain 2FTE as standard Te Atakura Coaches, and a reduction in He Kākano Rua (on the Manawatū Campus) to 0.5FTE. Te Atakura is initially confirmed to sit within the Quality & Academic Assurance group. Further, the Pouahurea roles in Whanganui and Wairarapa are initially confirmed to report to the Kaikōkiri Te Atakura position; the vacant Te Atakura Coach (1FTE) is initially confirmed disestablished. All other roles in this team, including Pouahurea for Manawatū campus, are initially confirmed to have a reduction in roles. These Pouahurea roles are to be reduced from 1FTE to 0.5FTE, while all Te Atakura Coaches will be reduced from 6FTE<sup>1</sup> to 2FTE.

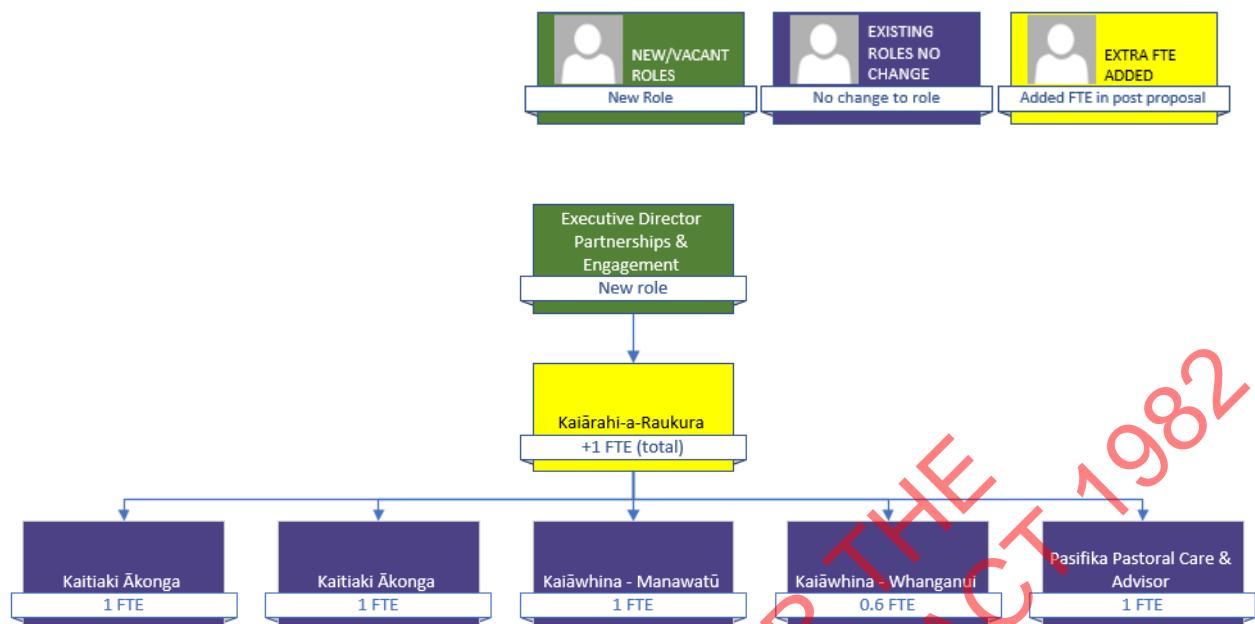
Role	Initial outcome for role	Description	Rationale and what happens to the work the role is doing.	
Te Atakura Coach (4.5 FTE)	Reduction in roles	Current FTE of 6 to be reduced to 2 FTE in the new structure. These roles will be ringfenced to the existing Te Atakura Coaches.	Due to feedback that the proposed Te Atakura Coach role combined with the He Kākano Rua function, is not realistic. Therefore, the panel determined to return to standard Te Atakura Coaches at a staffing level that is sufficient to ensure the maintenance of the programme.	
Te Atakura Coach (1.0) – VACANT	Disestablish	Confirmed decision to disestablish vacant role	Confirmed decision to disestablish vacant 1FTE given the initial decision to reduce the roles of Te Atakura Coaches.	
Kaikōkiri – Te Atakura (1.0)	Disestablish	Decision not to proceed with proposal	Initially confirmed that this role will be retained	
Kaitiaki Ākonga (2.0)	No change	Confirmed no changes. This is a change of decision from the proposal document, i.e. the proposal was to change reporting lines.	Raukura team shifts to Partnerships & Engagement.	
Kaiāwhina (1.6)		Reporting line remains unchanged		
Pasifika Pastoral Care Advisor (1.0)				

<sup>1</sup> The 6FTE includes the 1FTE Te Atakura Coach vacancy that is initially confirmed disestablished.

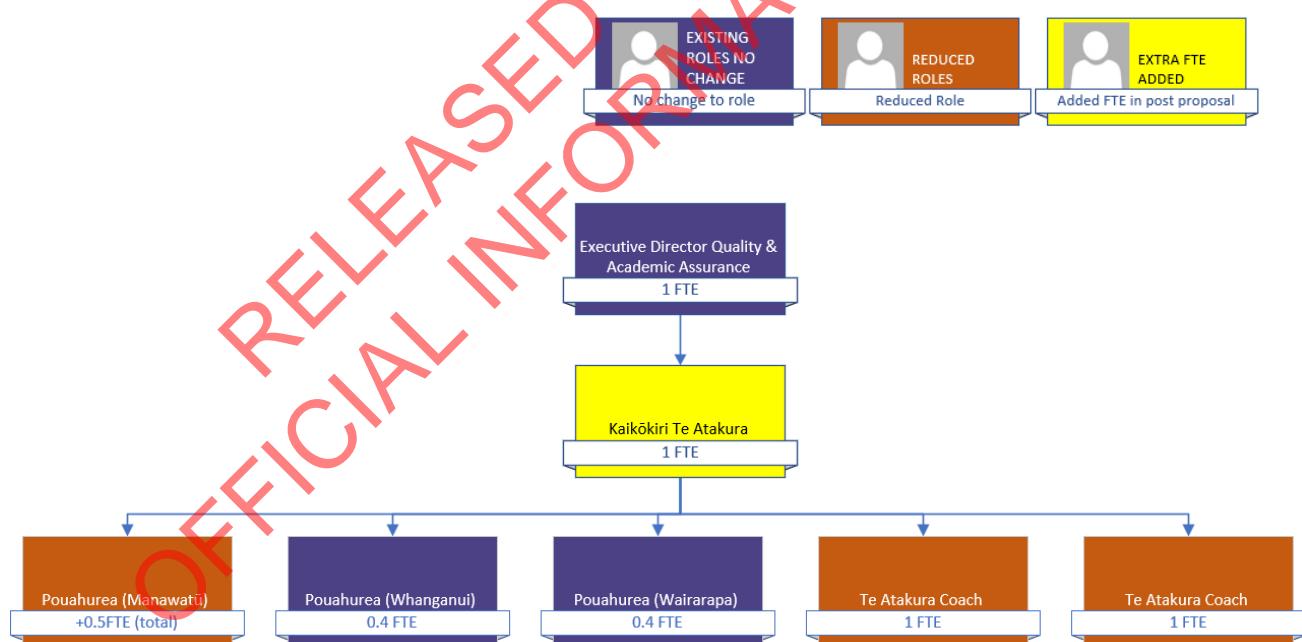
Pouahurea – He Kākano Rua (0.4)	Minor change	Proposed change of reporting line to new Kaikōkiri Te Atakura.	The work these roles undertake will continue aligned with the Manawatū Pouahurea now all being in the same team.
Pouahurea - He Kākano Rua Manawatū (1)			
Pouahurea - He Kākano Rua Manawatū (1)	Reduction in roles	Reduction in roles from 1FTE to 0.5FTE.	Due to feedback that the proposed Te Atakura Coach role combined with the He Kākano Rua function is not realistic. Therefore, the panel determined to keep these functions separate and reduce the roles for Pouahurea on the Manawatū campus from 1FTE to 0.5FTE.

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## Initially confirmed structure – Raukura



## Initially confirmed structure – Te Atakura



## Partnerships & Engagement

### Proposals presented during consultation

This group holds key responsibilities with the Tertiary Education Commission through the acquisition of ākonga funding and Educational Performance Indicators (EPI) reporting responsibilities.

It is proposed that this group would consist of:

- Domestic & International Marketing
- Communications
- International Recruitment
- Community Engagement
- Student Success
- Te Atakura

### Key changes:

- Disestablish the Manager – Assessment of Prior Learning
- Disestablish the Team Leader – Business, Industry & Partnerships
- Changes of reporting line for Kaiwhakahaere – Horowhenua Campus, Manager – Student Success (Whanganui and Manawatū) and Kaikōkiri (Wairarapa)
- Create a new position of Manager Marketing, Communications & International

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



## Feedback

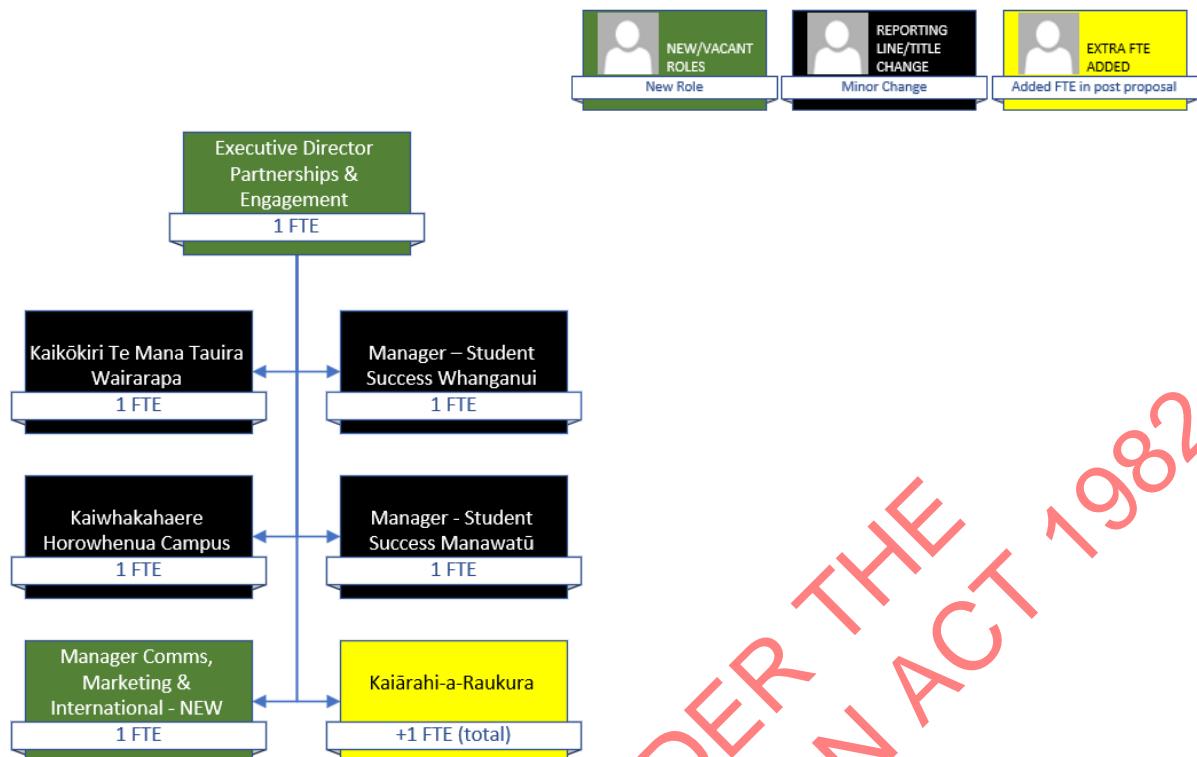
Team feedback is recorded within the specific groupings. The below feedback table relates to Partnerships & Engagement overall.

Feedback theme	Summary of feedback	Decisions from feedback
Kaiwhakahaere Horowhenua Campus reporting line	There was feedback around the best place for the Kaiwhakahaere Horowhenua Campus role to be reporting, especially given the linkages with Secondary/Tertiary	The panel considered this feedback and there is synergy to the Secondary/Tertiary team, for now as we strategically work through the commitment to Horowhenua/Kāpiti Coast, ongoing and mix of provision, and exploring partnerships the panel assessed the current strategic focus on Horowhenua/Kāpiti Coast and confirmed the existing reporting line best supports partnership development.
Te Atakura and Raukura	There was feedback on whether Te Atakura and Raukura should be part of Partnerships and Engagement or elsewhere.	The panel considered this feedback and has initially confirmed to retain Raukura as a separate team alongside the Student Success/Te Mana Tauira teams in Partnerships & Engagement. The panel confirmed that Te Atakura is best placed within the Quality & Academic Assurance group.

## Initially confirmed decisions

There was limited feedback around the change of roles reporting to the Executive Director Partnerships & Engagement, or the changes in functions to the role. The structure is retained with a change in retaining the Kairārahi-a-Raukura reporting to the Executive Director – Partnerships & Engagement. This will see all student support teams in the same area. Te Atakura and He Kākano Rua are initially confirmed to remain as separate roles (not merging the He Kākano Rua function in with the Coach role), with both initially confirmed to be part of Te Atakura team, reporting into the Partnerships & Engagement group.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Manager – APL (1.0FTE)	Disestablish	It is initially confirmed that this position is disestablished	Discontinuation of BAppl Mgt (see academic initial decision document) would result in significant reduction of needs for this role. APL could be sourced from other providers. Recognition of Prior Learning (RPL) remains with faculty.
Team Leader – Business, Industry & Partnerships (1.0FTE)	Disestablish	It is initially confirmed that this position is disestablished	Roles that reported to this position have not been in place for some time. The work in relation to partnerships will sit across the organisation with those who hold relevant relationships. In relation to careers and employability, students have the ability to access resources through Moodle, if they need additional support they can liaise with Raukura and/or Te Mana Tauira/Student Success. Where there is a broader need, external specialists could be considered to contract in. In relation to student events such as speed meets and employment expo, the Event Advisor will take the lead.

### Initially confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found on the Getting UCOL Future Ready site and the recruitment process on page 90.

New Role	Description of new role
Manager - Marketing, Communications & International	The Manager - Marketing, Communications & International role provides strategic leadership to position UCOL as a premier institution for learning. Focused on achieving recruitment and revenue targets while enhancing the UCOL brand and reputation. Key responsibilities include, campaigns, developing multi-channel digital strategies, managing sales, leading multidisciplinary teams, and fostering strong internal and external partnerships.

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## Marketing, Communications & International

### Proposals presented during consultation

#### Summary of proposed changes:

- Create a Manager - Marketing, Communications & International.
- Integrate the Marketing, Recruitment & Brand team together with the Communications and International Recruitment teams. This would see an alignment of like-roles and bring about synergies.
- Create a Marketing & Communication Assistant role (0.5 FTE) to support the communications and marketing functions.
- Create an International Recruitment Advisor (0.5 FTE) to operationalise offshore partnerships and agreements and offer technical advice to the Manager – Marketing, Communications & International. They would work closely with other International focused kaimahi.
- Transfer Student Enrolment team to Registry.
- Change of reporting line for Events Advisor to the Manager - Marketing, Communications & International.
- Disestablish the Director Engagement (fixed term) and Senior Digital & Comms (fixed term) and the Team Leader Enrolment Advisory.

Further information and rationale for these changes can be found in the general proposal document.

#### Proposed structure



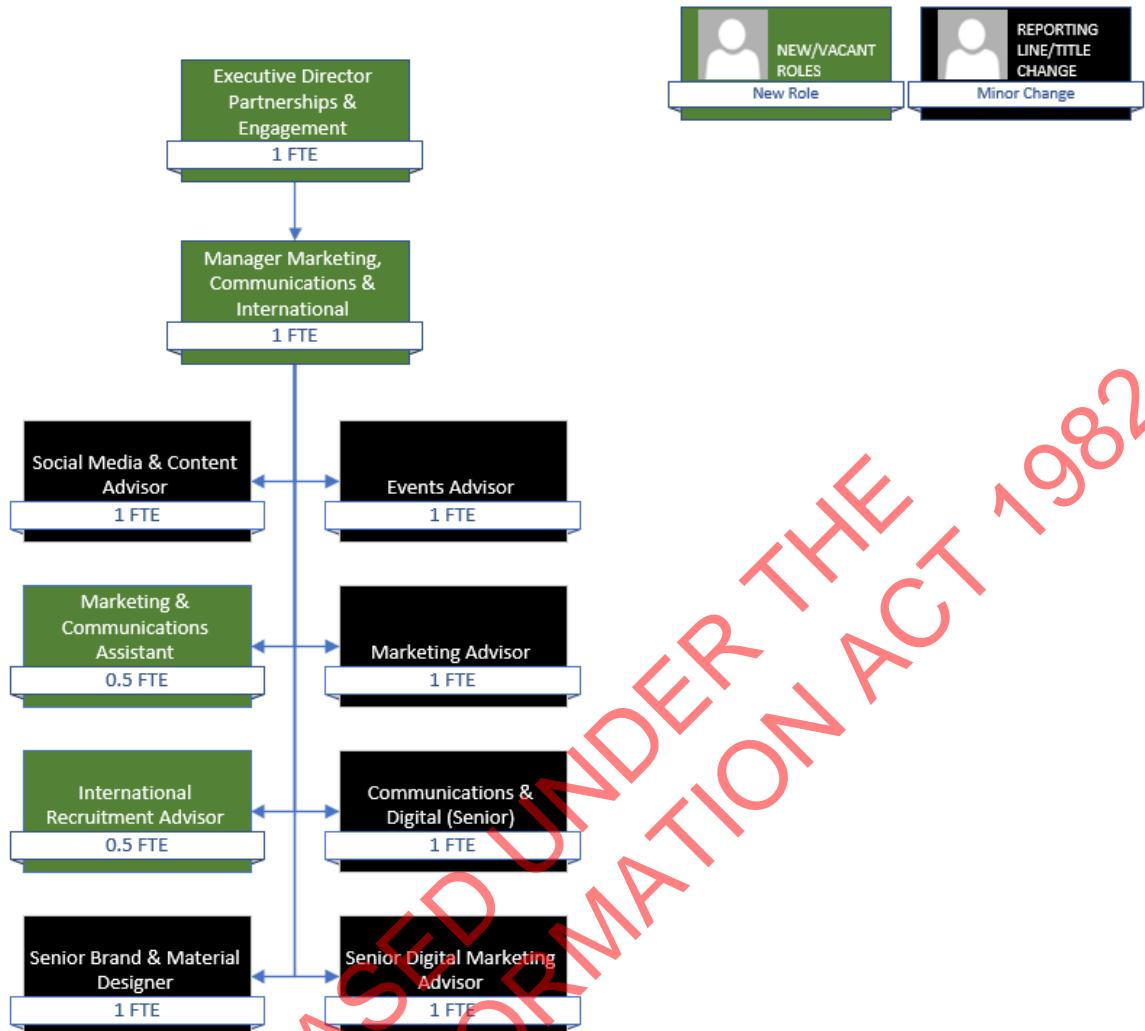
## Feedback

Feedback theme	Summary of feedback	Decisions from feedback
Marketing and Communications	Feedback on whether the FTE for new roles is appropriate, in particular the Marketing & Communications Assistant. There was also feedback on the wider functions of the team, e.g. web support and further marketing and communication support	The Panel determined that it was not financially viable to increase FTE and therefore, no changes were made to FTEs and roles. The Marketing and Communications Assistant role will support the whole team including support for admin and website. UCOL will monitor international recruitment trends and may review resource levels as enrolment numbers increase.
International recruitment	Feedback on the international team and whether the team should be based in this group	The feedback panel determined the international team had good alignment with the Marketing and Communications teams and that it will continue to work across the whole of UCOL.
International recruitment	Feedback on the expectations of the International Advisor, and whether 0.5FTE will be enough to undertake the role in light of the expectations of increasing international students	The international student focus will be supported by the Manager – Marketing, Communications & International, and it is intended that the International Advisor will have a measured management of international recruitment.

### Initially confirmed decisions

The addition of three new roles have been confirmed: Manager Marketing, Communications & International, Marketing & Communications Assistant (0.5FTE), and International Recruitment Advisor (0.5FTE).

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Senior Digital Marketing Advisor; Marketing Advisor; Social Media & Content Advisor; Senior Brand & Materials Designer; Communications & Digital (Senior); Events Advisor	Minor change	Initial decision these roles will report to the Manager – Marketing, Communications & International.	Aligns with the new Marketing, Communications & International team
Director Engagement (fixed term);	Disestablish	Disestablish vacancies	Functions will be undertaken by both Digital and Communications

Communications and Digital Senior (fixed term); and Head of Communications			Senior and the Manager – Marketing, Communications & International.
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### Initially confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found on the Getting UCOL Future Ready site and the recruitment process on page 90.

New Role	Description of new role
Marketing & Communications Assistant (0.5 FTE)	The Marketing & Communications Assistant at UCOL is responsible for supporting the institution's marketing and communication efforts through a range of hands-on tasks. These include writing content for websites, social media platforms, and promotional materials. The Assistant liaises with suppliers and vendors to coordinate resources and ensure the timely delivery of materials. Additionally, the role involves administrative duties such as maintaining mar-comms and community engagement calendars, updating databases, and assisting with event coordination. The Assistant plays a key role in executing campaigns and ensuring consistent messaging across various communication channels.
International Recruitment Advisor (0.5 FTE)	This role drives international ākonga recruitment and promotes UCOL's programmes through strategic marketing initiatives. The role will build and maintain relationships with agents and partners, and work with the internationally focused kaimahi to ensure a seamless admissions process while identifying new market opportunities. This role will also work closely in advising faculties on offshore partnerships and recruitment.

## Student Enrolment Advisory

### Proposals presented during consultation

The Student Enrolment team is proposed to transfer to the Academic & Quality Assurance team reporting to the Manager – Registry.

As we consider efficiency, we must also consider where Student Information services require peak support and where this can be reduced. This proposal includes:

- Reduction of opening hours for the front desk
  - Monday to Thursday 8.30am - 3.00pm
  - Friday 8.30am - 12.30pm.

Outside of these hours, kaimahi would be onsite and available via a call-bell. This would allow for Enrolment Advisors to complete discrete work without interruption while demand is low. Demand for service tends to be most significant when most ākonga are on-site and therefore the desk-opening hours during the peak demand periods allow for reduced staffing allocation overall. The current model provides service availability irrespective of demand.

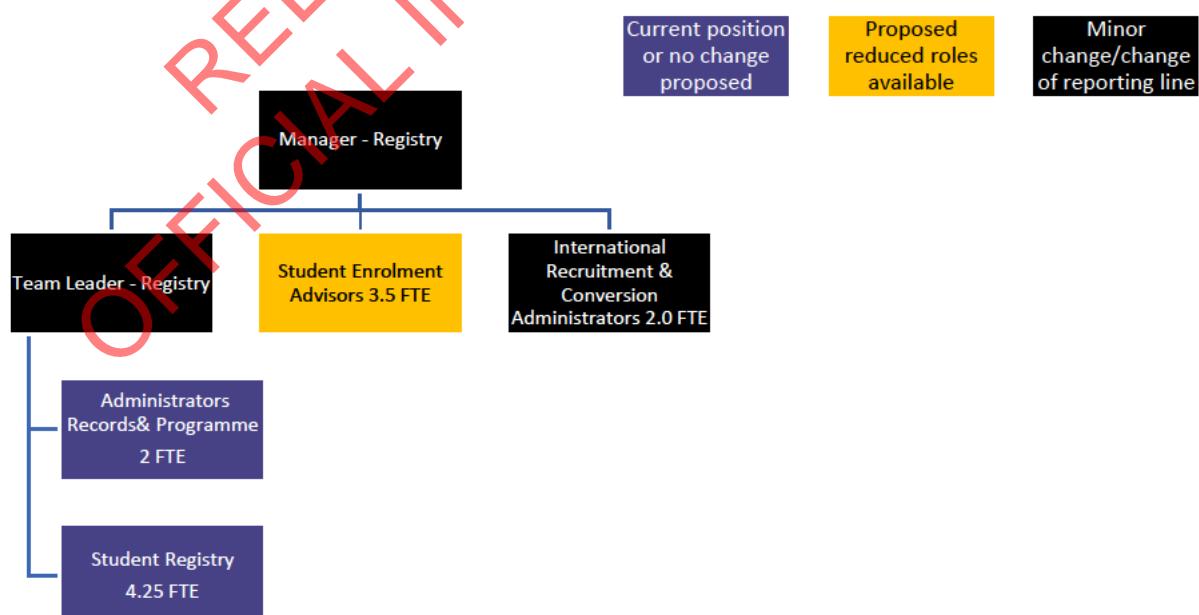
As online information and enrolment applications have increased, and total enrolment applications and in person enquiries have declined over time, resourcing is proposed to be reduced for the team from the current 6.2 FTE to 3.5 FTE. This would involve the disestablishment of all Student Enrolment Advisors with a contestable process available for the remaining positions.

The changes also propose to disestablish the Team Leader – Student Enrolment Advisors. The Student Enrolment Advisors would report to the Manager – Student Registry.

The Welcome Desk Receptionist is proposed to change reporting line to the Facilities Management Operations Manager.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



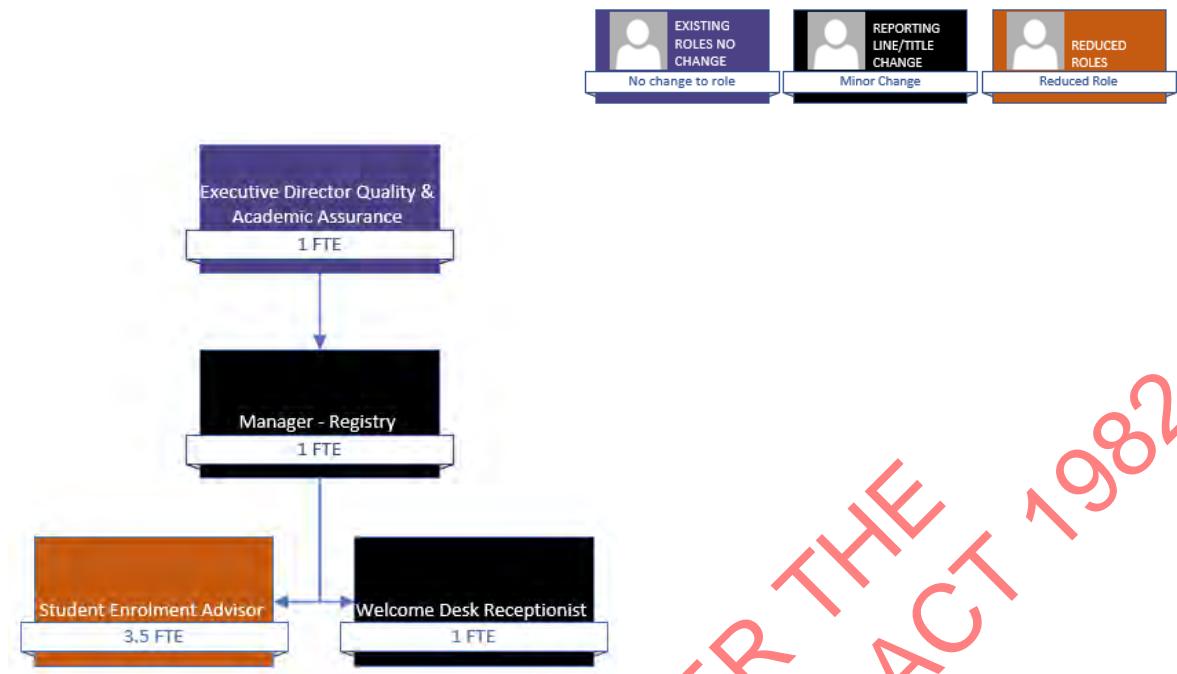
## Feedback

Feedback theme	Summary of feedback	Decisions from feedback
Student Enrolment Team	Feedback was provided on reporting lines for the team; reduction in roles and reduction of hours. In addition, there was feedback on the opening hours of the front desk. There was also feedback on the school management function.	The feedback panel has reviewed feedback and will be proceeding with the reduction in FTE.  Once the new structure is in place the Manager – Registry will work with the team to determine front desk operating hours and what work can be done while the desk is open. The panel recognised the value of face-to-face interactions. This will require some different ways of undertaking the work of the team.  The work around school management will formally revert to the Secondary/Tertiary team.
Welcome Desk Receptionist	There was feedback around the role of the Welcome Desk Receptionist and where this role should report.	The Feedback Panel agreed that the Welcome Desk Receptionist is appropriate to report to the Manager - Registry
ID Cards	Feedback on specific work undertaken, e.g. ID cards	Once the new structure is in place the team will work with the Manager – Registry to review work practices and alternative ways of working, e.g. it might be that ID cards are provided by an external contractor

### Initially confirmed decisions

The proposed disestablishment of the Team Leader – Student Enrolment Advisors, and the reduction of Student Enrolment advisors is confirmed unchanged. The initial decision sees the Welcome Desk Receptionist reporting to Manager Registry. Final front desk operating hours, and what mahi can be completed while staffing the desk, will be determined post-implementation to ensure service continuity. Team Leaders at UCOL are heavily involved in operational workload, and the removal of the Team Leader – Registry would have meant that there was a workload which would not be able to be undertaken.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing.
Team Leader – Student Enrolment Advisors	Disestablish	This position is initially confirmed disestablished	Enrolment Advisors change reporting line to Manager – Registry. The staff management responsibilities will lie with the Manager – Registry.
Welcome Desk Receptionist	Minor change	This position is initially confirmed to report to the Manager – Registry. This is a change to the proposal	Reporting to Manager – Registry
Student Enrolment Advisors	Reduction in roles	Student Enrolment Advisors to reduce to 3.5FTE. these roles will be ringfenced to ensure these available to current incumbents. The selection process will be based on the 'Reduction in Roles' process outlined on page 90	Alignment with Student Registry would allow for supporting workload management through cross skilling. Reduced enrolments over time allows for reduced capacity to be maintained. Change the working model for desk coverage and opening hours.

## Quality & Academic Assurance

### Proposals presented during consultation

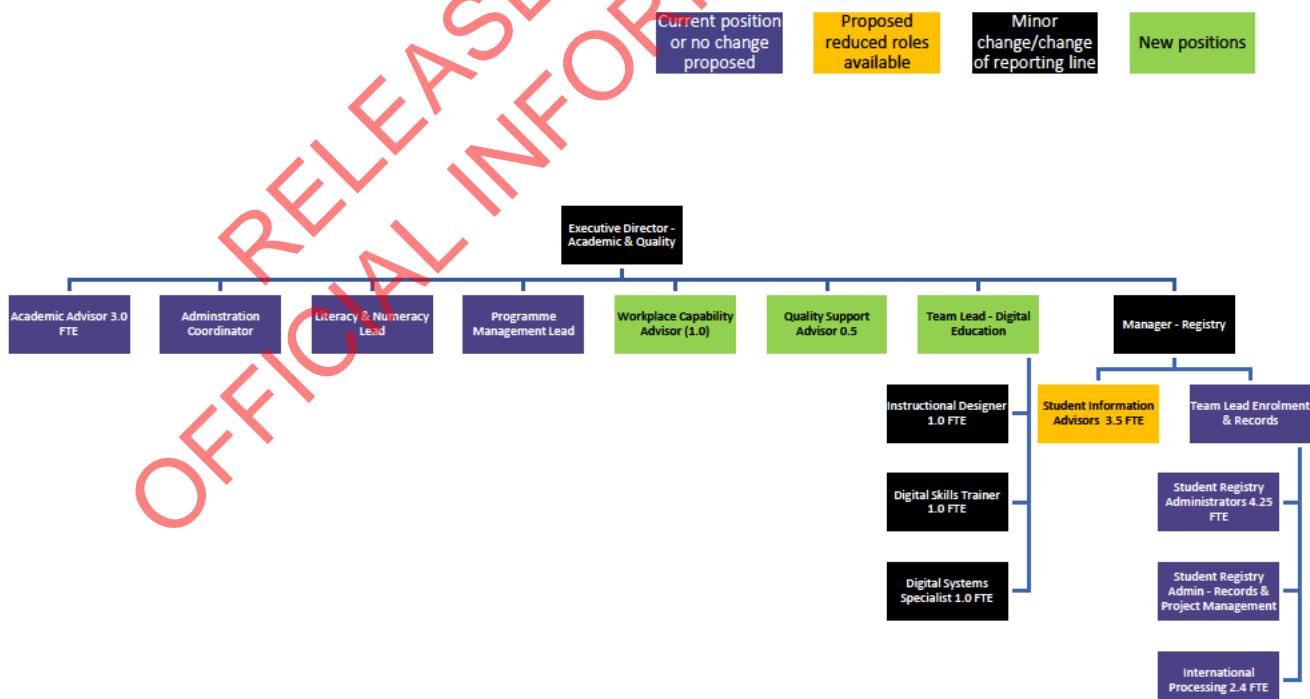
The Quality & Academic Assurance group is integral to achieving government funding and quality of delivery performance including meeting external academic compliance requirements. This group is primarily responsible for; student enrolment processing, academic records including certification , TEC reporting for funding, programme approval and accreditation, development and review, external academic compliance, engaging in external unit standard-based moderation of assessment compliance requirements, literacy and numeracy development and measurement (TEC parameters), institutional academic quality management system (policies and procedures), providing framework for academic governance, assisting faculty in academic matters, and coordinating student complaint investigation and resolution.

Since the inception of Te Pūkenga, the group has contributed to and implemented new centralised frameworks and policies. With the disestablishment of Te Pūkenga, local UCOL policy sets and operating practices must be reviewed, refreshed, and implemented. Additionally, the group implements quality assurance processes, conducting regular evaluations and audits of academic offerings to drive continuous improvement.

Detailed explanation for Registry is provided in this section.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



## Feedback

Feedback theme	Summary of feedback	Decisions from feedback
Digital Education	Feedback was received on the reporting lines of the Digital Education team and whether they should sit under Quality & Academic Assurance, or remain in Digital	<p>The feedback panel considered at length the relative merits of the reporting functions.</p> <p>However, the panel felt that the function of educational and instructional design needs to sit with the Quality &amp; Academic Assurance team. This is important as the core role of the team is to create, effective, engaging and efficient learning experiences.</p> <p>Acknowledge that the team has been able to enhance systems and technical knowledge, since being in Digital and it would be beneficial to retain those relationships and therefore recommend the Digital Education team continue to be located with the Digital Services team.</p>
Team Leader requirements	Role of a team leader for Digital Education	<p>There was feedback around whether a full Team Leader was required for the Digital Education Team.</p> <p>The feedback panel considered this and agreed that there needs to be an additional specialist Instructional Design role, and that a Team Lead will have an operational workload, which will be the majority of the work, along with a team leadership function.</p>
Workforce Capability Advisor	Discussion on FTE for the role as well as the function and relationship with Te Atakura teaching support	The feedback panel determined that there is a need for the role to be 1.0FTE. It will also have a close working relationship with Te Atakura Coaches.
Research	There was feedback that there is no role focussed on research	<p>The feedback provided supported capacity being added to UCOL to support active kaimahi research.</p> <p>The panel determined that research was the responsibility of both faculties, and that it was important for this to be coordinated, the panel determined there is a need for a 0.5FTE role and that it best fits reporting to the Executive Director Quality and Academic. As such we will be adding in 0.5FTE for a Research Coordinator.</p>

## Initially confirmed decisions

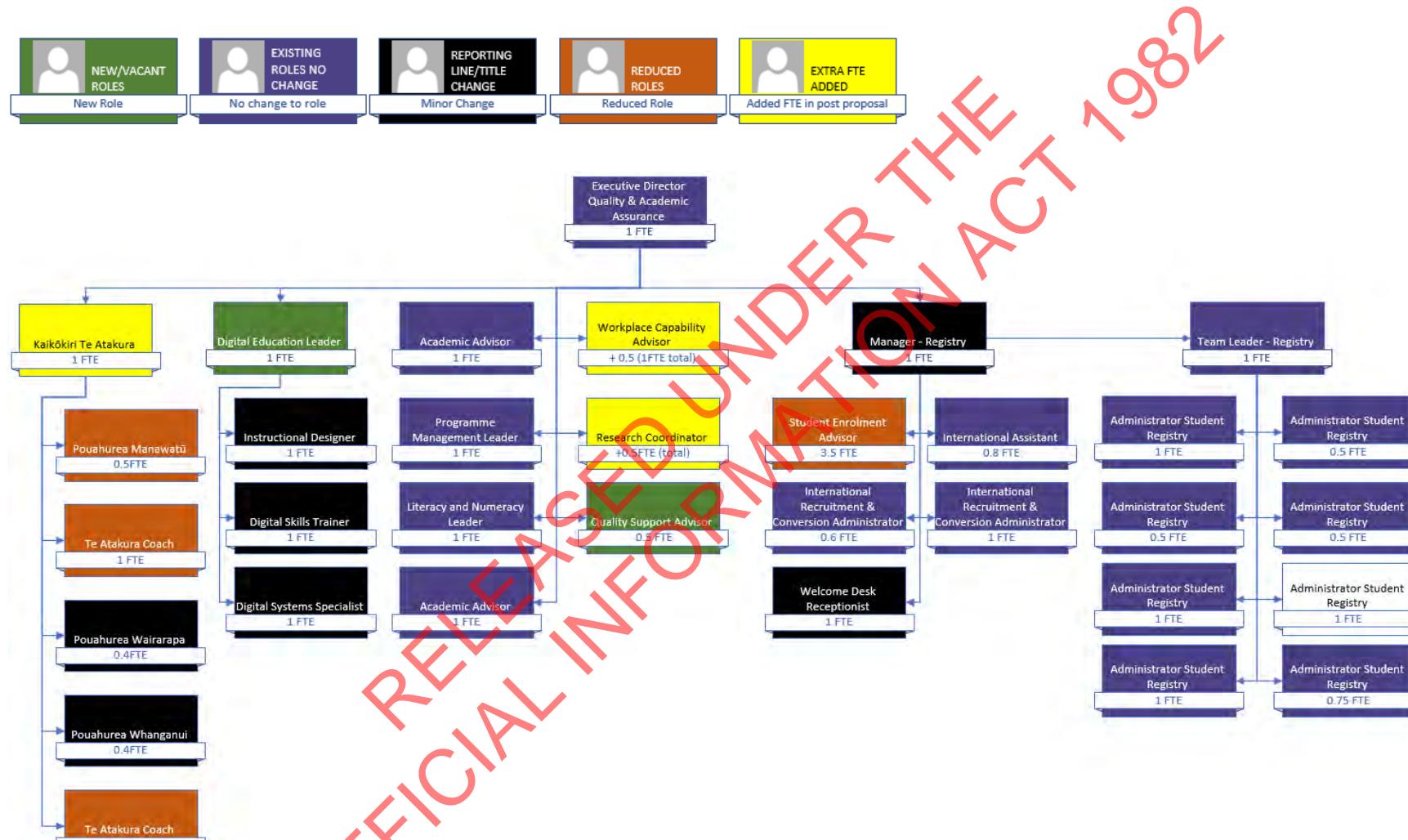
It is confirmed that decisions will be to:

- **Create** the role of Workplace Capability Advisor (1FTE)
- **Create** the role of Quality Support Advisor (0.5FTE)
- **Create** the role of Digital Education Team Leader
- **Create** the role of Research Coordinator (0.5FTE)

In addition, it is confirmed that the International Processing Administrator will report to the Team Leader – Administration Services and that both the Digital Education and Te Atakura teams will report through to Quality & Academic Assurance.

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## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Director Registry	Minor change	Along with a title change to Manager – Registry, the initial decisions determine this position will have the Student Enrolment Advisor team; Welcome Desk Receptionist; and International Recruitment and Conversion Administrators reporting to this role.	This role will include the management of the Student Enrolment Advisory Team, International Recruitment and Conversion Administrators and Welcome Desk Receptionist.

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## Initially confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found on the Getting UCOL Future Ready site and the recruitment process on page 90.

New Role	Description of new role
Team Leader - Digital Education (1.0FTE)	To enable the increased and improved use of technology supported learning across UCOL, including the development and delivery of training, and enhancement of digital literacy. This role provides professional guidance and direction on the design features, and implementation functions of UCOL's learning management system (LMS). Provision of insightful advice on learning design, from the initial stages of new programme planning, working with academic kaimahi to reveal the solutions needed for specific learner needs.
Research Coordinator (0.5FTE)	During the feedback process it was recognised that there is a need for a Research Coordinator role. Therefore, a 0.5FTE Research Coordinator has been created, reporting to the Quality & Academic Assurance Group. This role supports faculties and active researchers by managing research administration, coordinating ethics approvals, assisting with grant applications, facilitating collaboration, organising training workshops, monitoring compliance with policies, and maintaining research documentation.
Workplace Capability Advisor (1.0 FTE)	It was unclear from the proposal regarding the FTE count for this role. On the basis that it was proposed as 0.5FTE, 0.5FTE has been added to during the initial decision process making it a 1FTE role. This role will coordinate, organise and facilitate development of UCOL kaimahi, including lecturer onboarding, leadership training, and development of kaimahi to align with their goals and UCOL's strategic direction.
Quality Support Advisor (0.5 FTE)	This role supports the consistent and timely resolution of ākonga complaints by applying UCOL's complaints and discipline processes. The role ensures central oversight and quality assurance in line with the Education Code of Practice. Additionally, the Advisor manages the Graduate Destinations survey, collecting data on employment, salaries, and further study to inform business decisions and Self Assessment Reports (SARs).

## Registry

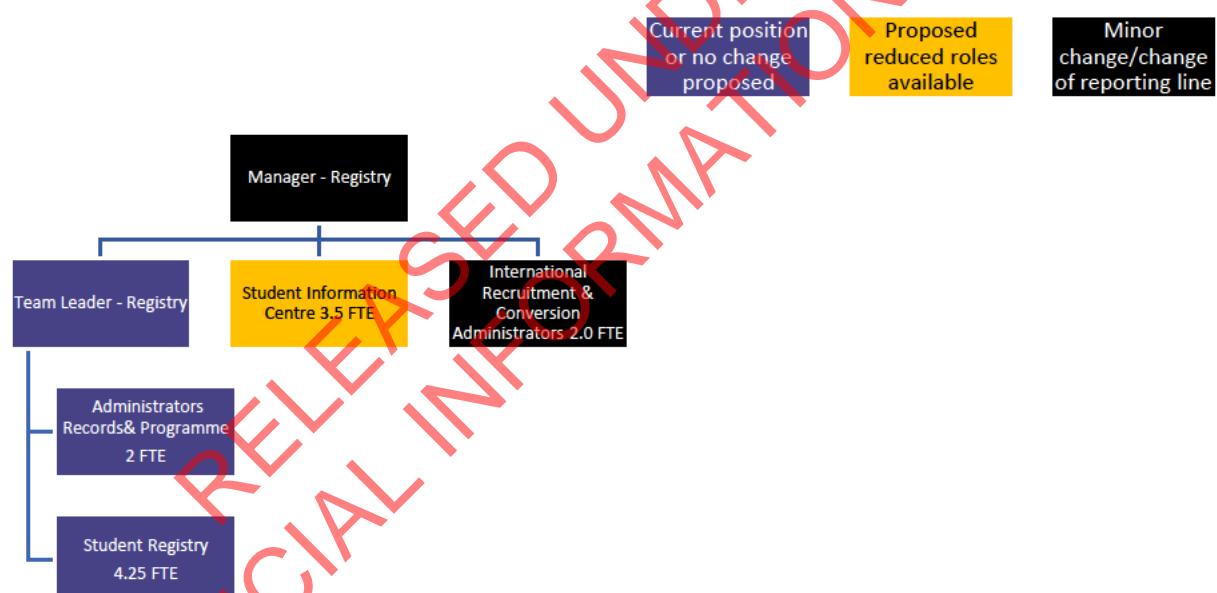
### Proposals presented during consultation

Student Registry & Enrolments is a tenet of academic integrity through the application and award of credits and qualifications, and enrolment of ākonga. The opportunity exists to consolidate the Student Registry and Enrolment teams, and Enrolment Advisory/Information to achieve improvements in administrative efficiency and student experience under the Director - Student Registry [note; it is proposed to change this title to Manager – Registry]. Therefore, it is proposed to move the Student Enrolment team to the Student Registry group. This change would see greater information sharing and the eventual cross-training and mutual support offering during peak periods.

See further details in the engagement section above for further information on Student Enrolment Advisory.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



### Feedback

There was minimal feedback on the Registry team, however, there was some feedback about whether a Team Leader – Registry was required. Given the role has a strong operational focus, the feedback panel determined that this role needed to remain. There was feedback on the international roles which have been addressed on page 57.

### Initially confirmed decisions

It is confirmed that the proposal will stand.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing.
International Recruitment & Conversion Administrators; International Assistant	Minor change	These roles will report to Manager – Registry.	It is initially confirmed that the roles will report to the Manager – Registry and continue undertaking their existing work.

## Digital Education

### Proposals presented during consultation

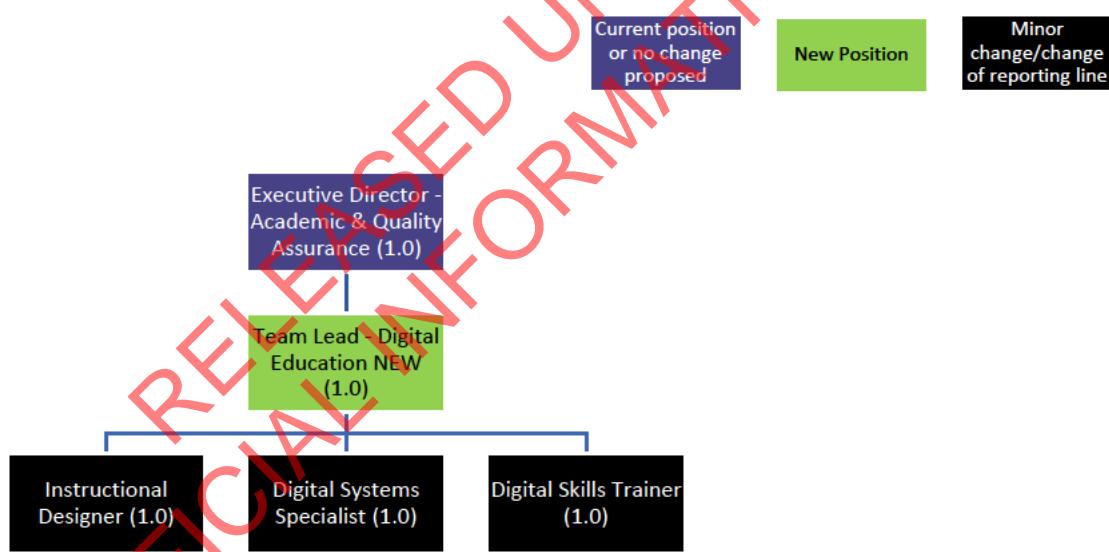
Digital Education incorporates instructional design through digital tools, which are becoming an increasingly important mode across UCOL and in all academic learning. The integration of innovative digital tools and methodologies not only enhances teaching and learning experiences but also makes them more engaging and accessible for diverse student populations, improving overall student satisfaction and learning outcomes.

A new position of Team Leader – Digital Education is proposed, reporting to the Executive Director – Academic & Quality. This role would lead a new team focused on supporting the development of learning materials and teaching design. The team's location within the Academic & Quality division would strengthen UCOL's academic offerings by ensuring close alignment with Academic Advisory and the wider team, focusing on academic quality through the use of digital tools.

This centralised approach would lead to a more cohesive and effective integration of digital education, contributing to enhanced educational outcomes and more efficient use of digital resources.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



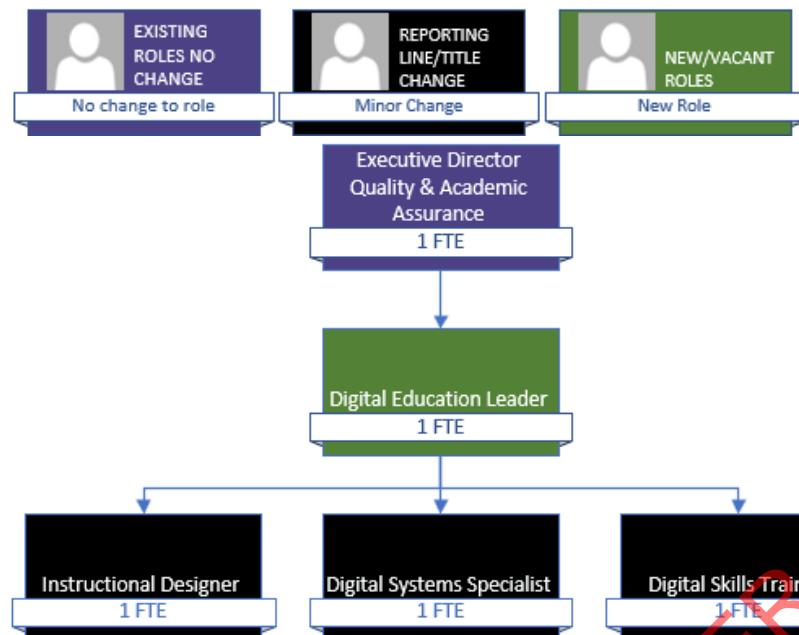
### Feedback

Please refer to Quality & Academic Assurance for feedback on Digital Education, page 64.

### Initially confirmed decisions

It was determined to proceed with the Team Leader – Digital Education role based within Quality and Academic Assurance. It was noted that there are synergies within the Digital Education team and agreed that it would be valuable for the team to continue to be physically located with Digital Services.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing.
Digital Systems Specialist  Digital Skills Trainer  Instructional Designer	Minor change	The roles will report to a newly created Team Leader - Digital Education and sit in Quality & Academic Assurance. Like other team leader positions within UCOL, this role will have an operational expectation, together with the team leader responsibilities.	It is initially confirmed that the roles will report to the Digital Education Leader.

## Initially confirmed new roles

For the new role Digital Education Leader please refer to page 67 under Quality & Academic Assurance.

## Corporate Services

### Proposals presented during consultation

During the transition to Te Pūkenga, a number of teams were realigned to a national or regional Te Pūkenga leader. Most functions have now returned to Business Division leadership\*. At present, these teams are now reporting to the Operations Lead while a new structure is established.

This proposal includes the establishment of a Corporate Services group holding the following functions:

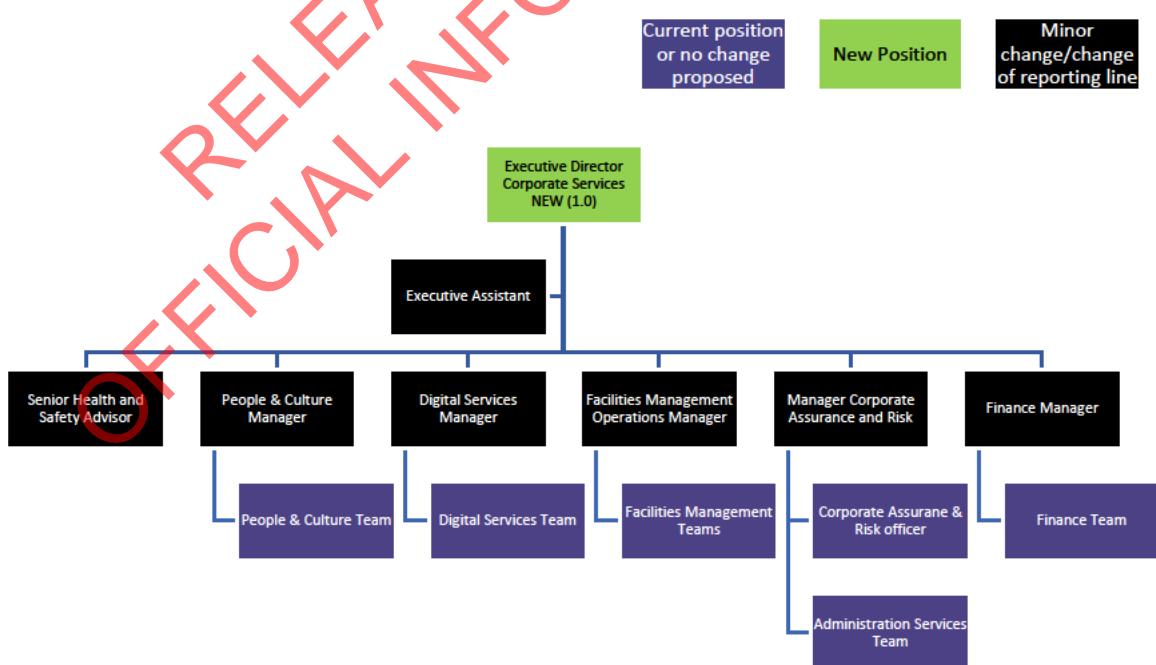
- Finance
- Facilities
- Digital (IT)
- Health & Safety\*
- People & Culture\*
- Corporate Assurance & Risk

People & Culture, and Health & Safety remain in Te Pūkenga structures for 2025. When these functions are returned to our Business Division, these functions would form part of the Corporate Services group.

A new Senior Leadership position of Executive Director – Corporate Services would be established to lead and oversee these groups and would be a member of the SLT for UCOL. Position content is described in the Senior Leadership segment.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



## Feedback

This feedback table covers feedback for all of the functions proposed to report to Corporate Services.

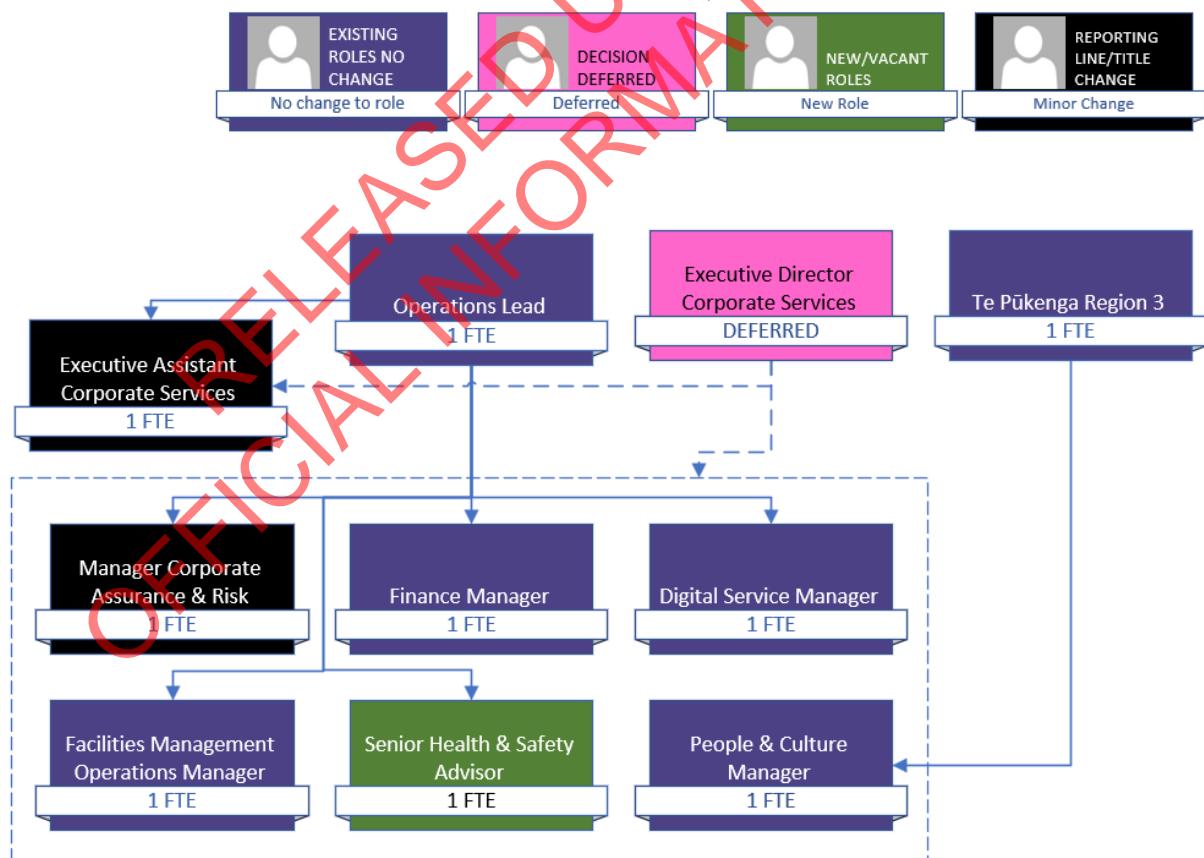
Feedback theme	Summary of feedback	Decisions from feedback
Facilities Management	There was feedback around the reporting lines for the Maintenance Assistant – Wairarapa	Due to the proposal to disestablish the Facilities Operations Lead role in Wairarapa it is appropriate that this role be managed by a Facilities Manager. It is expected that there will be an ongoing on-site relationship with local leadership as the proposal for the Maintenance Assistant Wairarapa is initially confirmed.
Facilities Management	There was concern whether Feedback around the ongoing need for local Maintenance Support for the Whanganui Campus	The maintenance support will be provided by external contractors as required. On-site support will continue to be provided by the Facilities Manager. In their absence support will be provided through the Manawatū Campus. As such we acknowledge the concern, however we will continue with the current arrangement.
Welcome Desk	Feedback on the Welcome Desk Receptionist	Previously addressed on page 61
Executive Director Corporate Services	Feedback on the functions previously held by the Te Pūkenga head office returning to UCOL	Some functions continue to be held by National Office. Once the outcome for UCOL has been clarified and there is a plan for functions to return to UCOL the Operations Lead will manage this transition.
Administration Team	There was feedback on whether the centralised team should revert to reporting directly to Faculties	The feedback panel considered this and determined that the Administration team provide services across all of UCOL, and that the advantages of collaboration and efficiencies may be lost if the Administration Team is devolved. Following the feedback, we have decided not to make any changes to the proposal.

Digital Services	<p>There was feedback on the Digital Education team (covered previously under Quality &amp; Academic Assurance on page 64).</p> <p>There was general support for increased digital support for UCOL.</p> <p>Additional feedback regarding role titles and reporting lines</p>	<p>The feedback on changes to reporting lines was included in the amendments made to the proposal document.</p>
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### Initially confirmed decisions

A decision on the Executive Director - Corporate Services positions will be deferred until it is clearer of the direction of TEC and Government decisions. Consideration of the Standing Delegations will also be a factor to enable this role greater autonomy. Enabling functions currently reporting into the Operations Lead will continue to do so during the deferral period.

### Initially confirmed structure



### Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Facilities Management Operations Manager; Finance Manager; Manager Corporate Assurance & Risk; and Digital Services Manager	Initial decision is to continue reporting to the Operations Lead	Initial decision is to continue reporting to the Operations Lead until a decision is reached about the Executive Director – corporate.	There will be no changes to the functions of these roles.

### Initially confirmed new roles

Please refer to Executive Leadership new roles section on page 15 for the Executive Director – Corporate Services.

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## Facilities Management

### Proposals presented during consultation and rationale

A Facilities Management team serves as a vital support system within an organisation, emphasising the importance of maintaining and enhancing the physical environment. This team is responsible for developing, implementing, and continuously improving infrastructure systems, workspace setup, and maintenance processes to support our operations.

This proposal seeks to find efficiency and cost savings across operations through centralisation of some operations and disestablishment of some positions.

This proposal disestablishes the Operations Lead from Wairarapa campus. It is proposed that the current responsibilities are centralised to the Facilities Management Operations Manager.

Maintenance would continue from Wairarapa campus, and it is proposed that the reporting line of the Maintenance Assistant is changed to the Facilities Manager (Manawatū), with local oversight provided by the Kaikōkiri – Te Mana Tauira/Learner Success – Wairarapa.

Maintenance at the Whanganui campus is proposed to transition to a facilitation function for the Facilities – Whanganui. Specialist contractors (various) would be engaged to complete work as necessary. This model will reduce costs and only utilise resource only when it is required.

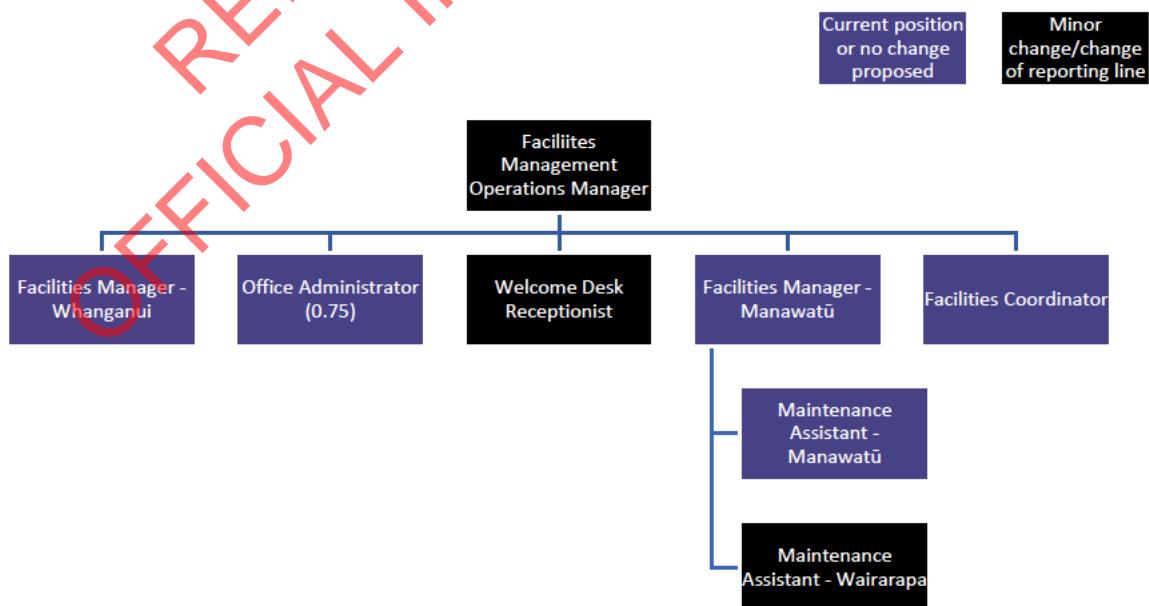
The reduction in space utilization across the Whanganui sites will further reduce maintenance needs. This results in the proposed disestablishment of the Maintenance assistant Whanganui with transition of maintenance facilitation to transfer to the Facilities Manager.

The Office Administrator position would remain following the completion of the current fixed-term appointment and would present a redeployment opportunity.

It is proposed that the Welcome Desk Receptionist report to the Facilities Management Operations Manager.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



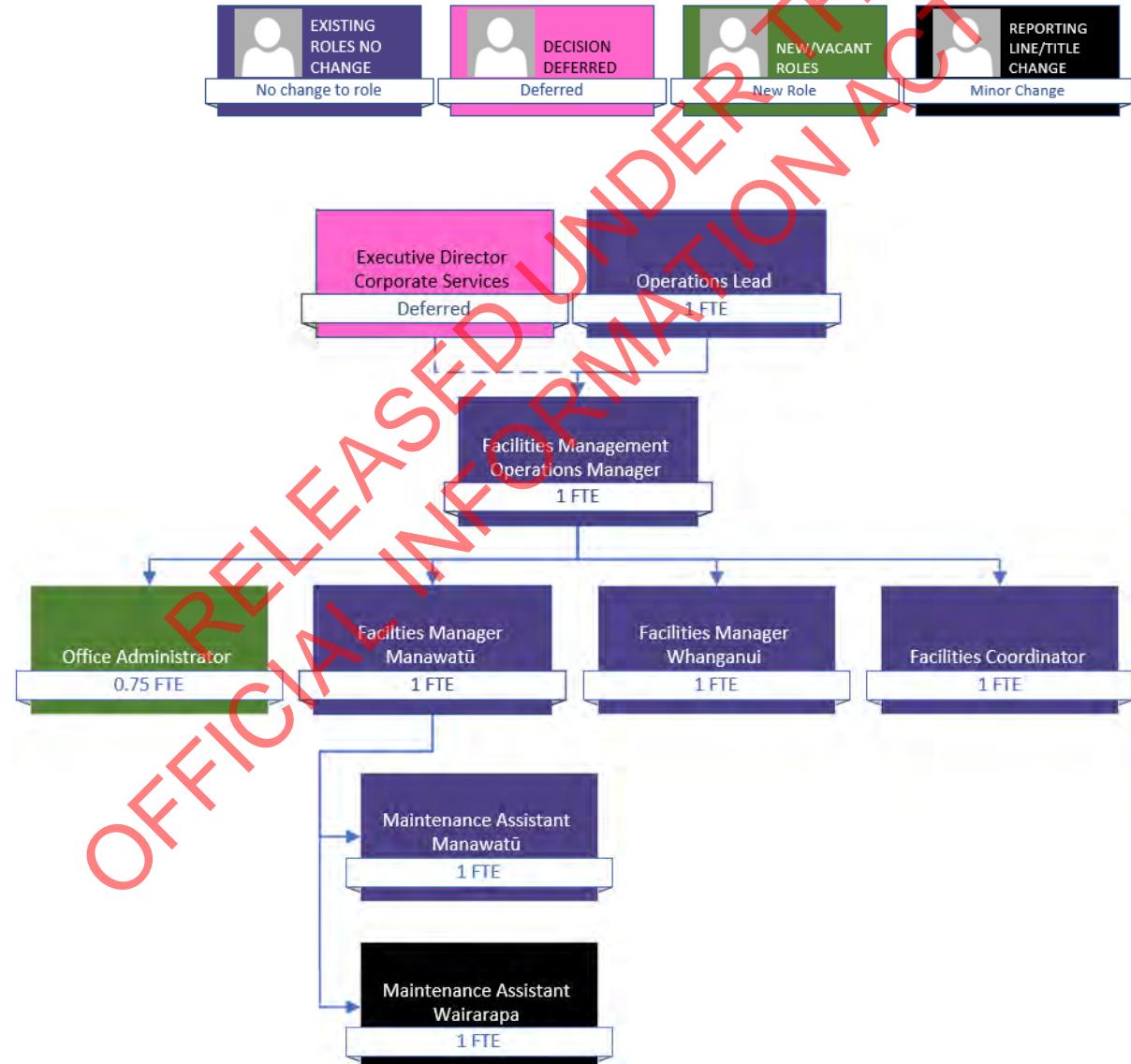
## Feedback

Please refer to the feedback table under Corporate Services on page 74.

## Initially confirmed decisions

It is confirmed that the Operations Lead – Wairarapa and the Maintenance Assistant – Whanganui roles be disestablished. In addition, the Maintenance Assistant - Wairarapa will report to the Facilities Manager – Manawatū. The Welcome Desk Receptionist will report to the Manager – Registry. The Facilities Management Operations Manager will continue to report to the Operations Lead.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Facilities Management Operations Manager	No change	The role will continue to report to the Operations Lead	
Maintenance Assistant - Whanganui (0.5FTE)	Disestablish	It is initially confirmed that the position is disestablished	Maintenance work will be contracted out to specialist companies (multiple) as necessary, engaged and managed by the Facilities Manager. Reduction in site utilisation further reduces overall maintenance needs – reduced needs.
Facilities Manager – Whanganui	Minor change	Some additional responsibilities with the initial decision to disestablish Maintenance Assistant (Whanganui).	Further responsibility for facilitation of maintenance activity with contractors. Monitoring and update of Asset Management System
Operations Lead – Wairarapa	Disestablish	It is initially confirmed that the position is disestablished.	Site responsibility will be supported by the Facilities Manager – Manawatū, including line management for the Maintenance Assistant.
Maintenance Assistant – Wairarapa	Minor change	It is initially confirmed that the position will have a change in reporting line.	This position will report to the Facilities Manager – Manawatū. It is expected there will be ongoing on-site interactions with the Kaikōkiri Te Mana Tauira Wairarapa.

## Administration Services

### Proposals presented during consultation

Faculty Administration currently sits within the Engineering & Applied Technologies (EAT) faculty, and has done so since the Executive Director Education and Applied Research went several years ago. Faculty review falls within the wider academic consultation.

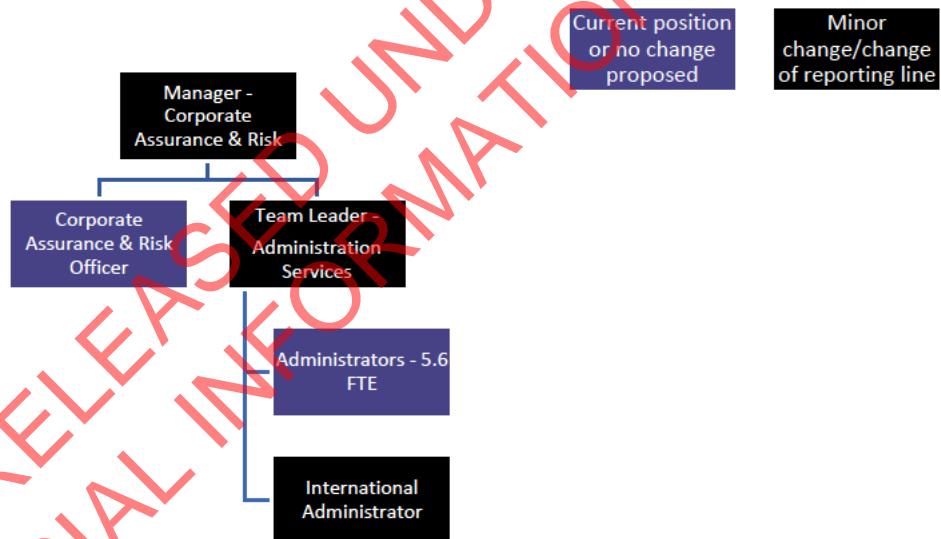
This proposal shifts the reporting from EAT, and places it into the Corporate Assurance & Risk group within Corporate Services. The transfer to Corporate Assurance & Risk is associated with the high contractual needs within the administration faculty with ready expertise and guidance available.

It is also proposed the team is renamed from Faculty Administration to Administration Team. While supporting faculty would remain core, the team would also have the flexibility to work across UCOL during peak periods to handle administrative and contractual tasks.

It is proposed the International Administrator moves from reporting to the Operations Lead, to reporting to the Team Leader – Administration Services. This would provide flexibility to work across UCOL during peak periods to handle administrative and contractual tasks.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



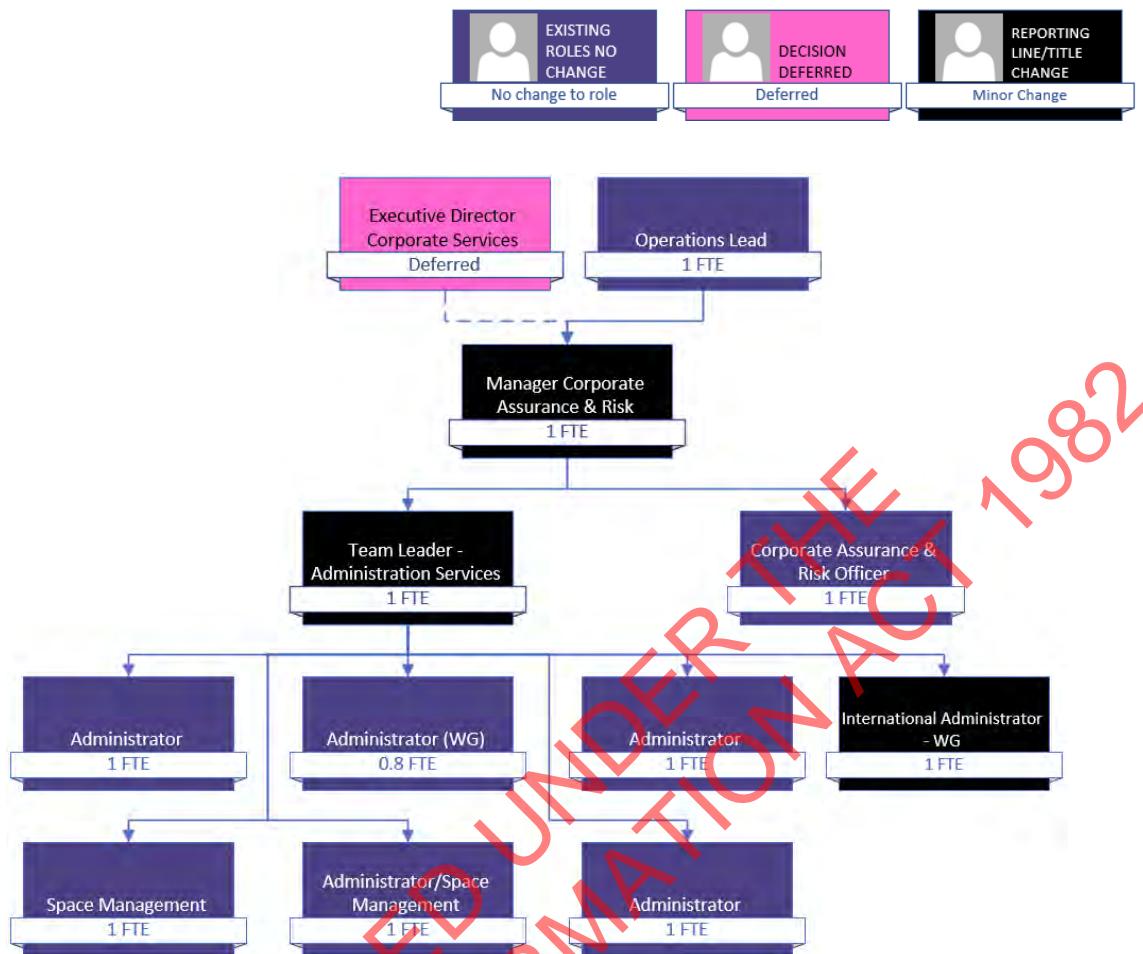
### Feedback

Please refer to feedback section under Corporate Services on page 74.

### Initially confirmed decisions

The panel determined that the proposal for this team is initially confirmed. The Team Leader – Administration Services and the Administration team will report to the Manager Corporate Assurance and Risk. This is in part due to the heavy focus on contracts. It is noted that the Administration team will undertake work for across all of UCOL (not only faculties). The International Administrator will report to the Team Leader – Administration Services as it aligns to the work the team undertake and they will continue to work closely with the international enrolment advisors and wider registry.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Team Leader – Administration Services	Minor change	<p>It is initially confirmed that the position will have a change of reporting line to Manager – Corporate Assurance &amp; Risk. There will also be an additional headcount with the inclusion of the International Administrator.</p>	The work continues as currently.
International Administrator	Minor change	<p>It is initially confirmed that this position will have a change of reporting line to Team Leader – Administration Services</p>	The work undertaken by this role continues and aligns with the wider Administration Services team

## Digital Services

### Proposals presented during consultation

Key functions within the Digital Services team include IT support, software development, cybersecurity, data management, and technological innovation. By maintaining a cohesive and integrated approach, the Digital Services team helps the organisation leverage digital tools and platforms that foster collaboration, streamline workflows, and enhance overall productivity.

While the Digital Services team provide the tools and support to enable our organisation, the use and operation of those tools fall outside Digital Services. For this reason, this proposal includes the creation of a new Digital Education team within the Academic & Quality team.

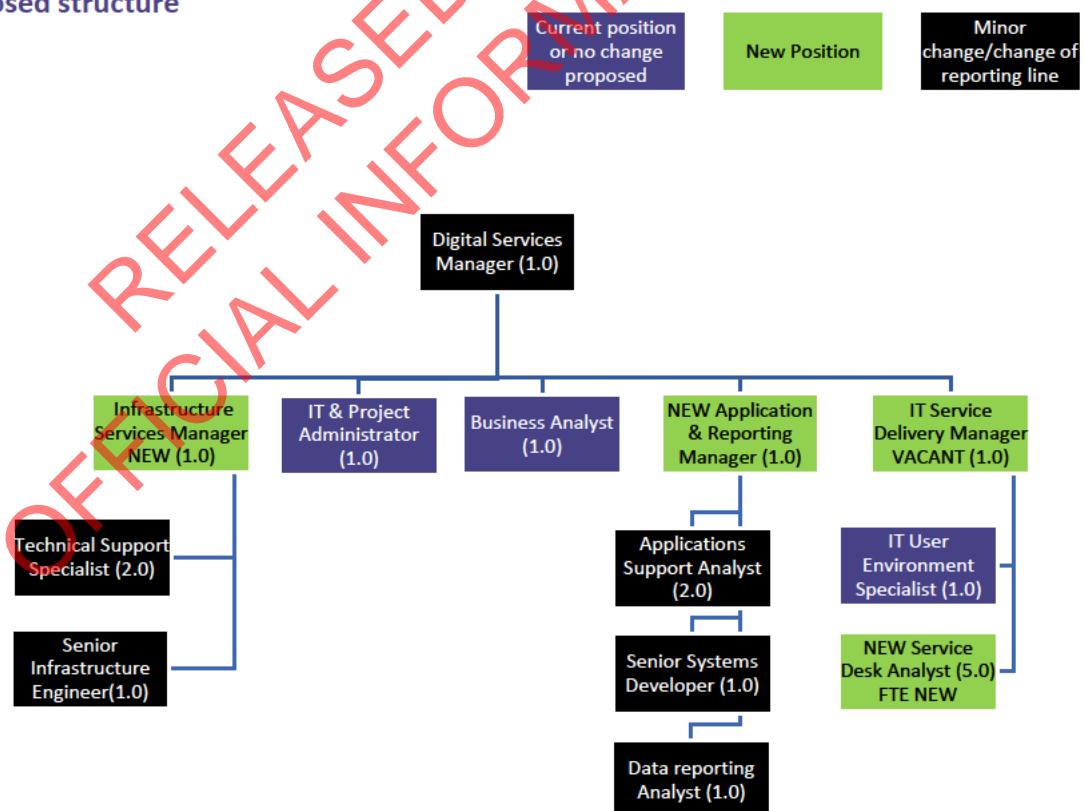
The transition and centralisation of functions to Te Pūkenga resulted in the reduction of a number of technical and leadership positions in the Digital group, as well as some vacancies from attrition. As functions now return to UCOL, new capability must be reinstated to ensure digital reliability and safety across all campuses. At present, all positions report to the Digital Services Manager, this is unsustainable.

Three existing vacancies within the Digital team are being utilised to establish the new structure.

A new Applications & Reporting Manager, and the Infrastructure Services Manager are proposed to support the Digital Services Manager to navigate, plan, and deliver the reformation of digital at UCOL. The vacant role of IT Service Delivery Manager would be retained in the structure and replaced.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed structure



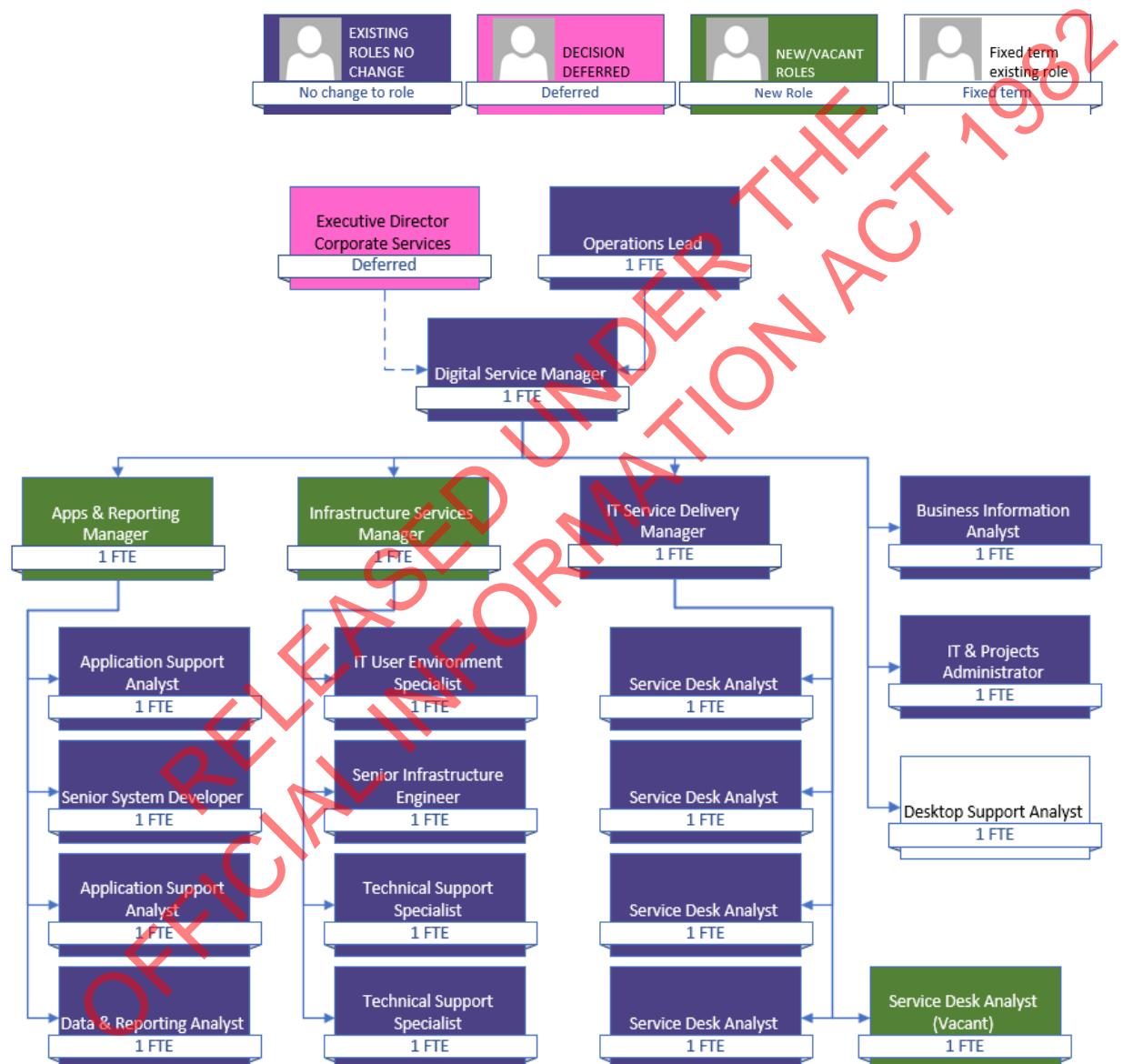
## Feedback

Please refer to the Corporate Services feedback section on page 74.

## Initially confirmed decisions

The feedback panel agreed to continue with the proposed structure.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing
Applications Support analysts; Senior Systems Developer	Minor change	Change in reporting line to the Apps & Reporting Manager	The work continues as it is currently.
IT User Environment Specialist	Minor change	Change in reporting line to the IT Service Delivery Manager	The work continues as it is currently.
Technical Support Specialist and Senior Infrastructure Engineer	Minor change	Change in reporting line to the Infrastructure Services Manager	The work continues as it is currently.

## Initially confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found on the Getting UCOL Future Ready site and the recruitment process on page 90.

New Role	Description of new role
Apps & Reporting Manager	Oversee the implementation and management of business applications within UCOL, while also ensuring the accurate and efficient reporting of data from those applications. This role combines the management of application deployment and maintenance, along with data-driven reporting and analytics.
Infrastructure Services Manager	Oversee the planning, designing, implementation and maintenance of UCOL's IT infrastructure. Ensure the IT infrastructure functions smoothly, reliably, and securely, supporting the requirements of the business. Focused on future-state, including consolidation and streamlining the current systems with a view of moving critical business applications to the cloud where possible.

## Secondary/Tertiary

### Proposal presented during consultation

As UCOL reviewed the programme requirements, the functions and roles within the Secondary/Tertiary team were also reviewed to see if there were any efficiencies that could be achieved. Following this review, it was proposed that

- The role of Director Secondary Tertiary would be renamed Manager Secondary/Tertiary to align with updated naming convention protocols throughout UCOL.
- Youth Guarantee work currently being undertaken within the Student Success team would transfer to the Lead Transition Co-ordinators. This is a relatively small EFTS number which aligns closely with the work currently being undertaken by the Lead Transition Coordinators.
- The U-Skills STAR Co-ordinator role is proposed to be disestablished. There has been a reduction in schools accessing STAR, which is a funding type to give secondary students an experience at UCOL. It is therefore proposed that the contract work undertaken by their role would be completed by the administration team. In addition, the scheduling work undertaken be absorbed by the Lead Transition Coordinators and APMs.
- The Kaiārahi Māori Pasifika Trades Training role would report to the Manager Secondary/Tertiary as the work undertaken aligns well with this team.
- Wairarapa U-Skills roles would report into Manager Secondary/Tertiary Partnerships.

Overall, these changes would see the team having the same headcount, with one role proposed to be disestablished.

Further information and rationale for these changes can be found in the general proposal document.

### Proposed Structure



## Feedback

Feedback theme	Summary of feedback	Decisions from feedback
Manager Secondary/Tertiary	There was feedback that the title should be Manager – Secondary/Tertiary Partnerships	This feedback was accepted and the title will be amended to Manager – Secondary/Tertiary Partnerships
Kaiārahi MPTT	Kaiārahi is not necessarily the right title, recommended change	Panel approved suggested title to Kaikōkiri MPTT
Youth Guarantee work	There was concern about the additional workload for the Lead Transition Co-ordinators and the lack of specifics in the role expectations	<p>The feedback panel acknowledged that these changes were mainly for the Manawatū campus.</p> <p>The Lead Transition Coordinators were able to meet with members of the Project team during the consultation process to discuss their concerns.</p> <p>The main function for the Lead Transition Coordinator would be around enrolment and that faculty will have a role in interviews. On the Whanganui and Wairarapa campuses, the roles that undertake work in relation to Youth Guarantee have been retained and the work for those campuses will continue as is. Each year UCOL has around 40 YG EFTS in the Manawatū. The Lead Transition Coordinator will take a lead in enrolments, faculties will then have a role in interviewing before providing an offer and the Kaitūhono/Navigators would continue to undertake pastoral care. The enrolment and interview process occurs at the start of the year. There is rarely funded spaces available for a Semester 2 start.</p> <p>The decision has been made to continue with the proposal. We acknowledge workload concerns and during transition we will continue to work with kaimahi on this.</p>
STAR Coordination	There was concern about the workload and lack of specifics around the STAR coordination and contracts	The Panel noted that the Administration team will manage the STAR contracts moving forward.

## Initially confirmed decisions

It is initially confirmed that the U-Skills STAR Co-ordinator role is disestablished with the Administration team managing the STAR contracts, and the remaining work distributed amongst the Transition Coordinators. The Youth Guarantee enrolments will be part of the Lead Transition Coordinator – Manawatū (supported by faculties and Kaitūhono/Navigators for pastoral care). The Manager – Secondary/Tertiary Partnerships will hold overall responsibility.

The initial decision confirms that the role of Director Secondary Tertiary will be renamed Manager – Secondary/Tertiary Partnerships. The Wairarapa U-Skills and Lead Transition Coordinator roles will report into this role.

It is also initially confirmed that the Kaiārahi Māori Pasifika Trades Training role will report into the Manager – Secondary/Tertiary Partnerships and will be renamed Kaikōkiri Māori Pasifika Trades Training.

## Initially confirmed structure



## Initially confirmed change impacts

Role	Initial outcome for role	Description	Decision on what happens to the work the role is doing.
Director Secondary/Tertiary	Minor change	It is initially confirmed a change in job title. Change of direct reports	The job title will become Manager – Secondary/Tertiary Partnerships
U-Skills STAR Coordinator	Disestablish	It is initially confirmed this role is disestablished.	It is initially confirmed the contract work undertaken by this role be transferred to the Administration team. The scheduling work would be undertaken by the Transition Coordinators and APMs. How this work will be undertaken within the Secondary/Tertiary team will be confirmed by the Manager – Secondary/Tertiary Partnerships
Lead Transition Coordinators	Minor change	It is initially confirmed some additional functions to be undertaken by these roles, specifically Youth Guarantee work.	It is initially confirmed Youth Guarantee work, will transfer to the Lead Transition Coordinator. Pastoral Care would remain within relevant Student Success and Raukura teams.

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## What happens next?

### Decision process

Now that the initial decisions have been made, we intend:

- **Step 1:** Individual and/or group meetings will be held with impacted kaimahi to advise the initial decision, any impact on positions and to provide the initial decision letter.
- **Step 2:** An appeal process is available for kaimahi to appeal the initial decision. Further information can be found in the [consultation policy here](#).
- **Step 3:** Appeals are considered. As a result, final decisions are made whether to proceed with some or all the initial decisions and whether any aspects of the structural proposal and/or process need to be changed as an outcome of the appeal process.
- **Step 4:** All other kaimahi are advised of the final outcomes of consultation.
- **Step 5:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned (if applicable).
- **Step 6:** Recruitment and selection commence (if applicable).

### Timeline

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

Milestone	Date
Consultation closes	19 May 2025
Consultation closes on Manavatū Library	23 May 2025
Feedback reviewed	20 - 26 May 2025
Initial decisions communicated	26/27 June 2025
Appeal period	30 June – 8 July 2025
Appeals reviewed	9 – 11 July 2025
Final decisions communicated	16 July 2025
Recruitment and selection commence	Following final decisions
New structure effective	July onwards

## Recruitment and selection processes for roles

Below is the confirmed process we intend to use for reduction in roles, recruitment and voluntary redundancy.

### Reduction in roles

Where there is a reduction in roles, the remaining roles will be ring-fenced and impacted kaimahi will be chosen against the selection criteria to determine the best fit for the reduced number of roles.

Prior to any selection process UCOL will call for requests for Voluntary Redundancy (VR). If we receive more requests for VR than remaining roles we will undertake a selection process. Please see information on VR on page 91.

Impacted kaimahi will be able to complete an 'expression of interest' form (Appendix 3) and will also be able to provide a CV or other supporting documents.

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.
- There will be a selection panel who will complete the selection form if necessary. The selection panel is yet to be determined but will likely include a subject matter expert, the manager and a People & Culture representative
- Each completed selection form will be reviewed against the 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.

### New roles

Where there is a new role we are committed to an open and transparent contestable recruitment process for impacted kaimahi. In addition, we are committed to ensuring we appoint the best person for the role. The recruitment process for any new position following consultation is

- New roles will be open to impacted kaimahi from within Te Pūkenga. Advert will be open on both Getting UCOL Future-Ready and Te Whare for 10 days.
- If roles are not filled, we would then look to open the process to all kaimahi from within Te Pūkenga. Advert will be open for 10 days on Getting UCOL Future-Ready
- All potential internal candidates will be required to apply formally with a CV
- The People & Culture team and the hiring manager will shortlist candidates against the position description and the selection criteria.
- Previous performance will be taken into consideration
- A shortlist will be completed as soon as possible after the closing date

- The interview may be formal and based off competency-based questions that relate to the position description and the selection criteria
- We aim for this process to take around two weeks, but this will be depending upon volume of applications.

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

#### Confirmed selection criteria for both new roles and reduced roles

Description	Selection criteria	Weightings
Experience and Qualifications	Relevant qualifications required for the position (and/or where relevant, the equivalent body of knowledge gained through experience)	50 %
	Currency, relevance, and extent of industry, professional or community-related experience in relevant field/s	
Technical skills	Evidence of specific technical skills/knowledge of position	
Te Tiriti o Waitangi and Equity	Experience, understanding/supporting/advocating/leading the inclusion of Te Tiriti o Waitangi practices in a workplace setting	15%
	Experience in supporting/advocating/leading approaches that promote equity and prioritise the needs of our priority groups	
Values	Evidence of working within UCOL Values: Whanaungatanga/Relationships; Kia eke panuku, eke Tangaroa/Excellence; Te hūanga tangata/Transformation; Kia kakamā/Agility	15%
Performance	Experience performing across a broad range of deliverables within position scope – this may include ākonga feedback	20%
	Past performance consistently meets or exceeds expectations	
	Examples of recent performance deliverables	

#### Voluntary redundancy

In a situation where the initial decision is to reduce FTE, we are open to have a voluntary redundancy conversation with kaimahi. 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 agreed to and all kaimahi will go through the selection process. Where we have less applications than confirmed disestablished roles, we will assess on a case-by-case basis taking into account kaimahi preferences and operational requirements.

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

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

As we move towards our new structure, there are a number of considerations to enable a successful transition and long-term shift in culture and ways of working together. These include:

- Ensuring that we include kaimahi within transition planning, by function or team so that new ways of working can be identified as well as prioritisation of work and scheduling of tasks and projects.
- Develop a clear communications plan with regular updates across channels, leadership visibility, tailored messaging, and open feedback loops.
- Facilitate planning sessions to define short-term goals, align tasks with strategic objectives, and identify quick wins to build momentum.
- Ensuring that the new roles have clear responsibilities and plans.
- Allowing people to settle into roles, including induction and training .
- Organise workshops or off-site developments for new teams to build relationships, clarify goals, and co-develop work plans.

## Where do I get support?

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

Please remember you can access EAP, which includes rongoa, on 0800 327 669 or [book online here](#).

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 as to not unnecessarily cause further anxiety.

In addition, if you consider that the support options are not suitable for you, please speak with our People & Culture 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 manager or People & Culture team.

## Appendices

1. Glossary
2. Stakeholder engagement
3. Expression of Interest form

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## Appendix 1: Glossary

Term	Definition
Application	An application process is where you can signal your interest in a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications, and experience are comparable to the current positions of significantly impacted kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than one applicant).
Disestablished position	If a position is disestablished, this means that it will not exist in the new structure. A position may be proposed to be disestablished 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.
Initial decision	After consultation closes, an initial decision will be shared with impacted kaimahi only. This is not the final decision. A short appeals process is enacted prior to a final decision.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business Divisions
Impacted kaimahi	Kaimahi are considered impacted when a proposal is made to disestablish a position. This does not automatically mean someone's employment ends through redundancy. Our priority is to place impacted kaimahi into the new positions in the structure through redeployment.
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position. This is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of impacted kaimahi.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Viability 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 to few/Reduction in roles.	A closed process for positions where incumbents of same or similar roles are the impacted 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 impacted kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.

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## Appendix 2: Stakeholder engagement

Throughout the consultation process, UCOL representatives have been engaging with industry representatives and iwi groups. Below is a summary of engagement held with externals on the proposed changes at UCOL.

UCOL leaders and faculty kaimahi have engaged with advisory groups, industry bodies, and community group members, where appropriate, throughout the consultation period.

Points of engagement included an informal Advisory Board, consisting of UCOL's former CEO, 3 former board members, Palmerston North City Mayor, New Zealand Defence College, Rangitāne o Manawatū Chair, and the Accelerate 2035 Programme Director.

UCOL's Community Advisor engaged with a range of community representatives in relation to understanding community needs.

Engagement was also undertaken with the Wairarapa Skills Leadership Group, Business Whanganui CEO, Manawatū Chamber CEO, former board members with detailed knowledge of UCOL and strong connections to our local communities, as well as the Mayors of Palmerston North, Ruapehu, Rangitīkei, Manawatū, Tararua, Horowhenua, Whanganui, Masterton, and Kāpiti Coast.

UCOL also connected with iwi and Māori organisations across the rohe to offer the opportunity to understand and engage with the proposed changes. This feedback was considered in relation to the broader change, as well as some specific ideas in relation to roles and responsibilities. Recommendations also came up in relation to having an iwi advisory board, to ensure true partnership and participation.

Ākonga voice was collected to understand what was important to them, they were briefed on the financial situation and the need to reduce structure. Ākonga spoken with included a wide range of demographics, including ethnicity, age, level of study, and domestic vs international. Also included were ākonga who had followed a pathway from 1 programme to another, as well as those leaving school and those choosing to study later or retrain.

Throughout normal cycles such as degree monitoring, UCOL captures feedback from ākonga, kaimahi, and industry stakeholders. This ongoing dialogue informs programme delivery and continuous improvement.

The annual Programme Self-Assessment Reports, particularly under Key Evaluation Question (KEQ) Two, assess the value of programmes in terms of graduate employment outcomes, further study opportunities, and their relevance to industry and community needs. These reports highlight areas of success and identify opportunities for enhancement.

UCOL has always had strong engagement and will continue to do so, with all its partners. By understanding their needs and thinking, we can continuously refine our educational offerings.

## **Summary of Ākonga Feedback**

### Support Systems and Services

Ākonga emphasised the importance of the wide range of support services available at UCOL. They appreciated having access to counselling, food parcels, sanitary products, hardship grants, and academic support such as learning advisors, APA referencing help, and workshops. The student hubs and wind-down spaces were described as welcoming and essential for wellbeing. Tailored support for neurodiverse learners, including those with ADHD and dyslexia, was also highly valued.

### Teaching Quality and Learning Environment

Ākonga placed a high value on face-to-face learning and spoke positively about lecturers who were flexible, empathetic, and aware of the challenges students face outside the classroom. Ākonga requested more recorded lectures, better integration of simulation-based learning, and clearer communication around academic expectations and assessment.

### Culture, Belonging, and Inclusivity

Ākonga described the environment as friendly, open, and accepting, which made them feel part of a wider whānau. The visibility and authenticity of tikanga Māori were acknowledged and appreciated, but students also called for broader cultural competence that encompasses diverse backgrounds and identities. Spaces like Te Hiringa i te Mahara (the Whānau room) and gender-neutral bathrooms contributed to this sense of belonging, and ākonga expressed a desire for continued development in these areas. International students requested clearer explanations of cultural practices like pōwhiri and more opportunities to celebrate their own cultures within the UCOL community.

### Student Voice and Representation

Ākonga supported the concept of a strong student voice, particularly through student representatives and councils, and wanted more consistent opportunities to engage in meaningful dialogue with staff and faculty. However, many expressed frustrations that their feedback often felt overlooked or went unacknowledged, with verbal promises not followed through and minimal visible action resulting from surveys or meetings.

## **Summary of Iwi and Māori Organisation Feedback**

### Financial Stability and Workforce Changes

The feedback acknowledges the necessity for UCOL to be financially stable and recognises that achieving this stability may require a reduction in workforce. There is an understanding that these decisions, while difficult, are part of ensuring the organisation's long-term sustainability.

### Role of Senior Leadership

It is emphasised that the role of the Senior Leadership Team at UCOL needs to show leadership and grow understanding and depth in relation to Te Ao Māori, Tikanga Māori, and Te Tiriti o Waitangi

### Manahautū Role

The primary focus of this role should be in providing deep cultural insight and leadership grounded in Te Ao Māori, Tikanga Māori, and Te Tiriti o Waitangi. This leader should be expected to act as a point of decision making and influence across the organisation, using their knowledge and actions to shape direction, rather than running specific functions or departments. Equally important is their connection to iwi priorities and values. There is a clear understanding of why the Manahautū is not a full-time position. This role is seen as one of influence rather than daily management, likely held by someone already working within iwi or holding other significant commitments. The value of this

role lies in the ability to bring expert knowledge, cultural depth, and leadership to UCOL in a way that supports strategic partnership and transformation.

#### Support Structures for Māori Leadership

To support the Manahautū and broader cultural leadership, the establishment of a formal iwi advisory group is recommended. This group should carry a strong mandate and clearly defined expectations to ensure genuine partnership and active participation from both UCOL and iwi. It is also noted that UCOL does not need to hold all cultural expertise internally. Instead, the institution is encouraged to draw upon the knowledge and capability of local iwi, especially in areas such as tikanga and Te Tiriti o Waitangi expertise.

#### Commitment to Te Tiriti o Waitangi

There was positive acknowledgment of UCOL's efforts to strengthen partnerships through a Te Tiriti o Waitangi lens. However, to create lasting and meaningful change, it is stressed that the organisation must move beyond performative equity. This means building structural, culturally grounded solutions in true partnership with mana whenua and community providers. The intent is to foster authentic relationships that support transformation aligned with Te Ao Māori, Tikanga Māori, and Te Tiriti o Waitangi.

### **Summary of Stakeholder Feedback**

#### Strategic Planning and Change Management

UCOL's change programme, Getting UCOL Future-Ready, aims to address both short-term challenges and long-term sustainability. Stakeholders were informed that UCOL has developed a five-year financial model and tested various scenarios to guide its strategic direction. The release of a proposal outlining the future structure and operational approach, along with opportunities for staff feedback, reflects a transparent and consultative approach to transformation. This work is also connected to ensuring UCOL's programme offerings remain aligned with community and industry needs, and to reviewing physical assets and modes of delivery.

#### Financial Context and Response

Stakeholders acknowledge that UCOL is currently operating at a financial deficit but recognise the significant efforts being made to restore financial viability. The organisation has taken clear steps, including acting on the recommendations of financial consultants, to move back into surplus swiftly. There is also a general recognition of UCOL's past ability to manage its finances effectively, which provides reassurance about its capacity to recover.

#### Confidence in Recovery and Leadership

There is confidence among stakeholders—particularly regional leaders—that UCOL's current strategic approach, under the Future-Ready workplan, will lead to a financial surplus by the end of 2026. This confidence is reinforced by the institution's long-standing reputation, experienced leadership, and the strong foundation of local community support that has underpinned UCOL's success for over 130 years.

#### Regional Importance and Impact

UCOL's presence is seen as critical to the socio-economic wellbeing of the regions it serves—including Manawatū, Whanganui, Horowhenua, Kāpiti Coast, and the Wairarapa. Tertiary education plays a notably more significant role in these regions compared to national averages, contributing 1.3% of total GDP and 2.5% of employment. This contrasts with 0.8% of GDP and 1.7% of employment at the national level. These figures reflect the strategic importance of maintaining and strengthening UCOL's presence in these communities.

### Engagement and Local Voice

Local voices are seen as essential to future planning — particularly to ensure that vocational education continues to meet the specific needs of each region UCOL serves. Stakeholders also emphasise the importance of incorporating the perspectives of local business communities, whose insights are vital for aligning education delivery with workforce and industry demands. Continued collaboration will help ensure that the transition remains locally relevant and responsive.

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## Appendix 3: Expression of Interest form

Name:	Current Position:
Position interest in:	
Summary comments (not essential):	
For the following sections provide as much detail as possible in relation to the position applied for	
<b>Experience and Qualifications</b> <ul style="list-style-type: none"><li><i>Relevant qualifications required for the position (and/or where relevant, the equivalent body of knowledge gained through experience)</i></li><li><i>Currency, relevance, and extent of industry, professional or community-related experience in relevant field/s</i></li></ul>	
<b>Technical Skills</b> <ul style="list-style-type: none"><li><i>Evidence of specific technical skills/knowledge of position</i></li></ul>	
<b>Te Tiriti o Waitangi and Equity</b> <ul style="list-style-type: none"><li><i>Experience, understanding/supporting/advocating/leading the inclusion of Te Tiriti o Waitangi practices in a workplace setting</i></li><li><i>Experience in supporting/advocating/leading approaches that promote equity and prioritise the needs of our priority groups</i></li></ul>	
<b>Values</b> <ul style="list-style-type: none"><li><i>Evidence of working within UCOL Values: Whanaungatanga/Relationships; Kia eke panuku, eke Tangaroa/Excellence; Te huringa tangata/Transformation; Kia kakamā/Agility</i></li></ul>	

<b>Performance</b> <ul style="list-style-type: none"><li>• Examples of recent performance deliverables</li><li>• Experienced performing across a broad range of deliverables within position scope<ul style="list-style-type: none"><li>– this may include ākonga feedback</li></ul></li><li>• Past performance consistently meets or exceeds expectations</li></ul>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

\_\_\_\_\_

(name)

\_\_\_\_\_

(signature)

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

(date)

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**Getting UCOL Future-Ready  
Initial Decision on the Academic Proposal  
(Programmes, Executive Deans, APMs &  
Portfolio Splits)**

19 June 2025

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**STRICTLY CONFIDENTIAL TO UCOL KAIMAHI (STAFF)**

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## Overview

### Background and rationale for change

Our proposal documents shared why we are taking measures to prepare UCOL for the future. Below are summarised key points we shared with you:

- The Minister of Vocational Education to Te Pūkenga confirming 'it is no longer the Government's priority to have a centralised organisation for delivering vocational education and training'. This means that the Government intends to disestablish Te Pūkenga.
- Concerns have been raised about business division viability. Te Pūkenga has been instructed to seek specialist assistance and advice to become both sustainable and viable organisations with the goal of establishing regionally autonomous ITPs where possible.
- We need to review our structures to operate sustainably while we await the Minister's decision on the future for UCOL.
- The consultants have provided guidance that provides a pathway to financial viability.

Full details of the UCOL proposal and rationale can be found in the [Proposal for Consultation – Academic](#).

Financial viability for the sector is critical to supporting the Government's plans for the future of vocational education. The sector has experienced financial challenges for some time. Concerns were raised with Te Pūkenga by the Tertiary Education Commission (TEC) in June 2024, regarding the viability of the ITP business divisions within Te Pūkenga and required it to seek specialist assistance under section 332 of the Education and Training Act 2020. Consultants have been reviewing the finances of the business divisions and exploring opportunities for sustainable viability, with the goal of establishing regionally autonomous ITPs where possible. This mahi 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.

### Programme reviews

Programme review is a standard practice across all business divisions. The formation of Te Pūkenga has disrupted regular reviews therefore more work has been required to bring viability back into balance at UCOL.

UCOL has reviewed our programme offerings to ensure our educational offerings remain relevant, viable (both educationally and financially), and aligned with industry needs. We intend to strengthen our reputation as a leader in higher education, attracting both ākonga (students) and industry partners.

Through a business-as-usual approach to Programme Sustainability reviews, UCOL will maximise our resources to ensure financial viability while maintaining high-quality education and strong learner outcomes. To do this, we will continue to regularly assess the viability of programmes which enhance our ability to respond to external challenges and opportunities, fostering growth and sustainability.

## Our values/principles during change

Our values guide all that we do at UCOL. We have endeavoured to reflect these throughout the proposals and initial decisions.

### **Kia eke panuku, eke Tangaroa | Excellence**

Everywhere we look at UCOL we seek innovation and quality that defines us as a high performing institute. We strive for excellence in our programmes, our teaching methods, our resources and systems and processes. We want to see people excelling at what they do and are proud of what we achieve.

### **Whanaungatanga | Relationships**

Connecting with people and establishing meaningful relationships built on trust and integrity is vital. Great relationships result in collaboration, partnerships and unity. At UCOL we embrace diversity and inclusivity of all people.

### **Te huringa tangata | Transformation**

Transformation requires inspiration, and bold, courageous behaviour. We take pride in being a part of the transformation that occurs in our students as they become successful graduates and alumni. UCOL is always looking at fresh ideas.

### **Kia kakamā | Agility**

Agility is about us working in many different ways, being adaptable and agile in the way we work with others. Through engagement, empowerment and innovation we develop deeper understanding and discover new ways of achieving our goals.

The following principles continue to be applied during our change process:

- Uncertainty for kaimahi is minimised by open and transparent communication processes;
- Working closely with our union partners and our kaimahi;
- Honouring our commitments to individual and collective employment agreements;
- Redeployment of impacted kaimahi is prioritised where possible, redundancy being a final course of action;
- 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); and
- Initial decisions have been made after all consultation feedback has been genuinely reviewed and given serious and thoughtful consideration.

We are committed to a transparent approach, ensuring all impacted kaimahi are fully informed and supported throughout this period.

## 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 Tāraia te Anamata | 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 UCOL.

While the future is uncertain, we believe the initial decisions communicated within this document will support the financial viability of UCOL and respond to future changes as they arise.

## Benefits of the changes

- UCOL is currently forecast to achieve a \$7.1M deficit for 2025. The changes enclosed in this consultation would see a one-off cost of change in 2025. However, the savings realised in 2026 and beyond would see UCOL return to a small surplus. This would make UCOL a viable Business Division with a sustainable financial outlook.
- A return to having surplus represents the best opportunity for regional autonomy and a sustainable future for UCOL.
- Focussing on ensuring the courses/programmes we provide are financially and educationally viable will assist in ensuring future sustainability in programme offerings. This will enable a focus on strong learner outcomes and will allow UCOL to maximise resources, ensuring financial sustainability while maintaining high quality education.
- All Business Division functions will report internally to UCOL, with one exception, returning autonomy in a cost effective way and without increasing headcount.

## Obligations to the Charter and Te Tiriti o Waitangi

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.

## Summary of initially confirmed decisions to roles

The initial decision is that a total of 27 filled positions are being disestablished. Of these, 14 will be part of a teach out selection process, with numbers yet to be confirmed.

## Feedback

The Getting UCOL Future Ready team would like to thank everyone for the time, energy and care that went into your submissions to the proposal documents, as well as your ongoing engagement with the process.

The decision panel received well over 250 pieces of feedback, excluding letters of support contained within some submissions. There was some incredibly thoughtful, insightful, and future-focused thinking within the feedback, demonstrating the deep care you have for each other and the value you place on each other's work. Thank you. It was really important to the panel that the appropriate time was spent working through every single piece of feedback and giving it due consideration.

One of the difficult aspects of widespread structural change is that its focus is on function and form; it does not measure individual input, commitment or performance. We have read some compelling personal endorsements across all campuses supporting individuals and teams alike.

While there will be no direct responses to individual pieces of feedback, we have endeavoured to capture the narrative of the discussion around each theme, relevant to each section within the proposals. Feedback summaries can be referred to in Appendix 2, while stakeholder engagement can be referred to in Appendix 5. Initial decisions for the Secondary Tertiary team are in the General initial decision document.

Changes to the proposal have resulted from the feedback, it was always our promise to genuinely consider feedback and to make changes where appropriate.

The majority of the feedback focused on the proposal for general kaimahi. Some feedback touched on education being available to everyone regardless of cost, unfortunately while we agree that anyone should be able to access higher education, as an organisation we must ensure we meet our Minister's expectations in reaching financial viability.

A considerable amount of feedback was received relating to Student Success, the changes both to team structure and to resourcing within this group drew concern, criticism and some constructive alternate solutions for consideration, as did the wider Te Mana Tauira group. A number of submissions were received for Te Atakura with concern about why the changes were proposed and the degree to which the proposed changes could impact on future delivery, but also with suggested alternatives.

Others provided strategic thoughts around future opportunities, such as a collaborative framework for an independent Māori tertiary provider, new roles such as dedicated Māori and Pacific Learning Advisors to achieve strategic outcomes, and other thoughtful ways of operating in a future state. Feedback of this nature was clearly the result of much time and energy, and we will look to explore further as we move into a state of surplus and financial stability.

Other aspects of the feedback received were practical and operationally focused in the here and now. These included questions around recruitment and selection processes, (including that for the Executive Director of Corporate Services), many wanting further clarity around the teach-out process for degree final courses, which will be worked through in Semester 2. It is important to note that there will be no changes to degree programmes requiring teaching until the end of Semester 2, 2025. During this period, UCOL will work with the impacted kaimahi to identify how the teach-out will occur and the resources required to achieve this.

Concerns raised around the process itself were given consideration to ensure that the actual processes followed sound practice. As such, there have been some changes, highlighted in both initial decision documents.

We also received strong advocacy across both the Whanganui and Wairarapa campuses for retention of positions across sites including a submission from TIASA on behalf of its members.

Feedback was not received from TEU on behalf of its members. However, local TEU representatives strongly supported members in the preparation and submission of their individual feedback giving considerable time, effort and energy into these submissions. This support has allowed us to work efficiently through the consideration of feedback, thank you.

Many had questions about how teams or individuals would work together when it came to specific functions or roles. As we move into the new structure, there is an expectation for Managers to encourage teams to begin working much more closely together and for teams and individuals to begin thinking about how processes can change to achieve similar (or improved) outcomes.

We are all here for the overall achievement of our ākonga and UCOL as an organisation. We will work together to ensure our collective success. He waka eke noa – we are all in this waka together.

*Nāu te rourou, nāku te rourou, ka ora ai te ākonga*  
*With your food basket and my food basket, the students will thrive*

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## Initial Decisions

### Engineering and Applied Technologies

#### Proposal presented during consultation and rationale

The following programmes which impact kaimahi, were proposed to be permanently discontinued.

Background and the rationale on these proposals are available in the Proposal Document – Academic.

- NZ Diploma in Engineering (Electrical Engineering) L6 (Manawatū)
- NZ Certificate in Beauty Therapy L4 (Horowhenua)
- NZ Certificate in Construction Trade Skills (Carpentry) L3 (Horowhenua)

The role of Technician Hospitality (Whanganui 0.7FTE) was proposed to be disestablished to align with the other campus structures. The functions of this role are proposed to be absorbed into the existing team and/or the Administration team.

#### Initial decision

The initial decision is to continue with the permanent discontinuation of these programmes and the disestablishment of the Technician Hospitality (Whanganui).

#### Initially confirmed change impacts

Role	Outcome for role	Description	Decision on what happens to the work the role is doing.
Lecturers working in NZ Diploma Engineering (Electrical) L6 Manawatū	Reduction in roles from 4.8FTE to 3FTE	<p>It is initially confirmed positions held by current kaimahi will be ‘ring fenced’ to ensure there are kaimahi to teach on the NZ Certificate in Electrical Pre-Trade L3. There is a requirement to ‘teach out’ the NZ Diploma Engineering (Electrical) L6 until the end of 2025.</p> <p>The selection process will be based on the ‘Reduction in Roles’ process outlined on page 21.</p>	<p>It is initially confirmed this programme is permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability.</p> <p>The work these roles perform is expected to decrease given the discontinuation of the diploma.</p>
Lecturer – NZ Certificate Beauty Therapy L4 Horowhenua	Initially confirmed disestablished	It is initially confirmed that the position is disestablished.	It is initially confirmed this programme is permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability.

			The work this kaimahi undertakes would cease due to the programme ceasing.
Lecturer – NZ Certificate in Construction Trades Skills (Carpentry) L3 Horowhenua	Initially confirmed disestablished	It is initially confirmed that the position is disestablished.	While the NZC Construction Trade Skills (Carpentry) L3 has a positive contribution rate, it is initially confirmed that this programme is discontinued due to the overall contribution for the Horowhenua campus making it unviable to continue with the lease of the site. This position is vacant therefore, there are no kaimahi impacts.
Technician Hospitality (0.7FTE) Whanganui	Initially confirmed disestablished	It is initially confirmed that the position is disestablished.	The functions of this role are proposed to be absorbed into the existing team and/or Administration team.

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# Health, Applied Sciences & Social Services

## Proposal presented during consultation and rationale

The following programmes which impact kaimahi, were proposed to be permanently discontinued. The background and rationale for these are available in the Proposal Document – Academic.

- NZ Certificate in Exercise L4
- Bachelor of Applied Science (with majors in Health & Wellness, Strength & Conditioning, and Sport & Recreation Management) L7
- Bachelor of Social Services L7
- Micro-credentials programme

### Initial decision

The initial decision is to continue with the permanent discontinuation of these programmes.

### Initially confirmed change impacts

Role	Outcome for role	Description	Decision on what happens to the work the role is doing.
Lecturers – NZ Certificate Exercise L4 (0.8 FTE)	Initially confirmed disestablished	These positions are initially confirmed disestablished.	It is initially confirmed this programme is permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability.  The work being undertaken by this kaimahi would cease due to the programme ceasing.
Lecturers – Bachelor of Applied Science (with majors in Health & Wellness, Strength & Conditioning, and Sport & Recreation Management) L7 (2FTE)	Initially confirmed disestablished	These positions are initially confirmed disestablished with the timing to be confirmed based on the ‘teach-out’ decisions.  There is a requirement to ‘teach out’ the degree until the end of 2026. It has been determined all kaimahi will be required until the end of 2025. An initial reduction in role process will follow confirmation of EFTS in Semester	It is initially confirmed this programme is permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability.  The work being undertaken by these kaimahi would cease due to the programme ceasing.

		<p>2, 2025. Any disestablished positions through this process will take effect at Christmas closedown in 2025.</p> <p>Further consultation will occur when the programme is due to cease prior to any decisions on disestablishment of remaining positions.</p>	
Technician - Bachelor of Applied Science (with majors in Health & Wellness, Strength & Conditioning, and Sport & Recreation Management) L7 (0.6FTE)	Initially confirmed disestablished	<p>This position is initially confirmed disestablished.</p>	<p>It is initially confirmed this programme is permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability.</p> <p>The work will be completed by the kaimahi undertaking the teach out component.</p>
Lecturers – Bachelor of Social Services L7 (3FTE)	Initially confirmed disestablished	<p>These positions are initially confirmed disestablished with the timing to be confirmed based on the 'teach-out' decisions.</p> <p>There is a requirement to 'teach out' the degree until the end of 2026. It has been determined all kaimahi will be required until the end of 2025. An initial reduction in role process will follow confirmation of EFTS in Semester 2, 2025. Any positions disestablished through this process will take effect at</p>	<p>It is initially confirmed this programme is permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability.</p> <p>The work being undertaken by these kaimahi would cease due to the programme ceasing.</p>

		<p>Christmas closedown 2025.</p> <p>Further consultation will occur when the programme is due to cease prior to any decisions on disestablishment of remaining positions.</p>	
Lecturer – Micro-credentials	Initially confirmed disestablished	<p>This position is initially confirmed disestablished.</p>	<p>The initial decision is to permanently discontinue the micro credentials.</p> <p>The work this kaimahi undertakes would cease at the conclusion of the current contract.</p>

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## Humanities & Business

### Proposal presented during consultation and rationale

The following programmes which impact kaimahi, were proposed for permanent discontinuation. Background and rationale for these are available in the Proposal Document – Academic.

- NZ Certificate in Music L4
- NZ Certificate in Entertainment and Event Technology L4
- NZ Diploma Creativity (Music) L5
- NZ Diploma Photography L5 and L6
- NZ Certificate in Early Childhood Education and Care L3 and L4 (Horowhenua)
- Bachelor Applied Management (Manawatū and Whanganui)
- Bachelor of Accounting (Manawatū and Whanganui)
- Graduate Diplomas (Operations & Production Management; Project Management; Business Information Systems; Accounting)

### Initial decision

The initial decision is to continue with the permanent discontinuation of these programmes.

### Initially confirmed change impacts

Role	Outcome for role	Description	Decision on what happens to the work the role is doing.
Lecturers NZC Music L4, NZD Creativity (Music) L5, NZC Entertainment and Event Technology L4 (2.5 FTE)	Initially confirmed disestablished	These positions are initially confirmed disestablished.	It is initially confirmed this programme is permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability. The work these kaimahi undertake will cease due to the programme proposing to cease.
Lecturers NZ Photography L5 and L6 (2FTE)	Initially confirmed disestablished	These positions are initially confirmed disestablished.	It is initially confirmed this programme is permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability. The work these kaimahi undertake would cease due to the programme proposing to cease.
Lecturers Bachelor of Applied Management L7/ Graduate Diplomas L7/	Reduction in roles - initially confirmed disestablished	These positions are initially confirmed disestablished. 3FTE will be required across Manawatū and Whanganui campus to	It is initially confirmed these programmes be permanently discontinued due to low EFTS and contribution margin; alongside other factors considered as part of reviewing programme viability.

<p>Bachelor of Accounting L7(9.9FTE)</p>	<p>teach on the NZ Diploma in Business L5. These roles would be ringfenced to impacted kaimahi and a selection made through the reduction in roles process set out later in this document.</p> <p>There is a requirement to 'teach out' the degree until the end of 2026. This will include where kaimahi teach across multiple programmes. It has been determined all kaimahi will be required until the end of 2025. An initial reduction in role process will follow confirmation of EFTS in Semester 2, 2025. Any positions disestablished through this process will take effect at Christmas closedown, 2025.</p> <p>Further consultation will occur when the programme is due to cease prior to any decisions on disestablishment of remaining.</p>	<p>It is proposed the work these kaimahi undertake would cease due to the programme proposing to cease. However, there is a need to continue the teaching of the Diploma along with other kaimahi not impacted by the change.</p> <p>There may be a requirement for a 'teach out' the degree programmes.</p>
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## Faculties

### Proposal presented during consultation and rationale

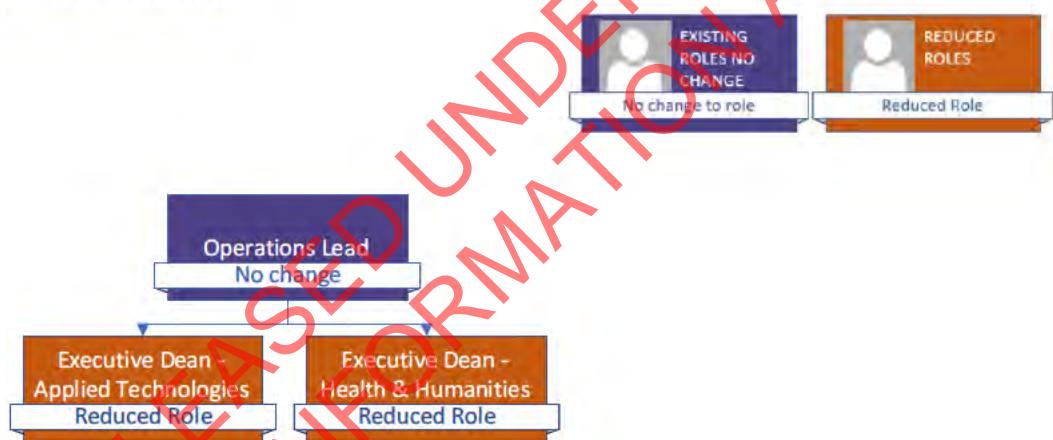
The Proposal for Consultation - General suggested that there be a reduction of Executive Deans from 3 to 2, with 2 faculties. This was to reflect the reduced EFTS and FTEs.

### Initial Decision

Following consideration of the feedback, the initial decision is to proceed with 2 faculties - Applied Technologies and Health & Humanities. Each faculty will have 1 Executive Dean. The proposal and rationale to reduce the faculties to 2 appeared to be clearly understood. Due to feedback received, the treatment of all 3 current Executive Deans will be the same with a reduction from 3 to 2, and ringfenced for the current incumbents. This requires a separate consultation process with the Executive Dean – Engineering & Applied Technologies.

Further information on the feedback can be found in Appendix 2.

### Initially confirmed structure



### Initially confirmed change impacts

Role	Outcome for role	Description	Decision on what happens to the work the role is doing.
Executive Dean – Humanities & Business		Ringfenced selection process.	Merge 3 Executive Dean positions into 2. It is intended that the work these roles undertake be merged into the proposed Executive Dean Health & Humanities and the Executive Dean Applied Technologies.
Executive Dean – Health, Applied Sciences & Social Services	Reduction of roles	The selection process will be based on the reduction in roles process outlined on page 21.	The reallocation of portfolios will support the 2-faculty model. This reduction will acknowledge the reduction in EFTS and FTEs for the faculties.
Executive Dean – Engineering & Applied Technologies			The Manager Secondary/Tertiary Partnerships will report to the Executive Dean – Applied Technologies.

## Academic Portfolio Managers

### Proposal presented during consultation and rationale

Following the proposed programme portfolio changes and reductions, there was a need to determine whether changes to the Academic Portfolio Manager (APM) roles were also needed. To do this the following aspects were considered:

- total EFTS and distribution of these;
- ākonga headcount (number of ākonga);
- groupings of programmes;
- complexity of teaching/programmes (e.g. different course offerings, Levels, number of delivery sites); and
- number of direct staffing reports.

Given the proposed reduction of programmes and kaimahi in some areas, it was proposed to have 11 APMs. Within the Proposal Document – General, it was suggested to move from 3 faculties to 2. The suggested names being Engineering and Applied Technologies, and Health Science and Humanities. The below list was the proposed academic portfolio groups per faculty, with a proposal of 1 APM per portfolio.

#### Engineering and Applied Technologies

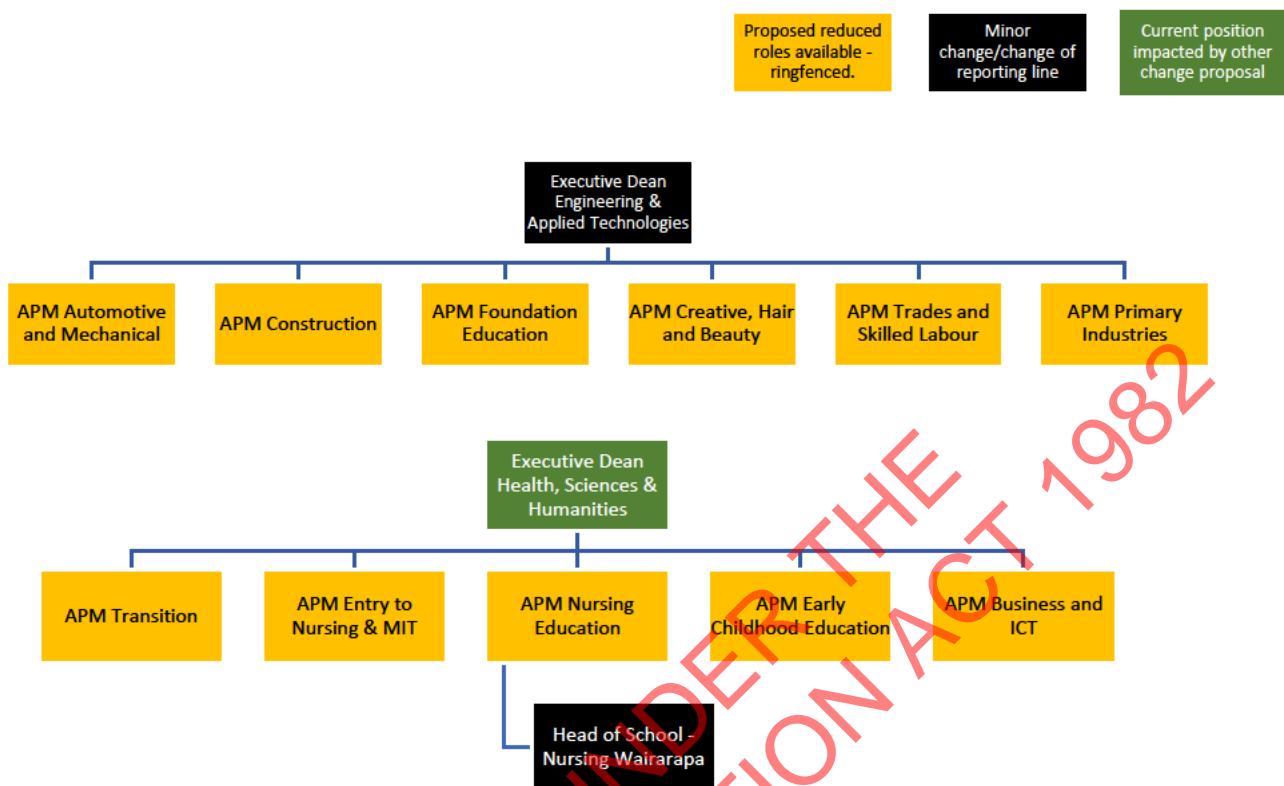
- Primary Industries
- Foundation Education
- Construction
- Automotive and Mechanical
- Creative, Hair and Beauty
- Trades and Skilled Labour

#### Health Science and Humanities

- Entry to Nursing and Medical Imaging Technology (MIT)
- Nursing Education
- Early Childhood Education
- Business and ICT
- Transitional

The proposal suggested a reduction of 15 APM roles to 11 and 1 Head of School (Nursing, Wairarapa) role. It was suggested that 1 of the APM roles would be retained to oversee the management of the teach-out of those programmes which are proposed to be permanently discontinued. Therefore, it was proposed that the kaimahi would work through the programme teach-out process, with notice being issued closer to the conclusion of teach-out. It was proposed that positions held by current kaimahi are ‘ring-fenced’ in accordance with the processes outlined in the recruitment and selection section of the proposal document.

## Proposed APM structures



### Initial decision

A significant amount of feedback was received on faculty and APM names, programme splits per portfolio, and the number of APMs in each faculty. Feedback was also received in relation to the Head of School Nursing – Wairarapa and questions regarding required qualifications for the APM Nursing roles. There was also feedback on the need to ensure leadership roles on all campuses. Following consideration of the feedback, the below information outlines changes from the proposal for the initial decision.

The initial decision is to have 12 permanent APM roles, making the Creative, Development and Transition APM a permanent role. This is in recognition of feedback concerning the volume of work for APMs. All APMs are expected to work across programmes and not within specific campuses. It is intended that, as increased autonomy for lecturers, use of technology, and different work practices are commonplace, the travel component can be kept to a minimum.

Each of the portfolios below will have 1 APM, except for Nursing. The initial decision is to have 3 APM Nursing, of which all will require the incumbent to be a Registered Nurse with an Annual Practicing Certificate. Therefore, with this requirement, the appropriate kaimahi have been ringfenced against these roles. Initially, all kaimahi within the Nursing portfolio will report to 1 of these 3 APMs. Confirmed reporting lines will be confirmed once it is determined who will hold the Head of Nursing function for the Nursing Council of New Zealand, as this function will be more than 50% of the role, this APM would have fewer direct reports.

The initially confirmed faculties are Applied Technologies and Health & Humanities. Below is a list of the academic portfolio groupings per faculty.

The proposed breakdown of programmes within each portfolio can be found in Appendix 3.

## Applied Technologies

- Construction
- Automotive & Mechanical
- Service Industry
- Trades & Skilled Labour
- Applied Science, Animals & Vet Nursing

## Health & Humanities

- Creative, Development, & Transition
- Nursing
- ECE & Languages
- Business & ICT
- MIT & Health Pathways

## Initially confirmed structures



## Initially confirmed change impacts

Role	Outcome for role	Description	Decision on what happens to the work the role is doing.
APM currently 15 roles (2 vacancies)	Reduction of roles and change in reporting lines. Ringfenced selection process	<p>It is initially confirmed that there would be 12 APM roles in the new structure. These roles will report to the 2 Executive Deans.</p> <p>The selection process will be based on the 'Reduction in Roles' process outlined on page 21.</p>	The initial decision is to retain 12 APMs working across all UCOL campuses. There will be 3 Nursing APMs, to work across the Bachelor of Nursing.

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## What happens next?

### Decision Process

Now that the initial decisions have been made, we intend:

- **Step 1:** Individual and/or group meetings will be held with impacted kaimahi to advise the initial decision, any impact on positions and to provide the initial decision letter.
- **Step 2:** An appeal process is available for kaimahi to appeal the initial decision. Further information can be found in the [consultation policy here](#).
- **Step 3:** Appeals are considered. As a result, final decisions are made whether to proceed with some or all the initial decisions and whether any aspects of the structural proposal and/or process need to be changed as an outcome of the appeal process.
- **Step 4:** All other kaimahi are advised of the final outcomes of consultation.
- **Step 5:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned (if applicable).
- **Step 6:** Recruitment and selection commence (if applicable).

### Timeline – Academic Decisions

The following sets out a high-level timeline for this document following these initial decisions.

Milestone	Date
Consultation closes	19 May 2025
Consultation closes on Manawatū Library	23 May 2025
Feedback reviewed	20 - 26 May 2025
Initial decisions communicated	18 - 19 June 2025
Appeal period	23 June – 1 July 2025
Appeals reviewed	2 - 4 July 2025
Final decisions communicated	9 – 10 July 2025
Recruitment and selection commence	July onwards
New structure effective	August onwards

### Recruitment and selection processes for roles

We want to be consistent with our recruitment, voluntary redundancy, and reduction in roles processes.

ALL new roles are advertised to ALL impacted Te Pūkenga kaimahi in the first instance. They cannot be ringfenced to UCOL. Voluntary redundancy is not a given and must follow a sound selection process.

All selection processes will be undertaken in a cascading manner, starting with the Executive Deans and flowing from there. This is to enable managers to be involved with selection processes within their teams.

## Reduction in roles

Where there is a reduction in roles, the remaining roles will be ring-fenced and impacted kaimahi will be assessed by a panel against the 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 include the table below. 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 is clearly outlined in your initial decision letter.

It is confirmed that:

- Impacted kaimahi or a subject matter expert (likely the manager or 1 up manager) will complete a selection form.
- The completed selection form for each kaimahi will be reviewed against the competency criteria set for this process.
- Kaimahi will have an opportunity to review the completed selection forms.
- For any staff who elect not to submit a selection form, the manager will still complete the assessment for their part of the process and only 1 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 reduced roles

Description	Selection criteria
Experience and Qualifications	Relevant qualifications required for the position (and/or where relevant, the equivalent body of knowledge gained through experience)
	Currency, relevance, and extent of industry, professional or community-related experience in relevant field/s
Technical skills	Evidence of specific technical skills/knowledge of position
Te Tiriti o Waitangi and Equity	Experience, understanding/supporting/advocating/leading the inclusion of Te Tiriti o Waitangi practices in a workplace setting
	Experience in supporting/advocating/leading approaches that promote equity and prioritise the needs of our priority groups
Values	Evidence of working within UCOL Values: Whanaungatanga/Relationships; Kia eke panuku, eke Tangaroa/Excellence; Te huringa tangata/Transformation; Kia kakamā/Agility
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

## Voluntary redundancy

In a situation where the initial decision is to reduce FTE, we are open to have a voluntary redundancy conversation with kaimahi. 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 agreed to and all kaimahi will go through the selection process. Where we have less applications than confirmed disestablished roles, we will assess on a case-by-case basis taking into account kaimahi preferences and operational requirements.

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

## Transition approach

As we move towards our new structure, there are a number of considerations to enable a successful transition and long-term shift in culture and ways of working together. These include:

- Ensuring that we include kaimahi within transition planning, by function or team so that new ways of working can be identified as well as prioritisation of work and scheduling of tasks and projects.
- Develop a clear communications plan with regular updates across channels, leadership visibility, tailored messaging, and open feedback loops.
- Facilitate planning sessions to define short-term goals, align tasks with strategic objectives, and identify quick wins to build momentum.
- Ensuring that the new roles have clear responsibilities and plans.
- Allowing people to settle into roles, including induction and training.
- Organise workshops or off-site developments for new teams to build relationships, clarify goals, and co-develop work plans.

## Where do I get support?

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

Please remember you can access EAP on 0800 327 669 or [book online here](#).

As a reminder, we encourage you to seek independent advice regarding these initial decisions 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 as to not unnecessarily cause further anxiety.

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

If you have questions about these initial decisions, please discuss these with your manager or People & Culture team.

## Appendices

1. Glossary
2. Feedback Summary
3. Initially confirmed list of Programmes per Academic Portfolio
4. Expression of Interest form
5. Stakeholder engagement

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## Appendix 1: Glossary

Term	Definition
Application	An application process is where you can signal your interest in a position (or a number of positions) and outline your skills and experience.
Comparable	Positions are identified as comparable if the required skills, qualifications, and experience are comparable to the current positions of significantly impacted kaimahi. This may result in either direct appointment to a position or selection process in many to few situations.
Contestable	A competitive recruitment process (open to more than 1 applicant).
Disestablished position	If a position is disestablished, this means that it will not exist in the new structure. A position may be proposed to be disestablished 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.
Initial decision	After consultation closes, an initial decision will be shared with impacted kaimahi only. This is not the final decision. A short appeals process is enacted prior to a final decision.
ITP	The 16 Institutes of Technology and Polytechnics. Are referred to as Business divisions
Impacted kaimahi	Kaimahi are considered impacted when a proposal is made to disestablish a position. This does not automatically mean someone's employment ends through redundancy. Our priority is to place impacted kaimahi into the new positions in the structure through redeployment.
Reconfirmed	Where there is no change to a position or a minor change (title change, group change, reporting line change, minor changes to a job title or position description), kaimahi will be reconfirmed into their position. This is also sometimes called 'mapped in' or 'lifted and shifted' to the new structure.
Recruitment process	The process used to appoint suitable candidates to a position. This usually includes advertising, shortlisting, interview, reference check and offer.
Redeployment	Redeployment is a term used to describe the process of identifying suitable alternative positions for the appointment of impacted kaimahi.
Reviewing programme viability	Reviewing programme viability is a business-as-usual process. When reviewing programme viability the following is considered: <ol style="list-style-type: none"> <li>1. If the programme is meeting an EFTS:FTE ratio of 16:1;</li> <li>2. Having a contribution margin of at least 30%;</li> <li>3. Ākonga numbers to ensure a positive learner experience. It is recognised that smaller classes can have a detrimental effect on learning, and any additional attrition during the year from already small classes can make this worse;</li> <li>4. Campus lease statuses; and</li> <li>5. EPIS (Educational Performance Indicators); ākonga/graduate progression to</li> </ol>

	higher level programmes; external moderation; stable enrolment trends over time.
Reporting line	The relationship between a worker and their direct supervisor.
RIV	Regional ITP Viability 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 to few/Reduction in roles.	A closed process for positions where incumbents of same or similar roles are the impacted 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 impacted kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.

## Appendix 2: Feedback

### Faculties

Feedback theme	Summary of feedback	Decisions from feedback
Two faculties	Feedback received on whether 2 faculties was appropriate, and if so, what programmes should be in each faculty	The Feedback Panel reviewing submissions on the Senior/Executive Leadership team was different to the other feedback panel given the conflict of interest for those current in role. The Feedback Panel discussed the expectations of the proposed reduction of faculties and noted that the discussion of portfolio splits needed to be understood. The decision was to progress with reduction to 2 Faculties. It was agreed that all current Executive Deans should be included in the 'ring-fencing' of roles and therefore this has resulted in a change of impact for the Executive Dean – EAT. The change of impact is now subject to consultation.
	Appropriate qualifications for Executive Deans	A review of the qualification requirements will ensure these are appropriate for the positions.

### Engineering and Applied Technologies

There was no feedback received on closing the programmes for NZD Engineering (Electrical) L6 (Manawatū); NZC in Beauty Therapy L4 (Horowhenua); and NZ Certificate in Construction Trade Skills (Carpentry) L3 (Horowhenua). There was feedback on the Horowhenua Campus including ongoing resourcing, physical space, reporting lines and ongoing programme offerings. Some of this feedback is considered in the General document, however UCOL continues to work with local iwi to identify appropriate accommodation.

### Humanities and Business

There was no specific feedback on NZ Certificate in Art and Design Level 3 (Manawatū); NZ Certificate in Art and Design (Whanganui) Level 3 and NZC in Early Childhood Education and Care L3 and L4 (Horowhenua).

Feedback theme	Summary of feedback	Decisions from feedback
Music and Event Technology facilities	Use of UCOL facilities for community groups	The current UCOL facility and associated equipment is part of a programme to 'decant' (i.e. vacate) the building, and therefore the space would not be appropriate to repurpose. Equipment and assets will be reviewed following the confirmation of all decisions.
NZ Diploma Photography (L5 and L6)	Suggestions to retain some resourcing to support the Bachelor of Creative Media	Current staffing levels within the remaining creative programmes are at a sufficient level to be able to resource these programmes.
Bachelor of Applied Management and Graduate Diplomas and Bachelor of Accounting	There were various pieces of feedback with suggestions of how we may be able to continue running programmes, e.g. increased or changed attraction strategies; short courses; development of Masters programme; integration of Business and ICT; micro-credentials;	<p>Due to the current and past ākonga numbers we cannot look to retain any additional kaimahi than what has been proposed and required for teach-out. In response to the ideas raised:</p> <ul style="list-style-type: none"> <li>• The current and expected demand for Bachelors and Masters in Business and Accounting is not currently sufficient to explore development.</li> <li>• UCOL has explored a variety of short courses previously but these weren't a sustainable option and didn't support the viability of other programmes. In regards to micro-credentials the TEC have advised that they aren't supporting these at the moment.</li> <li>• Many of the areas of course options and marketing and attraction initiatives have been explored. <b>s 9(2)(b)(ii), s 9(2)(j)</b></li> </ul> <p>Following feedback UCOL have determined that there will be no staffing changes until the end of Semester 2, 2025. During this period UCOL will work with kaimahi to identify how the teach out will occur and the resources required to achieve this.</p>
Whanganui Campus	There was general feedback on ongoing course offerings at Whanganui.	The feedback panel considered this feedback, and responses are aligned with the above.

## Health, Applied Sciences & Social Service

Feedback theme	Summary of feedback	Decisions from feedback
NZ Certificate in Exercise L4	Feedback on the number of enrolments making the course viable	Current numbers show low EFTS meaning the programme is not viable to run.
Bachelor of Applied Science (with majors in Health & Wellness, Strength & Conditioning, and Sport & Recreation Management) L7	<p>Need to undertake lab testing and assessments and other programmes using the gym facilities, including maintenance of equipment</p> <p>Concern about the impact of teach out and that the teach out requirements are not specified.</p> <p>Concern about the process undertaken and transparency of information</p>	<p>The lab testing and maintenance will continue through the end of Semester 2 2025. During this time support/technical requirements will be determined for 2026.</p> <p>Following feedback UCOL have determined that there will be no changes until the end of Semester 2 2025. During this period UCOL will work with kaimahi to identify how the teach out will occur and the resources required to achieve this.</p>
Bachelor of Social Services L7	Suggestion of FTE requirements for S2 2025 and S1 and S2 2026	Following feedback UCOL have determined that there will be no changes until the end of Semester 2 2025. During this period UCOL will work with kaimahi to identify how the teach out will occur and the resources required to achieve this.
Micro-credentials Stay Strong to Stay Well	Feedback on the importance of continuing with the programme of work	The micro-credential contract is not financially viable; however, the current contract is due to expire in March 2026. We are committed to complete the delivery to viable cohorts, and the role will remain in place until that time.

## Academic Portfolio Managers

We received a significant volume of feedback on the APM roles. This feedback ranged from what should be included in each portfolio, volume of work, number of direct reports, travel requirements, and complexity of portfolios.

Feedback theme	Summary of feedback	Decisions from feedback
APM Nursing	<p>There was feedback on whether the APM Nursing roles required nursing registration and current annual practising certificate.</p> <p>There was further feedback on the role of Head of School – Nursing Wairarapa regarding the name of the role and its functions</p>	<p>While the NZ Nursing Council does not require a specific position to hold the nursing council requirements the Feedback Panel has decided that the Nursing APMs will require New Zealand nursing registration with a current annual practising certificate.</p> <p>Upon review of the feedback the Panel determined that there will be 3 Nursing APMs where all will work across all geographical sites at UCOL. Therefore, the current 3 APMs nursing will be ringfenced for these positions.</p>
APMs Wairarapa	<p>Feedback on retaining APM functions solely for Wairarapa – potentially with reduced FTE.</p> <p>Need to consider travel as part of role if expanding to whole of UCOL.</p>	<p>The Feedback Panel considered whether there should be APMs solely based for the Wairarapa, but given the financial circumstances this is not a model that is able to be supported as UCOL becomes financially viable. It is acknowledged there needs to be ongoing leadership on the campus. The Feedback Panel acknowledges the travel component for any APM and hopes that as increased autonomy for lecturers, use of technology and different work practices should keep the travel component to a minimum. The decision was that there needs to be APMs who work across whole portfolios rather than locations.</p>
Appropriate size and responsibility of APMs, including workload requirements	<p>There was feedback about the workload of APMs and the ability to undertake the work with reduced numbers</p>	<p>The Feedback Panel considered this but is aware of the reduced programmes and management of these. However, it has taken on the feedback and has decided to retain 12 permanent APMs. The split of the portfolios is addressed in Appendix 3.</p>

## Portfolio Distribution

Feedback theme	Summary of feedback	Decisions from feedback
Placement of programmes within each portfolio	There was a lot of feedback on appropriate placement of the programmes within each proposed portfolio	The Feedback Panel reviewed all the submissions on this area and have provided a new split of portfolios (including an additional APM to that which was proposed). This is available in Appendix 3.
Name of Portfolios and Faculties	There was feedback about the names of proposed portfolios and of the faculties	The Feedback Panel considered the names of each portfolio and the faculties. It is recognised that there are many different options for these names, and this may not achieve everyone's individual thoughts. However, the faculties will be: Applied Technologies and Health & Humanities. The names of each portfolio are available in Appendix 3.

## Appendix 3: Initially confirmed list of Programmes per Academic Portfolio

### Health & Humanities

Creative, Development and Transition †	Nursing	ECE and Languages †	Business and ICT †	MIT and Health Pathways †
<ul style="list-style-type: none"> <li>• ACE Adult and Community Education</li> <li>• NZ Certificate in Arts and Design L4</li> <li>• Certificate in Introduction to Video Creation (MC)</li> <li>• NZ Diploma in Arts and Design L5</li> <li>• Bachelor of Creative Media L7</li> <li>• Postgraduate Diploma in Design L8</li> <li>• Master of Design L9</li> <li>• Bachelor of Design &amp; Arts L7</li> <li>• Certificate in Introductory Photography (MC)</li> <li>• Certificate in Intermediate Photography (MC)</li> <li>• Teach out of Bachelor of Accounting L7</li> <li>• Teach out of Bachelor of Management L7</li> <li>• Teach out of Bachelor of Social Services L7</li> <li>• Teach out of Bachelor of Bachelor of Applied Science (Health and Wellness, Strength and Conditioning, and Sport and Recreation Management) L7</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor of Nursing L7</li> </ul>	<ul style="list-style-type: none"> <li>• NZ Certificate in Early Childhood Education and Care L3</li> <li>• NZ Certificate in Early Childhood Education and Care L4</li> <li>• NZ Certificate in Early Childhood Education and Care L4 (In-work/home based)</li> <li>• NZ Diploma in Early Childhood Education and Care L5</li> <li>• Te Tohu Paetahi Akoranga/ Bachelor of Teaching (Early Childhood Education) L7</li> <li>• Te Pōkaitahi Reo (Rumaki, Reo Rua), (Te Kaupae 3)</li> <li>• Te Pōkaitahi Reo (Reo Rua) (Te Kaupae 4)</li> <li>• Te Pōkaitahi Reo (Reo Rua) (Te Kaupae 5)</li> <li>• NZ Certificate in English Language L3 General</li> <li>• NZ Certificate in English Language L3 Applied</li> <li>• NZ Certificate in English Language L4 Academic</li> <li>• NZ Certificate in English Language L5 Academic</li> </ul>	<ul style="list-style-type: none"> <li>• NZ Certificate in Business (Administration and Technology) L4</li> <li>• NZ Certificate in Business (Administration and Technology) L3</li> <li>• NZ Diploma in Business L5</li> <li>• NZ Certificate in IT Essentials L4</li> <li>• NZ Diploma in IT Technical Support L5</li> <li>• Bachelor of Information &amp; Communications Technology L7</li> <li>• Master of Information Technology L9</li> <li>• Postgraduate Certificate in Information Technology L8</li> <li>• Postgraduate Diploma in Information Technology L8</li> </ul>	<ul style="list-style-type: none"> <li>• NZ Certificate in Study &amp; Employment Pathways L4 (Medical Imaging Field)</li> <li>• NZ Certificate in Study &amp; Employment Pathways L4 (Health Science Field)</li> <li>• NZ Certificate Study &amp; Employment Pathways L3</li> <li>• NZ Certificate in Health and Wellbeing (Social and Community Services) L4</li> <li>• Bachelor of Applied Science (Medical Imaging Technology) L7</li> </ul>

† U-Skills, Academy and STAR programmes sit under the APM who has mainstream provision.

## Applied Technologies

Construction †	Automotive and Mechanical †	Service Industry †	Trades and Skilled Labour †	Applied Science, Animals & Vet Nursing †
<ul style="list-style-type: none"> <li>• NZ Certificate in Carpentry L4</li> <li>• NZ Certificate in Joinery L4</li> <li>• NZ Certificate in Construction Trade Skills (Carpentry) L3</li> <li>• NZ Certificate in Building, Construction and Allied Trade Skills L2</li> <li>• NZ Certificate in Construction Trades Supervision L5</li> <li>• NZ Diploma in Architectural Technology L6</li> <li>• NZ Diploma in Construction L6</li> </ul>	<ul style="list-style-type: none"> <li>• NZ Certificate in Automotive Engineering L3</li> <li>• NZ Certificate in Collision Repair and Automotive Refinishing L3</li> <li>• NZ Certificate in Commercial Road Transport L3</li> <li>• NZ Certificate in Engineering Fabrication (Trade) L4 (Managed Apprenticeships)</li> <li>• NZ Certificate in Mechanical Engineering (Trade) L4 (Managed Apprenticeships)</li> <li>• MIG, TIG, and Arc Welding (Night Class Welding)</li> <li>• NZ Certificate in Mechanical Engineering L3</li> </ul>	<ul style="list-style-type: none"> <li>• NZ Certificate in Beauty Therapy L4</li> <li>• NZ Certificate in Makeup and Skin Care (Introduction) L3</li> <li>• NZ Certificate in Nail Technology L4</li> <li>• NZ Diploma in Beauty Therapy L5</li> <li>• NZ Certificate in Salon Skills (Introductory) L2</li> <li>• NZ Certificate in Hairdressing L3</li> <li>• NZ Certificate in Hairdressing (Professional Stylist) L4</li> <li>• NZ Certificate in Cookery L3</li> <li>• NZ Certificate in Cookery L4</li> <li>• NZ Certificate in Food and Beverage Service L4</li> <li>• NZ Certificate in Food and Beverage Service L3</li> </ul>	<ul style="list-style-type: none"> <li>• NZ Certificate in Infrastructure Works L2</li> <li>• NZ Certificate in Infrastructure Works L3</li> <li>• NZC Foundation Skills L2</li> <li>• NZ Certificate in Plumbing, Gasfitting and Drainlaying L3</li> <li>• Electrical Appliance Serviceperson</li> <li>• Electrical Service Technician</li> <li>• NZ Certificate Electrical L4 (Off-job apprentice training for ITO)</li> <li>• Academy Defence &amp; Police Pathways</li> <li>• NZ Certificate in Electrical Pre-Trade L3</li> </ul>	<ul style="list-style-type: none"> <li>• NZ Diploma in Applied Science L5</li> <li>• NZ Diploma in Applied Science L6</li> <li>• Bachelor of Applied Science (Laboratory Science) L7</li> <li>• NZ Certificate in Animal Care (Companion Animals) L3</li> <li>• NZ Certificate in Animal Healthcare Assisting (Companion Animal Healthcare) L4</li> <li>• NZ Diploma in Veterinary Nursing L6</li> <li>• NZ Diploma in Veterinary Nursing (Companion Animal Veterinary Nursing) L6</li> <li>• NZ Certificate in Conservation Operations L4</li> </ul>

† U-Skills, Academy and STAR programmes sit under the APM who has mainstream provision.

## Appendix 4: Expression of Interest form

Name:	Current Position:
Position interest in:	
Summary comments (not essential):	
For the following sections provide as much detail as possible in relation to the position applied for	
<b>Experience and Qualifications</b> <ul style="list-style-type: none"><li><i>Relevant qualifications required for the position (and/or where relevant, the equivalent body of knowledge gained through experience)</i></li><li><i>Currency, relevance, and extent of industry, professional or community-related experience in relevant field/s</i></li></ul>	
<b>Technical Skills</b> <ul style="list-style-type: none"><li><i>Evidence of specific technical skills/knowledge of position</i></li></ul>	
<b>Te Tiriti o Waitangi and Equity</b> <ul style="list-style-type: none"><li><i>Experience, understanding/supporting/advocating/leading the inclusion of Te Tiriti o Waitangi practices in a workplace setting</i></li><li><i>Experience in supporting/advocating/leading approaches that promote equity and prioritise the needs of our priority groups</i></li></ul>	
<b>Values</b> <ul style="list-style-type: none"><li><i>Evidence of working within UCOL Values: Whanaungatanga/Relationships; Kia eke panuku, eke Tangaroa/Excellence; Te huringa tangata/Transformation; Kia kakamā/Agility</i></li></ul>	

<b>Performance</b> <ul style="list-style-type: none"><li>• Examples of recent performance deliverables</li><li>• Experienced performing across a broad range of deliverables within position scope – this may include ākonga feedback</li><li>• Past performance consistently meets or exceeds expectations</li></ul>	
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(name)

(signature)

— / — / —  
(date)

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## Appendix 5: Stakeholder engagement

Throughout the consultation process, UCOL representatives have been engaging with industry representatives and iwi groups. Below is a summary of engagement held with externals on the proposed changes at UCOL.

UCOL leaders and faculty kaimahi have engaged with advisory groups, industry bodies, and community group members, where appropriate, throughout the consultation period.

Points of engagement included an informal Advisory Board, consisting of UCOL's former CEO, 3 former board members, Palmerston North City Mayor, New Zealand Defence College, Rangitāne o Manawatū Chair, and the Accelerate 2035 Programme Director.

UCOL's Community Advisor engaged with a range of community representatives in relation to understanding community needs.

Engagement was also undertaken with the Wairarapa Skills Leadership Group, Business Whanganui CEO, Manawatū Chamber CEO, former board members with detailed knowledge of UCOL and strong connections to our local communities, as well as the Mayors of Palmerston North, Ruapehu, Rangitīkei, Manawatū, Tararua, Horowhenua, Whanganui, Masterton, and Kapiti Coast.

UCOL also connected with iwi and Māori organisations across the rohe to offer the opportunity to understand and engage with the proposed changes. This feedback was considered in relation to the broader change, as well as some specific ideas in relation to roles and responsibilities.

Recommendations also came up in relation to having an iwi advisory board, to ensure true partnership and participation.

Ākonga voice was collected to understand what was important to them, they were briefed on the financial situation and the need to reduce structure. Ākonga spoken with included a wide range of demographics, including ethnicity, age, level of study, and domestic vs international. Also included were ākonga who had followed a pathway from 1 programme to another, as well as those leaving school and those choosing to study later or retrain.

Throughout normal cycles such as degree monitoring, UCOL captures feedback from ākonga, kaimahi, and industry stakeholders. This ongoing dialogue informs programme delivery and continuous improvement.

The annual Programme Self-Assessment Reports, particularly under Key Evaluation Question (KEQ) Two, assess the value of programmes in terms of graduate employment outcomes, further study opportunities, and their relevance to industry and community needs. These reports highlight areas of success and identify opportunities for enhancement.

UCOL has always had strong engagement and will continue to do so, with all its partners. By understanding their needs and thinking, we can continuously refine our educational offerings.