

RIV Phase Two Decisions



Kia mau ki tō ūkaipō, whāia ko Te Pae Tawhiti

Hold fast to where you have come from, reach for the distant horizon.

Decisions for Teaching and Learning academic areas and academic support and library

This document presents decisions on the review of academic areas within the Teaching and Learning Directorate, and academic/learning support and library positions within the Pathways and Support Directorate.

Additionally, the future of Te Kāhui Auaha and the positions based at Te Kāhui campus are included in this Phase Two decision.

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Introduction



Delivering vocational education for Wellington and the wider region remains essential, not only to meet the needs of employers and industry, but to support the economic and social wellbeing of our communities. This is at the heart of what we do.

The Minister has asked that all Te Pūkenga business units (the former Institutes of Technology and Polytechnics, ITPs) take the steps necessary to reach a sustainable operating model. The message is clear, achieving financial sustainability is critical to our future.

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. These financial advisors appointed under the direction of the TEC provided information and recommendations to the Minister, Te Pūkenga Council, and to Whitireia and WelTec on what is necessary to achieve a sustainable operating model. The financial advisors were reviewing the finances of the ITP divisions and exploring opportunities for sustainable viability, with the goal of establishing regionally autonomous ITPs where possible.

So here in 2025, while the requirement for change is not unique to us, the future we create is unique to us as Whitireia and WelTec and our whakapapa – it is an opportunity to take the lead in our own destination and future.

These are challenging times, please remember to reach out and ask for help; it is there available to you.

Ngā mihi nui ki a koutou,

Dr Leanne Ivil

Operations Lead | Director Teaching and Learning

Whitireia and WelTec | Te Pūkenga

Background and rationale for change

The situation for Whitireia and WelTec

Declining domestic and international EFTS

- In 2018 Whitireia and WelTec had 5,328 domestic EFTS and 1,219 international EFTS.
- In 2024 the number of domestic EFTS was 3,571 with 301.5 international EFTS.
- For some programme areas ākonga numbers have decreased to unsustainable levels.

Significant Crown capital injection

- In 2018 and 2019 Whitireia was in receipt of significant Crown capital injections.
- The disestablishment of the Council of Whitireia and WelTec and the appointment of the Commissioner in 2018, along with the capital injections, required a major change programme for both institutions.

Operating deficits

- The COVID-19 pandemic that struck the world along with Aotearoa in 2020 meant operating deficits.
- In 2024, the operating deficit for Whitireia and WelTec was budgeted at \$18.7m.
- While we worked hard in 2024 to reduce this deficit, we entered 2025 with another budgeted operating deficit of around \$12m.
- It is these deficits, and the debt linked to the capital injection to Whitireia in 2018 and 2019, that have contributed to the situation we face today.

Property footprint

- We operate across three sizeable campuses.
- Te Kāhui Auaha in the city was to accommodate 1,000 ākonga, which is a figure that was never realised.
- The campuses at Whitireia Porirua and Petone are also too big for the size and scale of Whitireia and WelTec today.

The challenge ahead

Achieving financial sustainability is not easy, but it is a challenge we embrace as it also provides opportunity. Our opportunity is now, it requires considerable work, flexibility, and new ways of working, new places of work and new teams formed.

What this means for us

- All parts of the operation of Whitireia and WelTec will be looked at.
- We need to continue with the current property strategy to reduce our lease costs and reduce our physical footprint. What this then enables is the release of capital to reinvest in Whitireia and WelTec as well as pay off debt.
- Alongside the consolidation of our physical footprint needs to be improved site utilisation. This will include embedding delivery changes that expand our hours and days of operation.

- We need to consider carefully all our programmes; are they sustainable, can we afford the capital replacement of equipment, can we afford the space they occupy, and are they such that we can achieve volume from them to increase their contribution margin to above 50 percent?
- Alongside this is a close look at our personnel. What is our teaching and non-teaching ratio? What is our FTE to EFTS ratio of teaching kaimahi? How do we bring kaimahi/teams together to reduce the amount spent on management? And what are the services, functions, and programmes that we will no longer deliver?

Our programme and the Phase Two change review

This is the second of three significant change reviews that will be undertaken this year. The Phase Two review includes all academic areas within the Teaching and Learning Directorate, and academic/learning support and library kaimahi within the Learner Journey Directorate.

Additionally, the future of Te Kāhui Auaha and the positions based within the Te Kāhui Auaha campus are included in this Phase Two review.

Alongside the three change reviews a property plan that consolidates our physical footprint and improves our site utilisation is required. The changes we make this year will position us for improved financial performance.

Where and how we work

Whitireia and WelTec operate a distributed model of delivery across three main sites. As a result, we have teams spread and often not connecting as efficiently and effectively as possible. To achieve savings in our operational costs, we need to generate efficiency through the rationalisation and consolidation of our workspaces. There are also some structures and ways of working that are no longer affordable and/or appropriate in the current financial climate.

This Phase includes teaching and learning in Te Kāhui Auaha in 2026, and a downsizing of our physical footprint at our Whitireia Porirua and Petone campuses. We need to be better at utilising spaces to ensure teams have a primary base of operating with hot-desking (flexible) workspace available. Our programme this year will address where our places of work are and where our 'base' will be.

Overview

Following confirmation of the majority of the 2026 Programme Portfolio, the Phase Two proposal document sought feedback on the following academic areas within the Directorate of Teaching and Learning, and academic/learning support and library areas within the Learner Journey Directorate.

- Section One: School of Construction and Engineering Trades
- Section Two: School of Creative and Hospitality
- Section Three: School of Health and Wellbeing
- Section Four: School of Innovation Design and Technology
- Section Five: School of Pacific Health and Social Practice
- Section Six: Te Wānanga Māori
- Section Seven: Teaching positions within the former Teaching, Innovation and Research Group and Learning Advisors within the Learner Journey Directorate
- Section Eight: Library

The 2026 Programme Portfolio

As outlined by the Executive Director in January, to become financially viable Whitireia and WelTec must make hard decisions about the way we operate. This includes decisions to streamline our programme portfolio.

As many kaimahi will be aware, we have programmes that cost us to deliver or do not make at least a 50% contribution margin (the finance requirement is 60%). Some programmes have space and equipment requirements that are not affordable (for example, where we do not have the funding to replace expensive equipment). We also have some programmes that do not pathway in or from our programmes and into higher level programmes. There are some programmes that due to changes made by Workforce Development Councils (WDCs) and NZQA are untenable for us to deliver.

This year, to align with our RIV change programme, we adapted our approach to confirming the 2026 programme portfolio for Whitireia and WelTec. We have confirmed over 70 percent of the programme portfolio that will be open to new enrolments in 2026. The remaining 27 programmes/offerings are included in this review.

This review includes whether these are to be offered at Whitireia and WelTec from 2026, be open for new enrolments, be delivered in a different location, and considers the associated FTE implications relating to these programmes/offerings.

These are challenging decisions as some of these programmes have a very rich history and kaiako have a close connection with outcomes for ākonga. None of this is about the quality of the kaiako, the outcomes for ākonga, or the value of these programmes. This is about programmes being viable and sustainable in a true sense, including financially viable operating, space, and capital equipment costs. It is about achieving a sustainable programme portfolio that through time is robust and from it may come growth.

Some of this review is about the location of programmes, including the ongoing use of Te Kāhui Auaha (TKA). In some cases, it was proposed to run a programme but to change the location of where this is delivered.

Below is a table of the programmes/offering that had a proposed change and their respective decisions:

Name	Proposed Change from 2026	Decision for 2026
New Zealand Certificate in Foundation Skills (Level 2)	Not offered from 2026	Not offered
New Zealand Certificate in Creativity (Level 4)	Change in location from TKA to Petone	Offered for new enrolments in Petone
New Zealand Diploma of Screen Production (Level 5)	Change in location from TKA to Petone	Offered for new enrolments in Petone
New Zealand Diploma in Drama (Level 6)	Not to offer directly s 9(2)(b)(ii) [REDACTED] [REDACTED]	Not offered; s 9(2)(b)(ii), s 9(2)(j) [REDACTED] [REDACTED]
New Zealand Diploma in Performing Arts (Level 6)	Change in location from TKA to Petone for teach out in 2026. s 9(2)(b)(ii)	Teach out in Petone: s 9(2)(b)(ii), s 9(2)(j) [REDACTED] [REDACTED]
New Zealand Diploma in Dance (Level 6)	Change in location from TKA to Petone for teach out in 2026. Not to offer directly s 9(2)(b)(ii) [REDACTED] [REDACTED]	Teach out in Petone: s 9(2)(b)(ii), s 9(2)(j) [REDACTED] [REDACTED]
Bachelor of Creativity Major in Performing Arts Major in Digital Design Major in Animation	PA: Change in location from TKA to Petone for teach out in 2026. DD: Change in location from TKA to Petone. A: Change in location from TKA to Petone.	Delivered at Petone for one year. New enrolments into the Bachelor of Creativity major in performing arts year three by approval of the Director of Teaching and Learning.
New Zealand Diploma in Writing for Creative Industries (Level 5)	Distance delivery, managed out of Petone. Not offered for new enrolments, teach out in 2026.	Teach out in semester one 2026, delivered by distance from Petone.
Graduate Diploma in Publishing (Applied) (Level 7)	Not to offer directly s 9(2)(b)(ii) [REDACTED] [REDACTED]	Not offered; s 9(2)(b)(ii), s 9(2)(j) [REDACTED] [REDACTED]
New Zealand Certificate in Make-Up and Skincare (Level 3)	Change in location from TKA to Petone	Offered at Petone

New Zealand Certificate in Beauty Therapy (Level 4)	Change in location from TKA to Petone	Offered at Petone
New Zealand Certificate in Commercial Barbering (Level 4)	Change in location from TKA to Petone	Offered at Petone
New Zealand Certificate in Makeup Artistry (Level 4)	Change in location from TKA to Petone	Offered at Petone
New Zealand Certificate in Mechanical Engineering (Level 3)	Not offered from 2026	Not offered
New Zealand Certificate in Engineering Fabrication (Trade) (Level 4)	Not offered from 2026; ākonga to WBL	Not offered
New Zealand Certificate in Light Automotive Engineering (Level 4)	Not offered from 2026; ākonga to WBL	Not offered
New Zealand Certificate in Hospitality (L3)	Not offered from 2026	Not offered
New Zealand Certificate in Food and Beverage Service (Level 4) (Restaurant Services)	Not offered from 2026	Not offered
New Zealand Certificate in Cookery (Level 4) (MA)	Not offered from 2026	Not offered
New Zealand Diploma in Hospitality Management (Level 5)	Not offered	Not offered
New Zealand Certificate in Baking (Generalist) (Level 4)	Not offered from 2026	Offered; instead the level 3 New Zealand Certificate in Baking will not be offered
New Zealand Certificate in Skills for Learning and Working for Supported Learners (Level 1)	Not to offer directly s 9(2)(b)(ii) [REDACTED]	Not offered; s 9(2)(b)(ii), s 9(2)(j) [REDACTED]
New Zealand Certificate in Skills for Living for Supported Learners (Level 1)	Not to offer directly s 9(2)(b)(ii) [REDACTED]	Not offered; s 9(2)(b)(ii), s 9(2)(j) [REDACTED]
New Zealand Certificate in Animal Care (Level 3)	Not offered from 2026	Not offered
New Zealand Certificate in Health and Wellbeing (Level 3) - Health Assistance and Support Work strands	Not offered from 2026	Not offered
New Zealand Certificate in Business (Administration and Technology) (Level 4)	Not offered from 2026	Not offered
New Zealand Certificate in Music (Level 4)	Not offered in 2026	Not offered

Where we work / Te Kāhui Auaha

In 2018 Te Kāhui Auaha opened. It was a significant investment to fit-out the building, as well as a costly long-term lease. Independent financial advice was provided to Whitireia and WelTec's then Council on its affordability in 2013, and it was noted that:

- Once a commitment was made to the Wellington expansion, the risk profile of the institutions (Whitireia and WelTec) changes adversely.
- This was because the development required substantial capital investment (circa \$27 million), as well as a commitment to a substantial lease (until 2038), while the growth in revenue was predicted to be relatively modest.
- The commitments also meant that the institutions would have reduced resilience to withstand material adverse shocks due to downturns in demand or government policy (in the absence of other actions to improve earnings and cash flow).

These identified risks were realised; and from as early as 2017:

- Domestic revenue at Whitireia reduced by \$6.2m, with a further \$3.6m reduction in international revenue.
- Domestic revenue at WelTec reduced by \$2.4m.
- As the construction of Te Kāhui Auaha was nearing completion all Whitireia and WelTec's cash reserves were fully consumed.
- ~~s 9(2)(b)(ii)~~

Te Kāhui Auaha campus opened in 2018 but ākonga numbers were not close to 2013 projections. The financial stress on the institutions were such that in that year the Council was removed and a Commissioner appointed. A significant change project (E Tū Ma Tatou) was required by the Crown and a multi-million Crown equity injection was provided to Whitireia for working capital. In 2019, the organisational change required by the Crown was delivered. However, Whitireia required an additional injection of capital that year.

2020 began with the Crown being comfortable that Whitireia and WelTec could again have a Council and no longer needed a Commissioner. In April 2020, a new Board across new legal entities and a new Chief Executive started at Whitireia and WelTec. That year the COVID-19 pandemic significantly disrupted both domestic and international enrolments, with teaching and learning having to quickly re-orient. Ongoing impacts of this significant adverse event resulted in operating deficits remain today.

Since then, we have continued to work hard on ensuring we operate as effectively as possible, and our programme portfolio is viable. However, we cannot ignore the reduction in both domestic and international EFTS compared to pre-2018, and this has a direct impact on the spaces we need to operate from. We have now reached a difficult point, where we are proposing to exit Te Kāhui Auaha for Whitireia and WelTec use by the end of 2025. This information has been highlighted above in the introduction.

It was proposed that Whitireia and WelTec exit Te Kāhui Auaha and programmes to be run in 2026 be relocated to another campus.

Proposals for where the functions may have their primary work location was also outlined. The primary work location is intended as the team hub, bringing together kaimahi to enable better and more regular collaboration across and within teams.

Changes to a primary work location will be different for each kaimahi. For most kaimahi, there will be no change. For some, a change to the primary location of work was proposed.

Ākonga Academic Success

There are three key groups currently providing direct teaching and learning in classrooms:

- Academic kaiako
- Tūāpapa kaiako
- Library kaimahi

Phase One of the Whitireia and WelTec RIV programme made a clear decision to support kaiako development and established an Academic Success group within Teaching and Learning. Phase Two develops this earlier decision and proposes to consolidate, and to reduce the size of these wider functional areas, so they can be affordable and sustainable through time.

Summary of Proposed Changes

The proposal represented a net reduction in 7.43 FTE in people management roles, and 44.47 FTE other roles.

Impact	Number of FTE
Number of positions proposed to be disestablished	53.6
Number of positions proposed to be reduced (many to few)	57.71 to 41.91 (15.8 disestablished)
Number of proposed new positions	17.5
Net reduction of positions	51.9
Number of positions proposed to have a change in reporting line	25.93

Period of ongoing change

As outlined within the Phase Two proposal document, we acknowledge that Te Pūkenga has undergone a range of changes and formal consultation processes in recent years due to the creation and then reversal of Creating our Futures.

We also appreciate that a time of uncertainty continues while we wait for clarity on what the disestablishment of Te Pūkenga will mean for each business division and decisions are made on stand-alone entities and the federation.

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

Obligations to the Charter and Te Tiriti

Te Pūkenga is committed to ensuring its governance, management and operations give effect to Te Tiriti o Waitangi. Te Pūkenga remains committed to its charter obligations as outlined in Schedule 13 of the Education and Training Act 2020. In relation to proposed organisational changes, this

includes 3(b) to

“operate in a manner that ensures its regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of their communities.”

Through its national and local relationships, Te Pūkenga will continue to engage with and remain informed by local communities, iwi and industry on an ongoing basis. Business divisions will continue to demonstrate they have continued to engage sufficiently with local communities so that they are empowered to make informed decisions.

Iwi mana whenua have been partners throughout this process, and they remain key to the future success of Whitireia and WelTec. Along with iwi, local government, community partners and industry have been engaged with in this phase as some of the future opportunities for the continuation of programmes may rest with more direct contractual arrangements with them. Since the initial announcements around the future of Te Kāhui Auaha and again in this phase of the RIV process we have received direct feedback from the performing arts and creative industries and ākonga.

Benefits of the change

The benefits of this change review are as follows:

- Consolidates the programme portfolio to one that is sustainable for the next three to five years, and from which growth is enabled.
- Reduces our major campuses from three to two; thus, significantly reducing our operating costs.
- Enables Te Pūkenga to sub-lease or re-assign the lease of Te Kāhui Auaha thus mitigating out-year expenditure of lease costs associated with the building through to 2038 and significantly changes the financial position of Whitireia and WelTec as a result.
- Reduces a School and its associated management costs.
- Consolidates our property footprint at the Whitireia Porirua and Petone campuses.
- Continues the commitment to kaimahi in their growth as academics.
- Improves collaboration within teams when working from a single base/location of work.
- Contributes to overall financial sustainability.

Principles for change

We are very conscious of the potential impact on each of you in terms of the uncertainty this creates and concern for the future. The following principles will be applied during our change process:

- Uncertainty for kaimahi is minimised by open and transparent communication processes.
- We will work closely with our union partners and our kaimahi.
- We will honour our commitments to individual and collective employment agreements.
- Redeployment of impacted kaimahi is prioritised, redundancy is a last resort.

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

General Feedback

As seen in Phase One, feedback received during consultation showed the care you have for each other and the value you have in each other's work. It was about people, and what you do as part of the whānau of Whitireia and WelTec. And as in the earlier phase, it is heartening to hear the validation and recognition you have of each other. Some very meaningful reflections about our people, programmes, services and facilities were also shared in the feedback, and we acknowledge this.

Like Phase One, kaimahi feedback shared an understanding that changes are needed for Whitireia and WelTec to be viable, and able to be considered as a standalone entity post-Te Pūkenga. However, there was also the request to keep the people we have doing what they do. The one thing we are not able to do.

One of the most difficult parts of any structural change is that it focuses on functions and roles. It is not about the quality of individuals, their performance, their history with Whitireia and WelTec, their skills, or their value as team members. While it is people who sit in roles and do functions, it is purely the functions and roles that are considered as part of an organisational structure.

Ngā mihi nui to those who provided feedback in this process. As a result, there have been some changes, including a change made during the consultation period to opt for a 'many-to-few' process, and some changes to role names, programmes to be delivered, and numbers of roles. That said, serious decisions have still needed to be made, as the financial challenges we have are significant. You can see these decisions in each section of this document.

We received submissions from 70 kaimahi and 5 group/team submissions, including one from TIASA and one from the TEU.

The table below provides a summary of feedback. In addition, each area section has a summary of feedback that is specific to that section. Please note this is not feedback verbatim.

Feedback theme	Summary of the feedback from that theme	Response to feedback
Retain Te Kāhui Auaha (TKA)	Within kaimahi feedback submitted, letters of support to retain TKA were included: <ul style="list-style-type: none"> • 23 letters of support from ākonga 	Whitireia and WelTec paid for an expensive fit-out of a performing and creative arts building in the city and for the last 8-years have leased the building to deliver teaching and learning predominantly of performing

	<ul style="list-style-type: none"> • 31 letters of support from industry • 13 letters of support from individuals 	<p>and creative arts. This has also enabled the wider performing and creative arts groups of Wellington to utilise this space.</p> <p>Whitireia and WelTec is a vocational education provider for Wellington and the wider region. We are funded by the Government for that purpose. And it is a role we do very well.</p> <p>We are not funded to provide performing and creative arts spaces as part of the performing and creative arts infrastructure of the community/city, nor is this our role to do so.</p> <p>It isn't possible for us to continue operating from a building which is unaffordable, and property consolidation of all our sites is required to right-size the operation of Whitireia and WelTec.</p> <p>Whitireia and WelTec will cease delivery of its programmes within TKA by the end of 2025.</p> <p>The lease of the building will be decided by the Council of Te Pūkenga.</p>
Retain all programmes	<p>Within the feedback of various academic areas as well as from the <small>s 9(2) (b)(i)</small> was the desire not to lose any of the programmes proposed not to be offered in 2026 to new enrolments.</p>	<ul style="list-style-type: none"> • With declining year-on-year EFTS (and associated Crown funding) It is not possible to continue to run programmes: That are not making sufficient contribution (at least 50%; and as the Minister of Vocational Education stated in recent weeks at least a 1:18 staff to student ratio). • When the cost to replace capital equipment is not able to be met. • When space needs are not able to be provided as we consolidate our campuses and building footprint. • When changes to the nature of the programme mean we can no longer deliver the programme. <p>Programme specific feedback is addressed in the feedback table of the relevant school/area below, along with confirmed decisions.</p>
Retain all Tūāpapa, Learning Advisors, and Library kaimahi	We need them to supplement the work of kaiako, and to ensure that services are available to ākonga.	<p>It is not efficient nor affordable to pay for three different groups of kaimahi: library, Tūāpapa and kaiako to be delivering timetabled teaching hours. Upskilling and enablement of kaiako through the Academic Success group, as well as a smaller group of library and learning</p>

		<p>support kaimahi is a more affordable and sustainable approach.</p> <p>Based on feedback, we have reconsidered the required FTE to deliver ongoing functions and decisions are in Section 7. Kaiako on programmes are those who need to be delivering content and knowledge on how assessments are to be tackled and completed.</p> <p>The consultation document did, and we do again now, acknowledge the great work undertaken by library, learning support and Tūāpapa kaimahi.</p> <p>The size of these teams need to be reduced; particularly as the numbers of ākonga will further reduce in 2026.</p>
Ensuring there is space for ākonga to study if there are no longer library spaces	There needs to be space for ākonga to study; particularly at Petone where there is not the equivalent of the learning street at Whitireia Porirua.	<p>The current library spaces at the Petone and Whitireia Porirua campuses were proposed to be repurposed for teaching delivery.</p> <p>Alternative spaces are being considered for ākonga to use to study. Transition planning will begin including alternative study places for ākonga and timing for this by the end of 2025 so that ākonga have alternative study places when current library spaces are repurposed.</p>
Benefits identified	<p>Bringing together of learning advisors and Tūāpapa.</p> <p>Kaimahi (predominately not those working from Te Kāhui Auaha) supported the consolidation of campuses and the property footprint.</p> <p>A reduction of management and School structures.</p> <p>Teams working from a single base/location.</p>	<p>This was acknowledged and fed into decision making across the areas</p>

Summary of Confirmed Changes

The confirmed structure represents a net reduction in 7.03 FTE in people management roles, and 41.57 FTE other roles.

Impact	Number of FTE
Number of positions confirmed to be disestablished	53.6
Number of positions confirmed to be reduced (many to few)	57.71 to 41.91 (15.8 disestablished)
Number of confirmed new positions	20.8
Net reduction of positions	48.6
Number of positions confirmed to have a change in reporting line	24.73

Whitireia and WelTec will cease delivery of its programmes within Te Kāhui Auaha by the end of 2025 and be out of the building. The lease of the building will be decided by the Council of Te Pūkenga.

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Section One | School of Construction and Engineering Trades

Proposal presented during consultation and rationale

The table and summary of the proposal is presented below. The full proposal, including rationale and justification can be access via the following links: [Phase Two | Proposal](#), [Phase Two | Variation](#). The table outlines the programmes and the 2025 EFTS and related FTE that were proposed to be disestablished:

Programme	2025 projected EFTS	Proposed to be disestablished FTE
New Zealand Certificate in Foundation Skills (level 2)	18 strand: Construction and infrastructure	1
	18 strand: Manufacturing and Technology	1
New Zealand Certificate in Mechanical Engineering (level 3)	24.67	2
New Zealand Certificate in Engineering Fabrication (trade) (level 4)	13.88	1 Technician associated with Mechanical Engineering 2
New Zealand Certificate in Light Automotive Engineering (trade) (level 4)	8.42	1

Location of work

The School operates across the two campuses in Petone and Whitireia Porirua. It was proposed that:

- Each member of this functional area has a primary location of work at either Whitireia Porirua or the Petone campuses but are available to adjust this as needs require to the other sites.

Therefore, it was proposed to:

- Disestablish 2 FTE delivering New Zealand Certificate in Foundation Skills (Level 2) – strands in Construction and Infrastructure, and Manufacturing and Technology
- Disestablish 4 FTE delivering Mechanical Engineering – Mechanical Engineering (level 3) and Engineering Fabrication (level 4)
- Disestablish 1 FTE Technician Associated with Mechanical Engineering
- Disestablish 1 FTE delivering New Zealand Certificate in Light Automotive Engineering (trade) (level 4)
- Change in the name of the School to “Construction, Electrical, Plumbing and Automotive Trades.”

Feedback

Feedback theme	Summary of the feedback from that theme	Response to feedback
Financial considerations (engineering trades)	<p>Spending money to refit N Block</p>	<p>It is acknowledged that money will need to be spent to both take out equipment surplus to requirements and to refit for electrical workshops. The expenditure is necessary for property consolidation and is being spent to ensure better space utilisation and in areas of strong EFTS.</p> <p>This is aligned to the consolidation of the property footprint at the Petone campus; specifically, the sale of B, C and the house next to C block.</p>
	<p>View that engineering programmes proposed not to be offered are in high demand and operating at substantial profit.</p>	<p>Enrolment demand for mechanical engineering programmes has not grown over time and is not expected to increase significantly in the foreseeable future.</p> <p>The financial contribution of the engineering programmes overall is well below the 50% threshold required for ongoing financial viability.</p> <p>The consultation document (link above) outlined EFTS and contribution.</p>
	<p>Suggestions offered to reduce N-Block engineering workshop footprint, “streamline” delivery and lower costs, including running Level 3 programmes with smaller class sizes e.g. 14 ākonga and have fewer trainees on WBL Competenz block courses.</p>	<p>A reduction of class sizes down to 14 students is not a financially viable or sustainable option. In the last few weeks, we have heard the Minister of Vocational Education refer to ratios of 1:18 kaiako to ākonga is a minimum ratio for viability.</p> <p>WelTec has been contracted to deliver block courses for the Work Based Learning (WBL) subsidiary but does not control the delivery model.</p> <p>The machine shop footprint is disproportionately large considering the machining requirements as a component of the L3 and L4 programmes. Discounting welding, grinding and gas cutting areas, the machining footprint alone exceeds 400m2.</p>

		<p>Machine workshop occupancy hours and machine usage remains low. Machines in this workshop are idle more often than they are used.</p> <p>This is aligned to the consolidation of the property footprint at the Petone campus, specifically the sale of B, C and the house next to C block.</p>
	<p>Suggestion to increase short course MIG and TIG welding delivery and consider delivery of larger welding programme, for example the New Zealand Certificate in Welding (Level3).</p>	<p>Welding short courses are generally well subscribed but remain a minor component of our business at 108 Timetabled Teaching Hours per year. The suggestion to consider offering the NZ Certificate in Welding is a positive suggestion for the future, but at this stage it is not viable for the reasons noted above.</p>
Local and regional provision (engineering)	<p>View that WelTec is the only provider of engineering trades programmes in the Wellington region.</p> <p>View that the proposal not to offer NZ Certificate in Mechanical Engineering (Level 3) and NZ Certificate in Engineering Fabrication (Level 4) from 2026 would have a significant adverse effect on local industry.</p>	<p>Whilst we appreciate that WelTec is the only provider of engineering trades programmes in the Wellington, the number of graduates of WelTec's NZ Certificate in Mechanical Engineering, Level 3 programme progressing to engineering apprenticeships remains low.</p> <p>The trend in local apprentice uptake shows a continuing decline with no growth foreseeable in the immediate future.</p> <p>As such the programme will not be offered at Whitireia and WelTec from 2026.</p>
Retain the programmes	<p>Quality of the kaiako.</p> <p>Quality of the programmes.</p> <p>Quality of the outcomes for learners.</p> <p>Need for skills in industry.</p> <p>Relationship between the workshops and kaimahi and that needed for diploma of engineering delivery.</p>	<p>One of the most difficult parts of any structural change is that it focuses on functions and roles. It is not about the quality of individuals, their performance, their history with Whitireia and WelTec, their skills, or their value as team members. While it is people who sit in roles and do functions, it is purely the functions and roles that are considered as part of an organisational structure.</p> <p>On an annual basis there may be contractual delivery that supplements revenue coming into Whitireia and WelTec over and above that for targeted 3-7 delivery. This may be from WBL/ISB, other parties such as Defence or</p>

		<p>another business division such as UCOL or Open Polytechnic. None of these contracts can be considered as part of core funding, and at best they act as “top-up” funding.</p> <p>The one thing that is not possible for Whitireia and WelTec is to continue the status quo. The reduction in EFTS, the requirements to consolidate its property footprint and to ensure programmes are sustainable means that there are programmes that will not run from 2026 that currently do in 2025.</p>
Continuity of training for Level 4 Managed Apprentices (engineering)	A view that ākonga currently enrolled may not be able to complete the qualification because their learning would not be recognised by another provider	<p>Whitireia and WelTec have a history of ākonga between its apprenticeship programmes and that of WBL and vice versa. Ākonga in this apprenticeship programme would move directly to the WBL for completion. The TEC are very clear that all apprenticeship programmes are New Zealand Apprenticeships and there must be movement enabled between various providers. From 2026 Whitireia and WelTec will not be offering the level 4 apprenticeship programmes in engineering fabrication and automotive.</p> <p>s 9(2)(b)(ii), s 9(2)(j)</p> <p>RELEASER UNDER THE FOIA</p>
Technician role (engineering)	The Engineering technician role supports diploma delivery.	<p>Currently the technician role sits within the School of Construction and Engineering Trades and is fully funded by it as more than 95 percent of the function of the role is spent on that School’s provision. With the reduction of programmes in the School this role is now surplus to requirements.</p> <p>Within the School of Innovation, Design and Technology from 2026 there will be an increase in engineering programme delivery and therefore need for its own Engineering degree and diploma technician role. See section four for decisions around this function.</p>
Workshop location and configuration	A view that any redesign of N-Block workshops will have a detrimental effect on other programmes, including a less safe operating environment.	<p>The redesign of space within N Block will not have a detrimental impact on the functioning of the space. In fact, the reverse is true. The intention is to ensure that the redesign and repurposing provides spaces that are more accessible and connected and all of the spaces will meet the safety</p>

		<p>requirements. Specifically, the electrical workshops to be moved into N Block are already tested and approved.</p> <p>J-Block had been considered as a potential site for relocating the electrical programmes however there is not sufficient space at J-Block to accommodate the electrical workshops nor sufficient classrooms or computer facilities to deliver the programmes.</p>
New Zealand Certificate in Foundation Skills (Level 2)	Uncertainty expressed about the barriers to offering this programme.	<p>The NZQA qualification review change to Version 2 of the New Zealand Certificate in Foundation Skills significantly changed the qualification.</p> <p>The proposal not to offer this programme is not about numbers or performance but that NZQA requires that the programme must be changed to a generic level 2 offering. It is no longer able to be delivered in strands as it has been and therefore unsuited to a trades-based pathway.</p> <p>There are currently no alternative Level 2 trades programmes available as suitable replacements.</p>
Other	<p>Views that the consultation process lacked transparency and staff should have been provided details about proposed changes before the consultation document was presented</p> <p>Concern that the proposals are cruel and disregard staff wellbeing</p> <p>Request that the employer consider voluntary redundancy options where there is a proposal to reduce staff.</p>	<p>We acknowledge that all change processes are challenging and can affect staff wellbeing. As we work through the decisions and transition plans, we are going to look at what options we have to ensure that we keep the wellbeing of our kaimahi front of mind. We remind kaimahi that EAP is available and the details are at the end of the document.</p> <p>Information regarding voluntary redundancy was in the proposal and we are confirming consideration of these requests in the process (see Voluntary Redundancy section near the end of this document).</p>

Change in Process further to feedback

Following the proposal that was released on 21 May 2025, we received feedback regarding the proposed process to disestablish positions delivering specific programmes, within the School of Construction and Engineering Trades. Initially it was proposed to disestablish the positions that delivered the programme(s) proposed to be disestablished. However, after considering the feedback received during the first week of consultation a change was made to reduce positions within the School by using a Qualifications, Skills and Capabilities (QSC) selection process.

Final decisions

It is confirmed that the name of the School will be Construction, Electrical, Plumbing and Automotive Trades, and the outcome for roles is in the table below.

Furthermore, it is confirmed to:

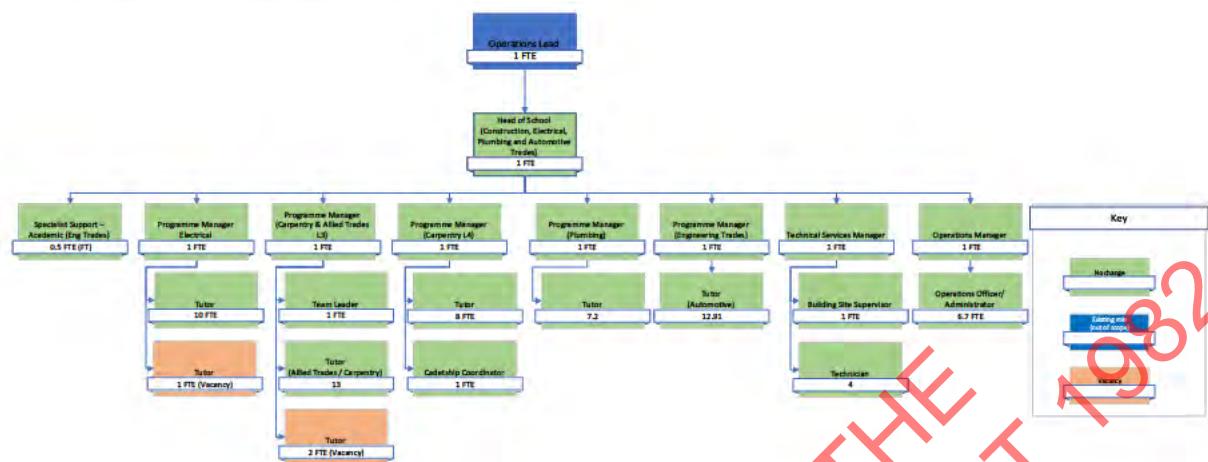
- Not offer New Zealand Certificate in Mechanical Engineering (Level 3) from 2026.
- Not offer New Zealand Certificate in Engineering Fabrication (Trade) (Level 4) from 2026, transferring apprentices to the WBL.
- Not offer New Zealand Certificate in Light Automotive Engineering (Level 4) from 2026, transferring apprentices to the WBL.
- Not to offer New Zealand Certificate in Foundation Skills (Level 2) from 2026.

Confirmed impacts of change

Below is the list of confirmed impacted positions

Role	Outcome for role	Description/rationale	Decision on what happens to the work the role is doing.
Tutor x 4 FTE Mechanical Engineering	Disestablished	Position not included in new structure	Programmes these roles support will not be offered from 2026 The work these roles do will no longer be required due to the programmes not being offered.
Technician x 1 FTE Mechanical Engineering	Disestablished	Position not included in confirmed new structure	Programmes this role supports will not be offered from 2026. The work these roles do will no longer be required due to the programmes not being offered.
Tutor x 18 FTE Carpentry	Disestablished	1 FTE Tutor position not included in the confirmed new structure. Ringfenced selection process.	It is confirmed to retain 17 FTE Tutor roles. The work this role does will no longer be required due to the programme not being offered
Tutor x 14.91 FTE Automotive	Disestablished	2 FTE Tutor positions not included in the confirmed new structure. Ringfenced selection process.	It is confirmed to retain 12.91 FTE Tutor roles. The work these roles do will no longer be required due to the programmes not being offered.

Confirmed Team Structure of the School of Construction, Electrical, Plumbing and Automotive Trades



No change from proposed organisation chart (included in appendix)

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Section Two | School of Creative and Hospitality

Proposal presented during consultation and rationale

The table and summary of the proposal are presented below. The full proposal, including rationale and justification can be accessed via the following link [Phase Two | Proposal](#)

Creative

In the table below, we were proposing not to offer these programmes from 2026. In some instances, teach out would be required. The table outlines the programmes and the 2025 EFTS and related FTE that were proposed to be disestablished:

Programme	2025 projected EFTS	Proposed to be disestablished FTE
New Zealand Certificate in Foundation (level 2) Introduction to Cosmetology	16 EFTS	1 FTE Fixed term contract not renewed
New Zealand Diploma in Drama (level 6)	6 EFTS <i>Teach out 2026 0 EFTS</i>	
New Zealand Diploma in Performing Arts (level 6) <i>Teach out in 2026</i>	21 EFTS <i>Teach out 2026 14 EFTS</i>	
New Zealand Diploma in Dance (level 6) <i>Teach out in 2026</i>	25.75 EFTS <i>Teach out 2026 16 EFTS</i>	3.5 FTE (3.5 FTE proposed to remain for teach out) These roles should the proposal proceed would be a party to a selection process as outlined within this document.
Bachelor of Creativity major in Performing Arts <i>Selected teach out in 2026</i>	20 EFTS <i>Teach out 2026 TBA EFTS (around 20 EFTS)</i>	
New Zealand Diploma in Writing for Creative Industries (level 5)	15.5 <i>Teach out 2026 TBA EFTS</i>	0.6 FTE
Graduate Diploma in Publishing (applied) (level 7)	10	1.3 FTE

There were also some Creative programmes that are currently offered in Te Kāhui Auaha that we believe should continue in 2026 but proposed from a different location, the table below outlines these:

Programme	2026 Projected EFTS	From TKA to Location: proposed FTE impacted
New Zealand Certificate in Make-up and Skincare (level 3)	s 9(2)(b)(ii)	Petone

		1 FTE
New Zealand Certificate in Beauty Therapy (level 4)	s 9(2)(b)(ii)	Petone 1 FTE
New Zealand Certificate in Makeup Artistry (level 4)		Petone 2 FTE
New Zealand Certificate in Commercial Barbering (level 4)		Petone 1 FTE

Both the proposed teach out delivery and the proposed to be re-located delivery are based in Petone; as is the School of Innovation, Design and Technology kaimahi. What was proposed:

- The Cosmetology kaimahi currently based in Te Kāhui Auaha would have their primary site at Petone, however, each member of this team would need to be available to adjust this to Whitireia Porirua, as needs require.
- The Performing Arts kaimahi currently based in Te Kāhui Auaha would have their primary site at Petone.
- The administrators currently based in Te Kāhui Auaha would have their primary site at Petone, however, each member of this team would need to be available to adjust this to Whitireia Porirua, as needs require.

Hospitality

The table below outlined the programmes proposed not to be offered from 2026, and the 2025 EFTS and related FTE proposed to be disestablished:

Programme	2025 projected EFTS	Proposed to be disestablished FTE
New Zealand Certificate in Cookery (level 3) <i>Currently only offered for Trades Academy</i>	N/A	2
New Zealand Certificate in Hospitality (level 3)	18.5	0.8
New Zealand Certificate in Food and Beverage Service (level 4) (restaurant services)	0	0
New Zealand Certificate in Cookery (level 4) MA	3.5	0.2
New Zealand Diploma in Hospitality Management (level 5)	0	1
New Zealand Certificate in Baking (Generalist) (level 4)	17.5	2
Across all programmes	N/A	1.8 FTE Technician

Therefore, it was proposed to:

- Relocate proposed programmes to be delivered in 2026 from Te Kāhui Auaha to Petone.
- Make Te Kāhui Auaha surplus to requirements for teaching delivery in 2026.
- Disestablish of the School of Creative and Hospitality.
- Disestablish the role Head of School Creative and Hospitality
- Disestablish the role Operations Manager for the School of Creative and Hospitality
- Disestablish the role Operations Officer for the School of Creative and Hospitality
- Disestablish the 5.31 FTE in the Venues Team
- Disestablish the role Programme Manager Hospitality
- Disestablish the 0.5 FTE Associate Programme Manager Performing Arts to teach out in 2026.
- Disestablish the 3.5 FTE kaiako delivering Drama, Performing Arts and Dance and enabling the 3.5 FTE to teach out in 2026.
- Disestablish the 1.3 FTE kaiako delivering Publishing and 0.6 FTE kaiako delivering Writing for Creative Industries.
- Disestablish 1 FTE kaiako Hospitality delivery Hospitality.
- Reduction of the remaining 9 FTE kaiako Hospitality roles to 2 FTE and reduction of 2.8 FTE Technician roles to 1 FTE, and ensure there are 2 FTE kaiako and 1 FTE Technician to deliver New Zealand Certificate in Cookery (level 4) and New Zealand Certificate in Bakery (level 3)
- Reduction from 4 FTE Administrator roles to 2 FTE within the School of Creative and Hospitality
- Change the reporting line of the remaining 2 FTE kaiako and 1 FTE technician Hospitality to the Programme Manager Cosmetology and Cookery
- Change the reporting line of the Programme Manager Cosmetology and Hospitality to the Head of Innovation, Design and Technology
- Change the reporting line for the teach out kaimahi in 2026 of the 3.5 FTE kaiako for performing arts to the Programme Manager Digital Media and Design. Disestablished these roles at the end of the academic year 2026.
- Change the reporting line of the remaining 2 FTE administrators into the School of Innovation Design and Technology reporting to the Operations Manager
- Change the reporting line of the 1 FTE production coordinator to the Programme Manager Digital Media and Design for the teach out of the performing arts programmes. Disestablished this role at the end of the academic year 2026.

This part of the proposal proposes to disestablish one role currently reporting to the Director of Teaching and Learning. It also proposes to disestablish three other people management roles.

Feedback

Feedback theme	Summary of the feedback from that theme	Response to feedback
CREATIVE		
Finish date for disestablished roles	Potential impact on finalising ākonga results and other end of year processes.	Agree that these are important processes that need to be completed. Finish dates will be confirmed in individual letters.
Diploma in Writing	<p>No mid-year offering in 2025 suggests that a decision has already been made.</p> <p>Teach out – have some current ākonga who won't complete in 2025</p> <p>Retain the programme and micro-credentials. The programme is efficient and provides a positive contribution and there is opportunity to combine teaching across some other courses.</p> <p>Capitalise on changes taking place in the market. Realign with other industries under the Creative writing banner.</p>	<p>The decision not to offer a mid-year intake in 2025 was part of business-as-usual process where we look at all planned intakes and make a call as to whether they are offered based on the numbers of applications/enrolments. At the time the decision was made we only had 4 applications in the system with none of those confirmed.</p> <p>Teach out will be planned for trimester 1 2026 and covered by the 3.5FTE undertaking teach out.</p> <p>The programme is relatively efficient to deliver, and the contribution margin is acceptable, however the fundamental issue is that enrolments have remained static. While there is some growth via the micro credentials, overall total EFTS enrolled are marginal. Added to which the programme does not pathway into other offerings. Therefore, the programme does not project a sustainable and viable future that can be invested in.</p> <p>Ideas acknowledged.</p>
Cross servicing	<p>Staff teaching across Screen Production and Diploma in Writing.</p> <p>Combined classes</p> <p>Utilising creative writing ākonga scripts for screen production</p> <p>FTE allocated for teaching Screen production script writing.</p>	<p>Scriptwriting for 2025 will be delivered as planned in conjunction with the Diploma in Writing. 2026 delivery will be managed as and when needed.</p> <p>Screen production ākonga can utilise the scripts they generate as part of their script writing course.</p> <p>While not allocated specifically in the proposal document the delivery of scriptwriting for screen production is factored into the overall FTE attached to Creative programmes.</p>

<p>Performing Arts programmes</p>	<p>Budget for delivery with external partners Teach out Delivery options – hiring studio space and delivering theory online</p> <p>Conversations with potential external partners</p> <p>Whitireia and WelTec's performing arts programmes should continue beyond 2026, even if located at another site. These programmes are not costly liabilities. Cancel Drama and focus on Commercial dance and Musical Theatre.</p>	<p>There is no budget. Performing arts teach out space at Petone will be done in the only wooden building with high ceilings and wooden floors. Timetabling will be essential to mitigate noise bleed into other teaching spaces in that building. The necessity is to find a space that is able to be used, particularly for dance (i.e. a wooden floor) and not cost additional operating budget to deliver. It is acknowledged the need for safe spaces for delivery of practical components of the programmes. The associate programme manager has seen the space at Petone.</p> <p>s 9(2)(b)(ii), s 9(2)(f)</p> <p>Agree that Dance and Musical Theatre and Bachelor of Creativity (performing arts) as they are currently delivered make a positive financial contribution, but that contribution doesn't cover the full operating cost of the spaces they are currently housed in. And the teach out space to be used in 2026 can only be managed for one year due to the lack of soundproofing required to enable ongoing delivery and its negative impact on space utilisation at the Petone campus.</p>
<p>Publishing</p>	<p>Consistent and strong performance. Strong industry support</p> <p>Only NZQA accredited programme in Aotearoa</p>	<p>Yes, but the programme at its best has achieved 23 EFTS in any one year. While industry is supportive, they tell us that anymore graduates would be too much for industry to absorb, which combined with the applied delivery model limits growth. This is problematic for Whitireia and WelTec as we need programmes to grow to meet increasing cost structures.</p> <p>Being the only provider of an NZQA accredited programme in and of itself is not a reason to continue to offer the programme. In the past there have been examples of not offering programmes when we were the only deliverer (such as Embalming and Funeral Directing) and industry with other providers work to ensure there is the same number of graduates required for their needs.</p> <p>Acknowledge the error with regard to the scholarship.</p>

	<p>Error in proposal regarding awarding of the Māori Scholarship in 2025. Stated the scholarship wasn't awarded</p> <p>Subcontracting delivery – programme should be delivered from the Wellington CBD</p>	<p>s 9(2)(b)(ii), s 9(2)(j)</p>
Creative Programmes	<p>Industry/external partner engagement for sustainable future focussed solutions.</p> <p>Letters of Industry support</p>	<p>s 9(2)(b)(ii), s 9(2)(j)</p> <p>Acknowledge industry support</p>
Venues	<p>While external space hire is not the core business of Whitireia and WelTec, it provides measurable value to our communities, generates revenue, and enhances the institution's public profile. Retaining the Venues Team (1 - 3 FTEs) would preserve institutional control, ensure compliance, and maintain this revenue stream, while also offering the opportunity to centralise and professionalise internal event coordination. This aligns with Whitireia and WelTec's goals of community engagement, operational efficiency, and delivering an excellent student experience, and presents an opportunity for continued operation of the Te Auaha Theatres.</p> <p>By retaining skilled staff from the Venues Team, the institution would be able to continue operating the Te Auaha Theatres as commercial venues.</p> <p>Suggestions with respect to transition planning.</p>	<p>We are funded by the Government to deliver vocational education. And it is a role we do very well. We are not funded to provide performing and creative arts spaces as part of the performing and creative arts infrastructure of the community/city, nor is this our role.</p> <p>We confirm that Whitireia and WelTec will exit the use of Te Kāhui Auaha by the end of 2025. Decisions about the future of the lease for the building will be made by the Council of Te Pūkenga.</p> <p>Given that we will exit Te Kāhui Auaha at the end of the year, and there is a consolidation at the Petone and Whitireia Porirua campuses, the amount of business that can be derived from hiring spaces will be minimal.</p> <p>The suggestions will form part of the transition process.</p>
Programme Manager Cosmetology and Cookery	<p>Concerned about workload with additional responsibility for Hospitality. Suggest Hospitality kaimahi report to Programme Manager Business and Professional Practice or create a proportional FTE associate Programme Manager role which would cover teaching into the Hospitality programmes and Management role to support the PM in managing the operations of the Hospitality and Cosmetology programmes.</p>	<p>Agree in principle with the suggested Associate programme manager role. (see below for detail)</p>

HOSPITALITY		
Hospitality Staffing	<p>FTE count to deliver proposed level 4 Cookery and level 3 Baking. 2 FTE Kaiako not sufficient.</p> <p>Looking at the consultation document we see a suggestion of</p> <ul style="list-style-type: none"> • 40 EFTS allocated for NZ Certificate in Cookery L4 • 20 EFTS for NZ Certificate in Bakery L3 <p>In 2025 we have achieved 54 EFTS in Cookery L4 exceeding 2024 by 19 EFTS, with this in mind we propose that we look to run 3 streams of Cookery L4 in 2026, 2 in Trimester 1 and 1 in trimester 2.</p> <p>To deliver Bakery L3 and the achievable 3 cohorts of L4 Cookery would require 4 staff and 2 kitchens.</p> <p>It has been suggested that running two classes with two tutors could represent a sustainable business model. However, by that logic, running four classes with four tutors could also be sustainable—provided those classes operate at capacity.</p> <p>Allowing for four FTE staff positions would support future growth, ensure the retention of valuable institutional knowledge in key programmes such as Level 4 Bakery, Level 5 Cookery, and broader hospitality, and preserve the ability to engage meaningfully with industry. Initiatives like <i>Chef for a Day</i>, STAR classes, and other marketing opportunities are only possible when there is capacity to collaborate and innovate.</p>	<p>Increase the proposed 2 to 3 FTE Kaiako. The increase will be 0.60 FTE kaiako and 0.40 FTE associate programme manager, to support PM Cosmetology/Cookery (see above).</p> <p>Growth in 2025 is noted. However, additional streams are contingent on achieving increased enrolments and space being available. If there is demand for a third stream of Cookery and space is available this can be managed as part of business in 2026.</p> <p>The logic makes sense, but as identified only where there is sufficient demand. WelTec and Whitireia are not in a financially viable position to retain surplus teaching roles for the purposes of future growth.</p> <p>Agree that the engagement is important.</p>
Hospitality Portfolio	<p>L3 v L4 Baking</p> <p>Looking at the numbers I am wondering why we propose to offer L3 Bakery and not L4, over the last 5 years Bakery L4 has consistently outperformed the Level 3 program and has the added bonus of giving us a full EFTS for each student and so reduces our risk by not needing to re-fill a whole program in Tri 2, I strongly suggest we consider offering the L4 instead of the L3 or we could look to offer both by offering L3 in Tri 1 and then L4 in Tri 2 & 3, this would give a staircasing opportunity within the program and could still be achieved with limited staff numbers through clever timetabling. Again, if we only offered level 4 Bakery the numbers would be stronger as we wouldn't</p>	<p>Level 3 Baking was included as one of the programmes for retention based on the feedback we received from the staff on the 2026 portfolio through the engagement process. However, having considered the feedback to this proposal we will remove level 3 Baking and replace it with level 4 Baking.</p>

	<p>be diluting our offerings so all who wished to study Bakery would sign up for the L4. Suggest short courses – higher level bakery to complement level 3 baking.</p>	
Hospitality Space	<p>Cost of transformation of spaces to accommodate Creative programmes</p> <p>No scope for future growth.</p> <p>Having 2 kitchen workshops would also allow for some future proofing as we would have 2 spare timetable slots for extra streams if the market for chef students was to increase moving forwards.</p> <p>The additional flexibility created by 2 kitchen workshops would also allow for us to deliver at least 1 Trades academy offering (L2) again with room to grow if demand was there (additional FTE may be required if this was the case) as well as keeping our Traineeship pathway of study.</p> <p>Retain latte laboratory to enable possible future offerings of L3 Hospitality and Trades Academy programs cannot be overstated.</p> <p>Timetabling Examples / Scenarios</p>	<p>Yes, there will be some cost involved, but similarly there would be cost involved in maintaining the spaces and equipment as they are currently configured as well as future CAPEX commitments. Added to which the number of enrolments across Hospitality continues to decline meaning less space is warranted.</p> <p>While it would be nice to maintain capacity for growth, based on the EFTS trend for the last few years significant growth is unlikely. Whitireia and WelTec don't have the reserves to retain buildings just in case that happens.</p> <p>Agree there is a benefit in maintaining the traineeship pathway as a 'part-time' pathway.</p> <p>Trades Academy in its present form in Hospitality does not provide sufficient financial contribution to be sustainable. The Trades Academy pathway is only one particular pathway. Whitireia and WelTec are continuing to grow its "Try a Trade," "Try a Tech" micro courses to better enable NEETS to connect directly with vocational education.</p> <p>It may be possible to retain the latte laboratory depending on plans for the spaces with R block</p> <p>Received and noted.</p>
Space utilisation	<p>Downsized support staff means less space needed. Some of the spaces in 'the hub' could be repurposed as salon or café training area reducing the impact on R block. If space is the issue, surely there are alternative options that could be explored before dismantling functional teaching kitchens.</p>	<p>Kaimahi operating in R Block will be accommodated in A block.</p>
Costs and allocation of OPEX	<p>Concerns around financial sustainability, specifically that the programmes are not generating enough revenue to cover their capital and operational costs. However, this conclusion may be based on a flawed financial model.</p> <p>Also important to acknowledge that different programmes inherently come with different operating costs. For</p>	<p>The financial detail we have for the Hospitality Department indicates that the contribution margin for the department is not sufficient for it to be sustainable as it currently stands.</p> <p>Disparity in cost of delivery is understood and is not used on its own to make decisions in relation to the programme portfolio.</p>

	example, a cookery course will naturally be more resource-intensive than a business class. This disparity in cost should not be a reason for elimination.	
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Summary of recommended changes and/or confirmation following consultation

Creative

NZ Diploma in Writing for Creative Industries and Performing Arts

- There is some teach out in 2026 of a few part-time ākonga in trimester one 2026. This is able to be covered by the 3.5FTE of kaiako who are providing teach out in 2026 for performing arts.
- Confirming teach out in 2026 of Bachelor of Creativity (Performing Arts); NZ Diploma in Performing Arts (level 6); NZ Diploma in Dance (level 6), with ~~s 9(2)(b)(ii), s 9(2)(ba)(ii), s 9(2)(j)~~

Publishing

- Programme confirmed as being closed for delivery by Whitireia and WelTec at the end of the 2025 academic year ~~s 9(2)(b)(ii), s 9(2)(j)~~

Hospitality

- NZ Certificate in Bakery (level 3) change to NZ Certificate in Bakery (level 4); while this is a change from earlier feedback through the engagement process this change is approved.
- 2 FTE Kaiako Hospitality increased to 3 FTE, with the additional FTE split 0.6FTE Kaiako and 0.4 FTE for programme management as Associate Programme Manager reporting to the Programme Manager Cosmetology and Cookery)

General

- Recommend 18 December 2025 finish date for Operations Manager to lead and enable processing of final results.
- Recommend 18 December 2025 finish date for the Manager Venues and Technical Manager to support the decant from TKA.

Final decisions

It is confirmed to disestablish the School of Creative and Hospitality, outcome for roles is in the table below.

- Disestablish the role Head of School Creative and Hospitality
- Disestablish the role Operations Manager for the School of Creative and Hospitality
- Disestablish the role Operations Officer for the School of Creative and Hospitality
- Disestablish the 5.31 FTE in the Venues Team

- Disestablish the role Programme Manager Hospitality
- Disestablish the 0.5 FTE Associate Programme Manager Performing Arts to teach out in 2026.
- Disestablish the 3.5 FTE kaiako delivering Drama, Performing Arts and Dance and enabling the 3.5 FTE to teach out in 2026.
- Disestablish the 1.3 FTE kaiako delivering Publishing and 0.6 FTE kaiako delivering Writing for Creative Industries.
- Disestablish 1 FTE kaiako Hospitality delivery Hospitality.
- Reduction of the remaining 9 FTE kaiako Hospitality roles to 3 FTE and reduction of 2.8 FTE Technician roles to 1 FTE and ensure there are 3 FTE kaiako and 1 FTE Technician to deliver New Zealand Certificate in Cookery (level 4) and New Zealand Certificate in Bakery (level 4). The additional kaiako role would be 0.6FTE teaching and 0.4FTE associate programme manager Cosmetology and Cookery, reporting to the Programme Manager Cosmetology and Cookery.
- Reduction from 4 FTE Administrator roles to 2 FTE within the School of Creative and Hospitality.
- Change the reporting line of the remaining 2.6 FTE kaiako and 1 FTE technician Hospitality to the Associate Programme Manager
- Change of position title of Programme Manager Cosmetology to Programme Manager Cosmetology and Cookery
- Change the reporting line of the Programme Manager Cosmetology and Cookery to the Head of Innovation, Design and Technology.
- Change the reporting line of the remaining 2 FTE administrators into the School of Innovation Design and Technology reporting to the Operations Manager
- Change the reporting line of the 1 FTE production coordinator to the Associate Programme Manager with Performing Arts portfolio. Disestablished this role at the end of the academic year 2026.

For Creative it is confirmed to:

- Not offer New Zealand Certificate in Foundation (Level 2) Introduction to Cosmetology strand from 2026.
- Not offer New Zealand Diploma in Drama (Level 6) in 2026
- Teach out New Zealand Diploma in in Performing Arts (Level 6) in 2026, to be delivered in A Block Petone
- Teach out New Zealand Diploma in Dance (Level 6) in 2026, to be delivered in A Block Petone
- Teach out Bachelor of Creativity major in Performing Arts in 2026 under special approval, to be delivered in A Block Petone.
- Not offer New Zealand Diploma in Writing for Creative Industries (Level 5), with nominal teach out in trimester one 2026, offered by distance kaiako in Petone.
- Not offer New Zealand Diploma in Publishing (applied) (Level 7)
- Relocate New Zealand Certificate in Make-up and Skincare (Level 3) to Petone.
- Relocate New Zealand Certificate in Beauty Therapy (Level 4) to Petone.
- Relocate New Zealand Certificate in Make-up Artistry (Level 4) to Petone
- Relocate New Zealand Certificate in Commercial Barbering (Level 4) to Petone

From 28 July 2025 the Programme Manager Cosmetology will report to the Head of School Innovation Design and Technology. This enables the Head of School of Creative and Hospitality to focus on the transition arrangements for both creative and hospitality kaimahi as well as the exit from Te Kāhui Auaha. From 1 December 2025 the Programme Manager Cosmetology will then transition to Cosmetology and Cookery and have the hospitality programmes and kaimahi (including a 0.4FTE Associate Programme Manager) added to their reporting line.

For Hospitality it is confirmed not to offer in 2026:

- New Zealand Certificate in Cookery (level 3)
- New Zealand Certificate in Hospitality (level 3)
- New Zealand Certificate in Food and Beverage Service (level 4) (restaurant services)
- New Zealand Diploma in Hospitality Management (level 5)
- New Zealand Certificate in Baking (level 3)
- New Zealand Certificate in Cookery (level 4) MA

Confirmed impacts of change

Below is the list of confirmed impacted positions

Role	Outcome for role	Description/rationale	Decision on what happens to the work the role is doing.
Head of School Creative and Hospitality x 1 FTE	Disestablished	Position not included in the confirmed structure.	The disestablishment of the School of Creative and Hospitality is confirmed therefore the management associated is surplus. The management of the Programme Cosmetology and Cookery and associated programmes and functions are transferred to the Head of School Innovation, Design and Technology.
Operations Manager x 0.6 FTE	Disestablished	Position not included in the confirmed structure.	The disestablishment of the School of Creative and Hospitality is confirmed therefore the management associated is surplus The work this role does will no longer be required.
Operations Officer x 1 FTE	Disestablished	Position not included in the confirmed structure.	The disestablishment of the School of Creative and Hospitality is confirmed therefore the management associated is surplus

			The work this role does will no longer be required.
Venue Manager x 1 FTE	Disestablished	Position not included in the confirmed structure.	<p>Whitireia and WelTec will exit Te Kāhui Auaha before the end of 2025. The disestablishment of the School of Creative and Hospitality is also confirmed therefore the Venues management and team no longer required.</p> <p>Any external bookings associated with the consolidated campuses at Petone and Whitireia will come under the Timetabling function in Registry.</p> <p>The remainder of the work this role does will no longer be required.</p>
Technical Manager x 1 FTE	Disestablished	Position not included in the confirmed structure.	<p>Whitireia and WelTec will exit Te Kāhui Auaha before the end of 2025. The disestablishment of the School of Creative and Hospitality is also confirmed therefore the Venues management and team no longer required.</p> <p>The work this role does will no longer be required.</p>
Manager Front of House x 0.53 FTE	Disestablished	Position not included in the confirmed structure.	<p>Whitireia and WelTec will exit Te Kāhui Auaha before the end of 2025. The disestablishment of the School of Creative and Hospitality is also confirmed therefore the Venues management and team are no longer required.</p> <p>Any external bookings associated with the consolidated campuses at Petone and Whitireia will come under the Timetabling function in Registry.</p> <p>The remainder of the work this role does will no longer be required.</p>
Operations Officer Venues x 1 FTE	Disestablished	Position not included in the confirmed structure.	<p>Whitireia and WelTec will exit Te Kāhui Auaha before the end of 2025. The disestablishment of the School of Creative and Hospitality is also confirmed therefore the Venues management and team no longer required.</p> <p>The work this role does will no longer be required.</p>

Producer x 0.64 FTE	Disestablished	Position not included in the confirmed structure.	Whitireia and WelTec will exit Te Kāhui Auaha before the end of 2025. The disestablishment of the School of Creative and Hospitality is also confirmed therefore the Venues management and team no longer required. The work this role does will no longer be required.
Production Technician x 1 FTE	Disestablished	Position not included in the confirmed structure.	Whitireia and WelTec will exit Te Kāhui Auaha before the end of 2025. The disestablishment of the School of Creative and Hospitality is also confirmed therefore the Venues management and team no longer required. The work this role does will no longer be required.
Technician Support 0.13 FTE	Disestablished	Position not included in the confirmed structure.	The exit of Te Kāhui Auaha and disestablishment of the School of Creative and Hospitality is confirmed, therefore the associated venue management. The work this role does will no longer be required.
Programme Manager Hospitality x 1 FTE	Disestablished	Position not included in the confirmed structure. Incumbent may apply for available positions in structure	The disestablishment of the School of Creative and Hospitality is confirmed as is the reduction in the hospitality programmes. Part of this role will combine with a delivery function in the Associate Programme Manager role. This role will report to the Programme Manager Cosmetology and Cookery. The remainder of the work the Programme Manager Hospitality does will no longer be required.
Tutor x 1 FTE	Disestablished	Hospitality Management programme will not be offered from 2026. Position not included in the confirmed structure.	The work this role does will no longer be required.
Tutor x 9 FTE (including vacancies)	Disestablished	2 FTE Tutor (Cookery/Bakery) positions not included in the confirmed structure. Ringfenced selection process.	It is confirmed to retain 2 FTE Tutor in this area. Change of reporting line to Associate Programme Manager Cosmetology and Cookery

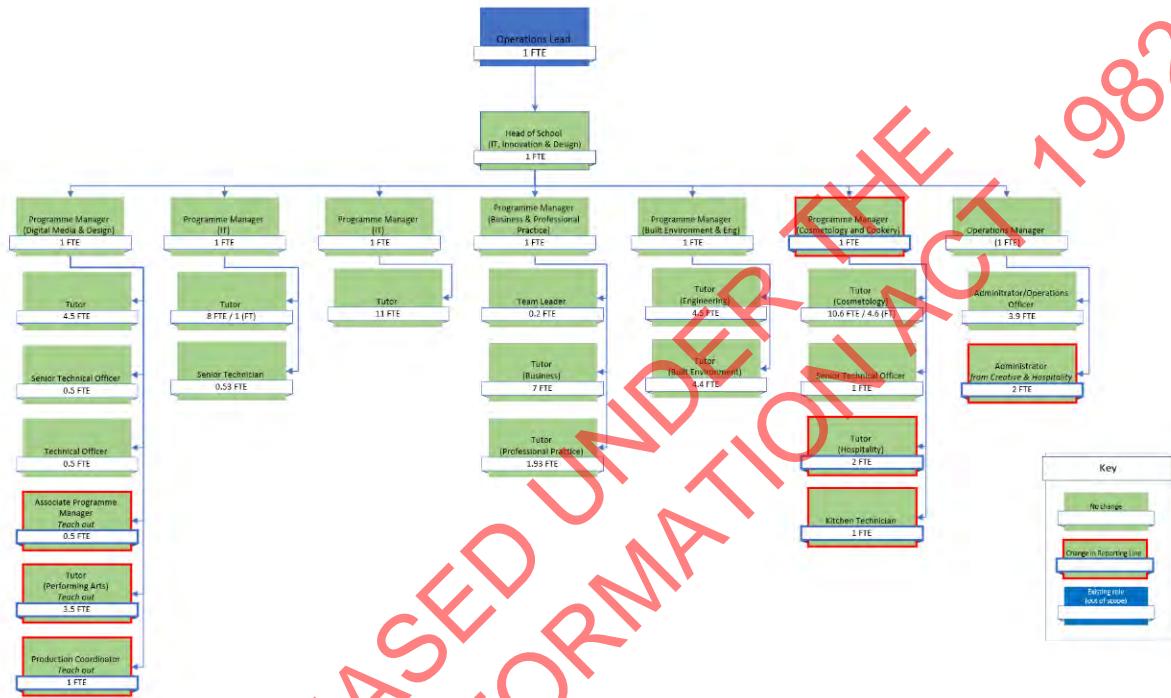
Technician x 2.8 FTE	Disestablished	1.8 FTE Technician positions not included in the confirmed structure. Ringfenced selection process.	It is confirmed to retain 1 FTE Technician in this area. Change of reporting line to Associate Programme Manager Cosmetology and Cookery
Administrator x 4 FTE	Disestablished	2.0 FTE Administrator positions not included in the confirmed structure. Ringfenced selection process.	It is confirmed to retain 2 FTE Administrator to work across programmes and change the reporting line to Operations Manager – Innovation Design & Technology. Change of location to Petone
Tutor x 0.6 FTE	Disestablished	Writing for Creative Industries programme will not be offered from 2026	The teach out in Tri 1 2026 for Writing for Creative Industries will be delivered by the 3.5FTE teaching out from Performing Arts. The work this role is doing will cease at the end of Tri 1 2026 academic year.
Tutor x 1.3 FTE	Disestablished	Publishing programme will not be offered from 2026	The work this role does will no longer be required.
Associate Programme Manager x 0.5 FTE	Disestablished	Programmes are confirmed to teach out and not to be offered after 2026	The work this role is doing is no longer required at the end of the 2026 academic year. Change of reporting line to PM Digital Medial and Design while teaching out.
Tutor x 3.5 FTE	Disestablished	Programmes are confirmed to teach out and not to be offered after 2026	The work this role is doing is no longer required at the end of the 2026 academic year. Reporting line will remain with the Associate Programme Manager Performing Arts while teaching out.
Production Coordinator x 1 FTE	Disestablished	Programmes are confirmed to teach out and not to be offered after 2026	The work this role is doing is no longer required at the end of the 2026 academic year. Change of reporting line to Programme Manager Digital Medial and Design while teaching out.
Programme Manager Cosmetology x 1 FTE	Minor	Change of reporting line and name	It is confirmed to shift programmes to School of Innovation Design and Technology and to change the name of the position to Programme Manager Cosmetology and Cookery.

Confirmed new roles

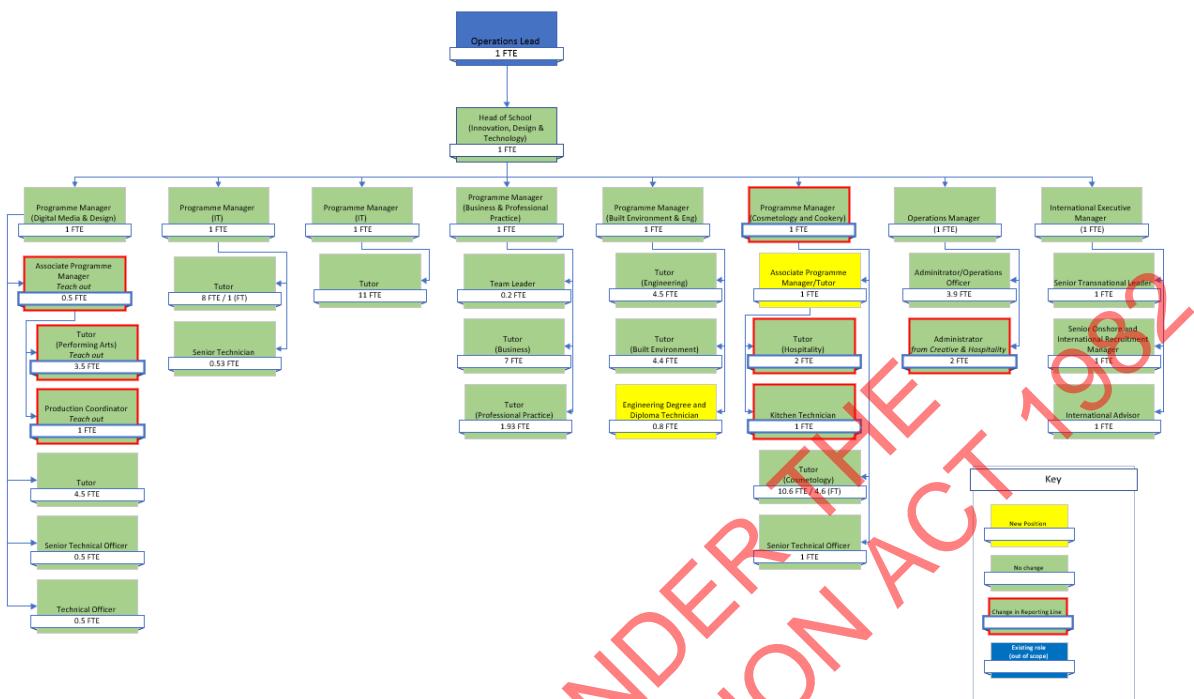
Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found in the appendices, and the recruitment process is below.

New Role	Description of new role
1 FTE Associate Programme Manager(0.4)/Tutor(0.6)	The expectation of the seniority of this role is that it would be 1.0 FTE that combines 0.6 FTE Tutor Hospitality who supports the Programme Manager in managing the operations of the Cookery and Cosmetology programmes.

Proposed Structure within the School of Innovation, Design and Technology



Confirmed Team Structure within the School of Innovation, Design and Technology



Section Three | School of Health

Proposal presented during consultation and rationale

The table and summary of the proposal are presented below. The full proposal, including rationale and justification can be access via the following link [Phase Two | Proposal](#)

The table below are the programmes that were proposed not to be offered from 2026. The table below outlines the programmes and the 2025 EFTS and related FTE that were proposed to be disestablished:

Programme	2025 projected EFTS	Proposed to be disestablished FTE
New Zealand Certificate in Skills for Learning and Working for Supported Learners (level 1)	18	2
New Zealand Certificate for Skills for Living for Supported Learners (level 1)	12	2
New Zealand Certificate in Animal Care (level 3)	12.37	0
New Zealand Certificate in Health and Wellbeing (level 3) – Health Assistance and Support Work Strands	36.75	2

Location of work

The School operates across both Whitireia Porirua and Petone. It is proposed that the veterinary nursing programmes remain located in Petone and move to O Block in 2026 where the Cosmetology and Electrical programmes are currently offered. And that the nursing, paramedicine and post graduate provision be primarily located at Whitireia Porirua. The management, operations leaders, administrators would have a primary site at Whitireia Porirua, however, each member of this group would need to be available to adjust this to other campuses, as needs require.

Therefore, it was proposed to:

- Disestablish the Programme Manager Postgraduate
- Disestablish the Programme Manager Vocational Studies
- Create a new Programme Manager Health Sciences
- Disestablish the 4 FTE kaiako delivering the level one programmes.
- Disestablish the 2.69 FTE kaiako delivering the level three programmes.
- Change the reporting line of the 7.1 FTE kaiako in the post graduate programmes to the Programme Manager Health Sciences.
- Change the reporting line of the 1 FTE kaiako in the level four Health and Wellbeing programme to the Programme Manager Youth and Health and Wellbeing in Pacific Health and Social Practice.

- Have a dotted reporting line between the matauranga Māori Programme Support and the Head of Academic Success.

Feedback

Feedback theme	Summary of the feedback from that theme	Response to feedback
Reduction of one programme Manager and redistribution of programmes across remaining Programme Managers	<p>Impacts of removing Post graduate Programme Manager - namely workload, academic quality, visibility of post graduate programmes, and strategic relationships in addition to the increased student support proposed.</p> <p>Suggestion to keep the post graduate programmes together under a portfolio manager and team leader</p>	<p>While considered, based on EFTs and revenue a reduction of programme managers is necessary. The distribution of the post graduate programmes was considered (i.e. keeping them with one Programme Manager) however, when considering the FTE's reporting to the Programme Manager position it is believed to be the appropriate alignment with the PG Cert in Nursing Reporting to one PM and The remaining PG programmes reporting to the other PM to balance the EFTs more appropriately, as well as sharing the contract programmes to ensure workload is such that stakeholder connectedness is maximised across all the PG programmes.</p>
Reporting line	Impacts of change in reporting line for veterinary nursing	The new programme manager role will have animal care and veterinary nursing reporting to them as well as an additional post graduate programme. The impact on animal care and veterinary nursing kaiako is very minor.
Non-Delivery of NZCSL & NZCSLW	To reconsider the closure of NZCSL due to the impact on student's ability to live outside of family homes.	<p>The financial realities of these programmes are not able to be resolved. Therefore from 2026 we will not be offering these programmes directly.</p> <p>s 9(2)(b)(ii), s 9(2)(j)</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
Non delivery of Level 3 Animal Care	Suggest running level 3 veterinary nursing (potentially online) as it is foundational and staircasing for higher levels	While we can appreciate this possible solution. We know that those studying at lower levels on the framework often struggle with a fully online delivery, so retention rates are lower as a result. There are

		other options for ākonga who want to do some foundational upskilling before beginning at level 4; these include utilising our current foundation and study skill/academic confidence building modules.
Moving Animal Care and Vet Nursing to O block	Concerns re the space that will be available and if it will be fit for purpose.	Discussions are currently underway to prepare the space.

Final decisions

It is confirmed to not to offer from 2026:

- New Zealand Certificate in Skills for Learning and Working for Supported Learners (level 1); continue conversations with the NGO.
- New Zealand Certificate for Skills for Living for Supported Learners (level 1); continue conversations with the NGO.
- New Zealand Certificate in Animal Care (level 3)
- New Zealand Certificate in Health and Wellbeing (level 3) – Health Assistance and Support Work Strands

Decisions on the structure of the School and the associated decisions on kaiako of the decisions above are as follows:

- Disestablish the Programme Manager Postgraduate.
- Disestablish the Programme Manager Vocational Studies.
- Create a new Programme Manager Health Sciences.
- Disestablish the 4 FTE kaiako delivering the level one programmes.
- Disestablish the 2 FTE kaiako delivering the level three programmes. Noting that attrition occurred after the consultation document which has led to a reduction here.
- Change the reporting line of the 2.4 FTE kaiako in the post graduate programmes to the Programme Manager Health Sciences.
- Change the reporting line of the 7.13 FTE kaiako in the Animal Care and Vet Nursing programmes to the Programme Manager Health Sciences.
- Change the reporting line of the 4.7 FTE kaiako in the post graduate programmes to the Programme Manager Simulation and Postgraduate Nursing.
- Change the reporting line of the 1 FTE kaiako in the level four Health and Wellbeing programme to the Programme Manager Youth and Health and Wellbeing in Pacific Health and Social Practice.
- Change of reporting line of the Service User Academic 1 FTE to Programme Manager Health Sciences
- Have a dotted reporting line between the matauranga Māori Programme Support and the Head of Academic Success.

Confirmed impacts of change

Below is the list of confirmed impacted positions

Role	Outcome for role	Description/rationale	Decision on what happens to the work the role is doing.
Programme Manager Post Graduate x 0.8 FTE	Disestablished	Position not included in confirmed structure. Incumbent may apply for available positions in structure	Part of the work this role does moves to the existing Kaiwhakahaere Whakaata and the remainder of the work will be included in the new role of the Programme Manager Health Sciences.
Programme Manager Vocational Studies x 1 FTE	Disestablished	Position not included in confirmed structure. Incumbent may apply for available positions in structure	Part of the work is no longer required due to programmes not being offered from 2026 and part of the work is moving to a different school. The remainder of the work will be included in the new role of the Programme Manager Health Sciences.
Tutor x 4 FTE	Disestablished	Positions not included in confirmed structure. Incumbent may apply for available positions in structure	The work these roles do is no longer required due to the programmes not being offered from 2026.
Tutor x 2 FTE	Disestablished	Positions not included in confirmed structure. Incumbent may apply for available positions in structure	The work these roles do is no longer required due to the programmes not being offered from 2026.
Tutor x 1 FTE	Minor	Focus of this programme to Pacific Health and Social Practice, while continuing to ensure strong links with the School of Health.	Change of reporting line to newly established PM role (Youth and Health and Wellbeing) in Pacific Health and Social Practice
Tutor x 2.4 FTE	Minor	Change in reporting line to Programme Manager Health Sciences	Other than change in reporting line, there is no other changes to the duties this role does.
Tutor x 4.7 FTE	Minor	Change in reporting line to Programme Manager Simulation and Postgraduate Nursing	Other than change in reporting line, there is no other changes to the duties this role does.

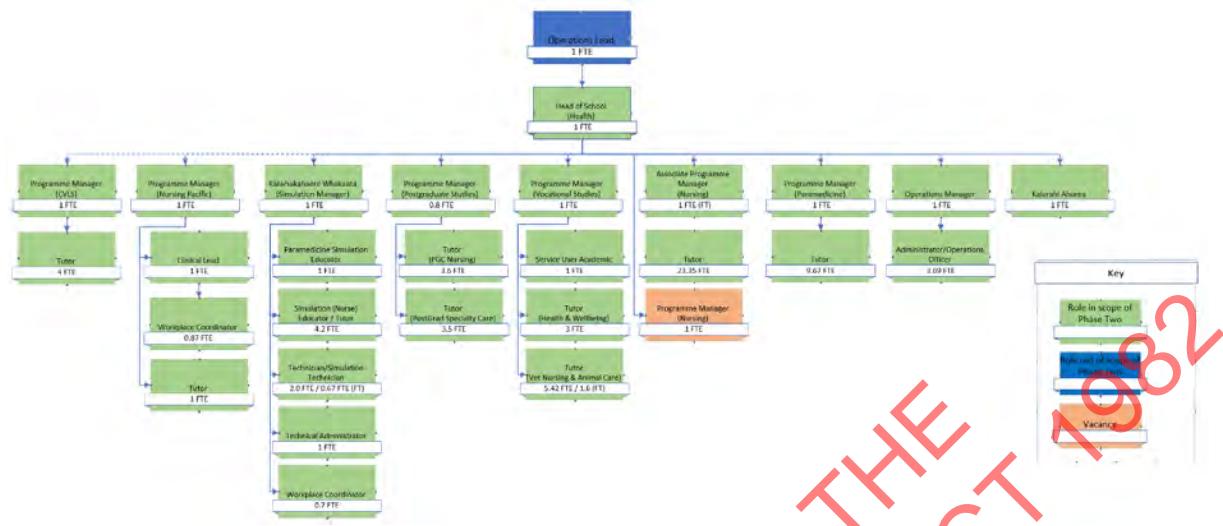
Tutor x 7.13FTE	Minor	Change in reporting line to PM Health Services within the Animal Care and Vet Nursing team	Other than change in reporting line, there is no other changes to the duties this role does.
Service User Academic 1 FTE	Minor	Change in reporting line to PM Health Sciences for both Service User Academic and Tutorial role	Other than change in reporting line, there is no other changes to the duties this role does.)

Confirmed new roles

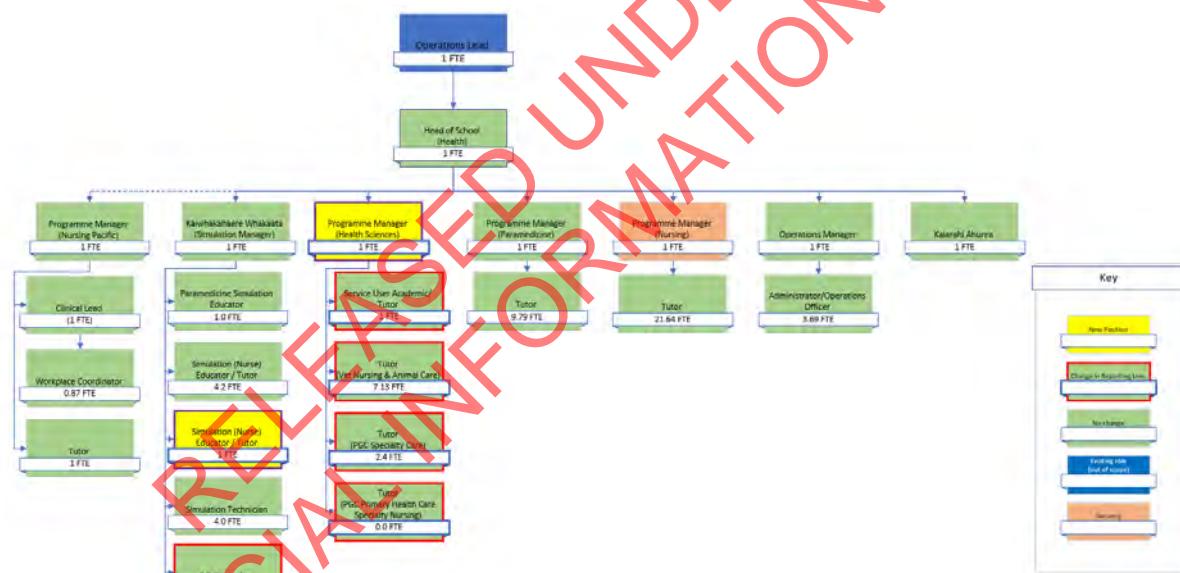
Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found in the appendices, and the recruitment process is below.

New Role	Description of new role
Programme Manager Health Sciences	<p>This position will be part of the School Leadership Team and be directly responsible for all aspects of the delivery of all Animal Care and Vet Nursing Programmes, including the development of the Degree in Veterinary Nursing for delivery in 2027.</p> <p>In addition, this role will take responsibility for management and delivery of the Post Graduate Certificate and Post Graduate Diploma of Speciality Practice, and the Postgraduate Certificate in Primary Health Care Specialty Nursing.</p>
Simulation Educator	<p>This position will be part of the Simulation Education Team and will report to the Kaiwhakahaere Whakaata. The purpose of this position is to operationally ensure the provision of educational support and advice on the provision of quality simulation, as well as clinical teaching and learning experiences across the suite of health programmes offered within the School of Health, in partnership with Programme Managers.</p>

Proposed Structure of the School of Health



Confirmed New Team Structure of the School of Health



Section Four | School of Innovation Design and Technology

Proposal presented during consultation and rationale

The table and summary of the proposal are presented below. The full proposal, including rationale and justification can be accessed via the following link [Phase Two | Proposal](#)

The table below outlines the programme and the 2025 EFTS and related FTE proposed to be disestablished:

Programme	2025 projected EFTS	Proposed to be disestablished FTE
New Zealand Certificate in Business (administration and technology) (level 4)	10	0.5

There were also three Innovation, Design and Technology programmes that are currently delivered in Te Kāhui Auaha that we believe should be offered in 2026 but from a different location. The table below outlines these, the projected EFTS and the proposed new location and impacted FTE:

Programme	2026 Projected EFTS	From TKA to Petone: proposed FTE impacted
New Zealand Certificate in Creativity (level 4)	s 9(2) (b)(ii)	
Bachelor of Creativity major in Digital Media (level 7) Plus, offshore agreements	s 9(2) (b)(ii)	3.5
New Zealand Diploma in Screen Production (level 5)	s 9(2) (b)(ii)	1.6

Due to changes within the business team's programme mix from 2025 into 2026 it is proposed to reduce kaiako business roles and use the Qualifications, Skills and Competency process (outlined within the document) to ensure there is the right mix of kaiako able to deliver the 2026 programmes. Specifically, 2025 is the final year of the teach out of the undergraduate business degree and the growth in post graduate numbers means there needs to be 6 FTE able to supervise and deliver the post graduate courses and specialisations, alongside their related courses in the New Zealand Diploma of Business.

Location of work

The School operates predominantly at Petone. It was considered important that the School come together at Petone and from this base lead to greater collegiality, connection and growth. Particularly when considering digital design, software development, animation and its associated linkages with the Built Environment and Engineering.

We proposed:

- Each member of this School will have a primary location of work at the Petone campus but are available to adjust this as needs require to the other sites.

Therefore, it was proposed to:

- Reduce from 7 FTE kaiako business (diploma, degree and postgraduate) roles to 6 FTE– to deliver Masters and diploma programmes. Reduce from 2 FTE kaiako to 1 FTE to deliver the New Zealand Certificate in Business (administration and technology) level 3. Total of 7 FTE required. Should the proposal proceed, it is proposed that we would work through a selection process with these kaimahi as outlined later in this document.
- Change the reporting line of the Programme Manager Cosmetology and Hospitality to the Head of School Innovation, Design and Technology.
- For the purposes of teach out in 2026 change the reporting line of the Associate Programme Manager in Creative and the 4.5 FTE kaimahi to the Programme Manager Digital Design.
- Add to the Operations team, reporting to the Operations Manager, 2 FTE administrators from the School of Creative and Hospitality.
- Deliver level 4 creativity and level 5 screen production, the Bachelor of Creativity (digital design, animation, and performing arts (only in 2026)) and the Master of Design at Petone, thereby relocate 5.6 FTE of teaching delivery kaimahi currently based at Te Kāhui Auaha.

Feedback

Feedback received was about the process rather than the programmes.

Further feedback relating to the School of Construction and Engineering Trades section with respect to technicians has resulted in a change. There will be the creation of a 0.8 FTE Engineering degree and diploma Technician. From 2026 Whitireia and WelTec will be offering the Bachelor of Engineering Technology as well as the Diploma and delivering the practical labs for Open Polytechnic engineering ākonga.

Final decisions

It is confirmed to not to offer from 2026:

- New Zealand Certificate in Business (administration and technology) (level 4).

Before the end of 2025, relocate from Te Kāhui Auaha:

- New Zealand Certificate in Creativity (level 4) to Petone
- Bachelor of Creativity majors in Digital Media and Animation (level 7) Plus offshore agreements
- New Zealand Diploma in Screen Production (level 5)
- Confirming that the Master of Design will be offered from the Petone campus.

Decisions on the structure of the School and the associated decisions on kaiako of the decisions above are as follows:

- Reduce from 7 FTE kaiako business (diploma, degree and postgraduate) roles to 6 FTE– to deliver Masters and diploma programmes. Reduce from 2 FTE kaiako to 1 FTE to deliver the New Zealand Certificate in Business (administration and technology) level 3. Total of 7 FTE required.
- Change the reporting line of the Programme Manager Cosmetology and Hospitality to the Head of School Innovation, Design and Technology. From 28 July 2025 the Programme Manager Cosmetology will report to the Head of School Innovation Design and Technology. This enables the Head of School of Creative and Hospitality to focus on the transition arrangements for both creative and hospitality kaimahi as well as the exit from Te Kāhui Auaha, as well as the Head of School Innovation Design and Technology to work with their new programme manager on the 2026 year. From 1 December 2025 the Programme Manager Cosmetology will then transition to Cosmetology and Cookery and have the hospitality programmes and kaimahi (including a 0.4 FTE Associate Programme Manager) added to their reporting line.
- For the purposes of teach out in 2026 change the reporting line of the Associate Programme Manager in Creative and the 4.5 FTE kaimahi to the Programme Manager Digital Design.
- Add to the Operations team, reporting to the Operations Manager, 2 FTE administrators from the School of Creative and Hospitality.
- Deliver level 4 creativity and level 5 screen production, and the Bachelor of Creativity (digital design, animation, and performing arts (only in 2026) at Petone, thereby relocate 5.6 FTE of teaching delivery kaimahi currently based at Te Kāhui Auaha.
- Add to the Programme Manager Built Environment and Engineering the new 0.8FTE Engineering degree and diploma Technician.

Outcome for roles is in the table below.

Confirmed impacts of change

Below is the list of confirmed impacted positions

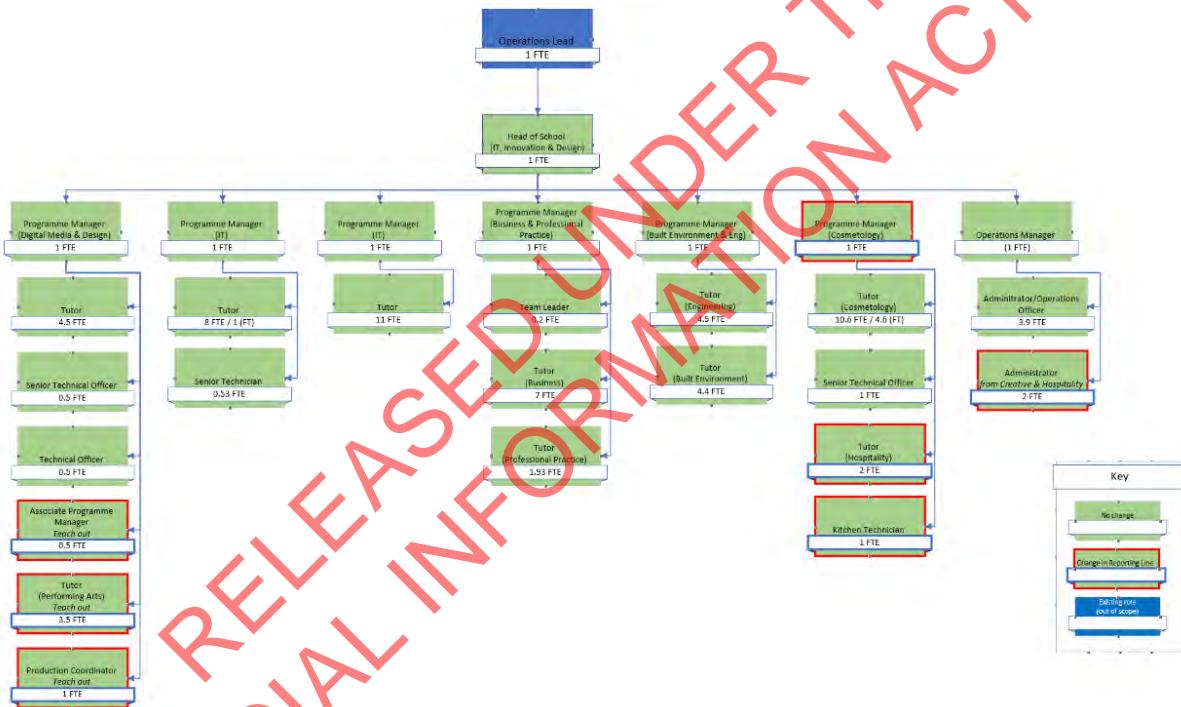
Role	Outcome for role	Description/rationale	Decision on what happens to the work the role is doing.
Tutor x 9 FTE	Disestablished	Reduce from 2 FTE kaiako to 1 FTE to deliver the New Zealand Certificate in Business (administration and technology) level 3. Reduce from 7 FTE to deliver the New Zealand Diploma in Business and Master of Management to 6 FTE. Total of 7 FTE required through selection process. Ringfenced selection process.	The work these roles undertakes is proposed to be merged into the remaining FTE
Tutor x 4.5 FTE Technician x 1.1 FTE	Minor	Change of location	It is confirmed to exit TKA, therefore the work these roles do will continue at Petone

Confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found in the appendices, and the recruitment process is below.

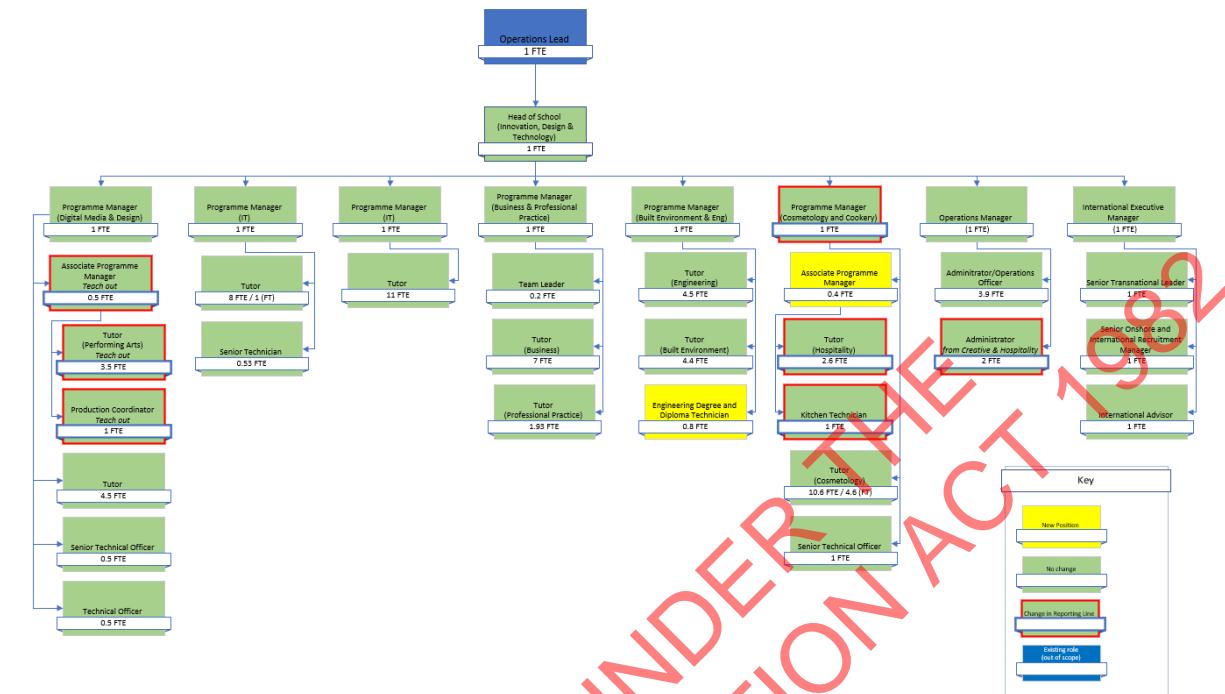
New Role	Description of new role
0.8FTE Engineering degree and diploma technician	Support Engineering programmes by managing class materials, machines tools and equipment. The technician will work closely to support Kaiako in preparing teaching spaces with appropriate resources. The role will report to Programme Manager Built Environment and Engineering.

Proposed structure of School of Innovation, Design and Technology



Also refer to Section Two

Confirmed New Team structure of School of Innovation, Design and Technology



Section Five | School of Pacific Health and Social Practice

Proposal presented during consultation and rationale

The table and summary of the proposal are presented below. The full proposal, including rationale and justification can be access via the following link [Phase Two | Proposal](#)

The table below outlines the programme, the 2026 EFTS and related FTE proposed to be added to Pacific Health and Social Practice:

Programme	2026 projected EFTS	From Health to Pacific Health and Social Practice: Proposed FTE change in Reporting Line
New Zealand Certificate in Health and Wellbeing with strands in Community Health Work, Mental Health and Addiction Support, and Whanau, Community and Social Services (level 4)	<small>S 9(2) (a)</small>	1

Management

The management structure of Pacific Health and Social Practice was reviewed and as a result of growing numbers in social practice and the addition of the level 4 programme it is proposed to add a 1 FTE Programme Manager Youth and Health and Wellbeing to the management team permanently. Currently, there is an additional 0.6 FTE in the team on a fixed term duration. It is proposed to make this a 1 FTE on a permanent basis, with responsibilities over youth work and the level 4 programme (including the various strands). This enables focus and better alignment of the programme and kaimahi mix. The Pacific Health and Social Practice is a growing academic area and as such needs resourcing.

Location of work

Pacific and Social Practice operates across the two campuses in Petone and Whitireia Porirua. We propose:

- Each member of this functional area will have a primary location of work at either Whitireia Porirua or the Petone campuses but are available to adjust this as needs require to the other sites.

Therefore, it is proposed to:

- Create a new Programme Manager Youth and Health and Wellbeing.
- Have the addition of one programme currently taught in the School of Health: specifically, the level 4 health and wellbeing programme with its associated strands.
- Change the reporting line of 1 FTE associated with this programme moving to the new

Programme Manager.

- Create 4.5 FTE kaiako across Counselling and Addictions, Youth Development and Social Work.
- Create 1 FTE Placement Coordinator.

Feedback

Feedback theme	Summary of the feedback from that theme	Response to feedback
Real education and employment pathways.	<p>We agree that the shift of level 4 Health & Wellbeing to the Centre is a logical consolidation that staircases ākonga to a diploma and three degree level social practice programmes and supports Government focus on mental health services and social practice more widely.</p> <p>Recognition of Prior Learning, work and lived experience needs to be better administered by all Schools to ensure ākonga access the shortest pathway to qualification completion.</p>	Acknowledged
New academic staff to meet 2026 and beyond increase of ākonga.	<p>The new FTE proposed will enable our programmes to deliver to current ākonga and the projected increase of enrolments.</p> <p>Kaiako already teach across programmes to enable interdisciplinary teaching and connect different subject areas taught within the Centre. This provides ākonga with deeper subject knowledge and their application in practice.</p>	Acknowledged

Final decisions

Decisions on the structure of the School and the associated decisions on kaiako of the decisions above are as follows:

- Create a 1 FTE Programme Manager Youth and Health and Wellbeing.
- Shift the New Zealand Certificate in Health and Wellbeing (level 4) to the School.
- Change the reporting line of 1 FTE associated with this programme moving to the new Programme Manager Youth and Health and Wellbeing.

- Create 4.5 FTE kaiako across Counselling and Addictions, Youth Development and Social Work.
- Create of 1 FTE Placement Coordinator.

Confirmed impacts of change

Below is the list of confirmed impacted positions

Role	Outcome for role	Description/rationale	Decision on what happens to the work the role is doing.
Associate Programme Manager x 0.6 FTE Fixed Term	Early Termination of Fixed Term	Position not included in confirmed structure. Incumbent may apply for available positions in structure	These functions will be included in the new PM Youth and Health and Wellbeing role newly created.
Tutor Youth Development x 2.5 FTE	Minor	Change of reporting line from Associate PM Youth Development to PM Youth and Health and Wellbeing	Other than change in reporting line, there is no other changes to the duties this role does.
Tutor Youth Development and Health and Wellbeing x 1.0 FTE	Minor	Change of reporting line from School of Health to PM Youth and Health and Wellbeing	Other than change in reporting line, there is no other changes to the duties this role does.

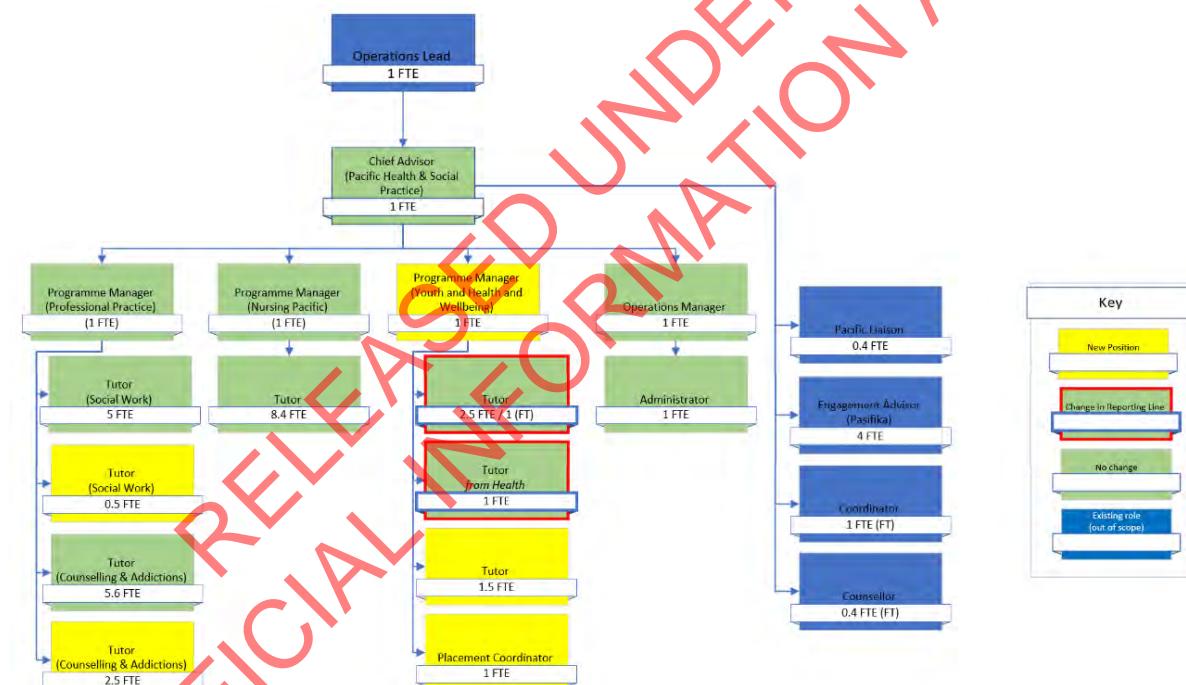
Confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found in the appendices, and the recruitment process is below.

New Role	Description of new role
Programme Manager Youth and Health and Wellbeing x 1.0 FTE	To lead and manage a growing team and contribute to the strategic development and leadership within the Centre. See the job description
Tutor Counselling and Addiction x 2.5 FTE	Delivery quality learning programmes to ākonga in Counselling and Addiction programmes. See the job description

Tutor Social Work x 0.5 FTE	Delivery quality learning programmes to ākonga in Social Work programmes. See the job description
Tutor Youth Development x 1.5	Delivery quality learning programmes to ākonga in Youth Development programmes. See the job description
Placement Coordinator x 1 FTE	Act as liaison between the organisation and work placement to interpret and match ākonga needs. See the job description

Confirmed Team Structure of the School of Pacific Health and Social Practice



No change from proposed organisation chart (included in appendix)

Section Six | Te Wānanga Māori

Proposal presented during consultation and rationale

The table and summary of the proposal are presented below. The full proposal, including rationale and justification can be accessed via the following link [Phase Two | Proposal](#)

The table below is the programme, that was proposed not to be offered from 2026. The table below outlines the programme, and the 2025 EFTS and related FTE proposed to be disestablished:

Programme	2025 projected EFTS	Proposed to be disestablished FTE
New Zealand Certificate in Music (level 4)	14	1.5

Location of work

Kaimahi within this area are expected by the nature of their discipline areas and strengths to operate across Wellington and the wider region. However, it is important for this group to have a primary location so they can work collectively, and it is proposed that their primary location be at Whitireia Porirua. One of the real challenges for this group is their current space at Whitireia Porirua is too small and also inadequate for wider Te Ao Māori pedagogies such as noho marae. As such repurposing a new space for Te Wānanga Māori at Whitireia Porirua is to be considered. This will be undertaken in partnership with the Dean to ensure that appropriate space is enabled that allows this strong academic area to continue to flourish.

Therefore, it was proposed to:

- Not offer the level 4 music programme.
- Disestablish the 3.1 FTE in Ngā Toi.
- Create 3 FTE kaiako in the Bachelor of Nursing Māori.

Feedback

Feedback	Summary of the feedback	Response to feedback
No alternative for school leavers and first time in family learners. Offsite provision could be an option although moving location could negatively impact on programme enrolments and networks.	Whitireia and WelTec meets a need that no-one else does in the region.	This feedback is acknowledged however no alternative solutions regarding the fact that the programme is financially not viable and the institution does not have the capacity to carry programmes that run at a loss.

Final decisions

It is confirmed to not to offer from 2026:

- New Zealand Certificate in Music (level 4)

Decisions on the structure of the School and the associated decisions on kaiako of the decisions above are as follows:

- Disestablish the 3.1 FTE in Ngā Toi.
- Create 3 FTE kaiako in the Bachelor of Nursing Māori.

Confirmed impacts of change

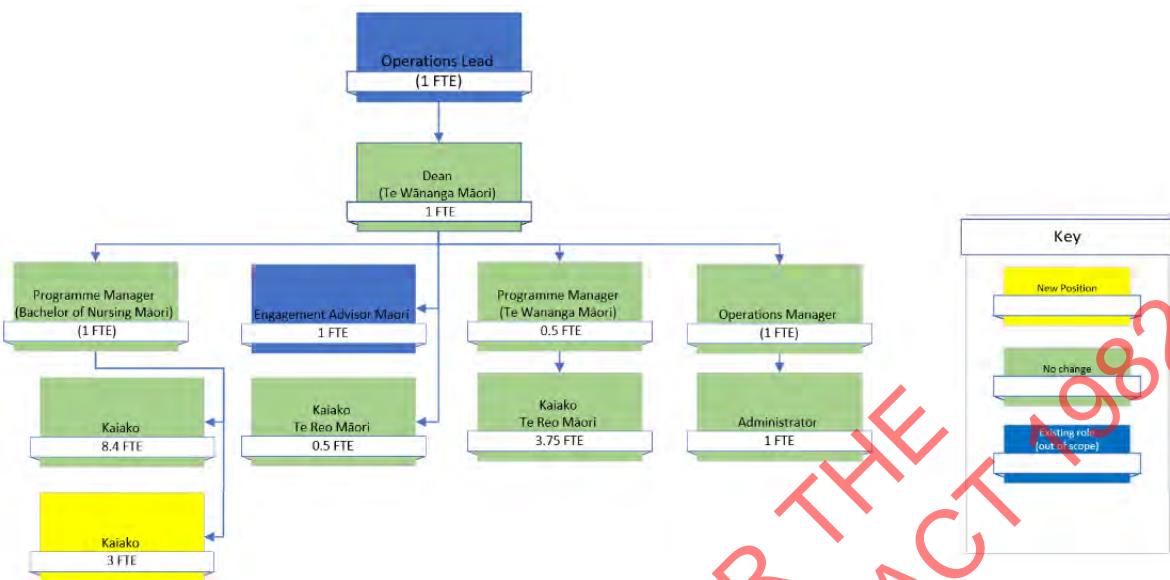
Role	Outcome for Role	Description/rationale	Decision on what happens to the work the role is doing.
Tohunga Kaiako Raranga & Tohunga Whakaiiro - Toi Poutama x 1.6 FTE	Disestablished	Positions not included in the confirmed structure.	The work these roles do are no longer required for ākonga delivery.
Te Wānanga Māori – Music Kaiako x 1.5 FTE	Disestablished	Positions not included in the confirmed structure.	As the programme is not offered, the work associated with it is no longer required.

Confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found in the appendices, and the recruitment process is below.

New Role	Description of new role
3.0 FTE WBNM	We have had growing numbers as well as innovation of delivery and real iwi mana whenua partnership with the Matariki cohort. As the programme goes from strength to strength, so does our need to resource it. We are considering the development and delivery of a Diploma of Enrolled Nursing Māori and an annual July intake from June 2026.

Confirmed Team Structure of Te Wānanga Māori



Section Seven | Proposal to bring together and reduce the kaimahi in Tūāpapa and Academic Support/Learner Advising in Academic Success and Pathways and Support

Proposal presented during consultation and rationale

The full proposal, including rationale and justification can be access via the following link [Phase Two | Proposal](#)

Location of work

Kaimahi within this area are expected by the nature of their functions to operate across Whitireia Porirua and Petone. However, it is important for this group to have a primary location so they can work collectively, to support. What was proposed was the primary location for this new group be at Petone. Due to the nature of this function, kaiako in this area are also available to hot desk at Whitireia Porirua as required.

Therefore, it is proposed to:

- Bring together current functions of Tūāpapa kaiako and Learning Advisors into one group and have them called “Academic Success Mentors.”
- Reduce this functional area from 14.7 FTE to 5 FTE (Academic Success Mentors).
- Retain the current Programme Manager, which has English Language delivery (both on and offshore), and the resized Tūāpapa and Learning Advisor group reporting to them. The Programme Manager reports to the Head of Academic Success

Feedback

Feedback theme	Summary of the feedback from that theme	Response to feedback
Support for consolidating Tūāpapa and Learning Advisors into one team	Submissions supported bringing these teams together to avoid duplication of function	Acknowledged.
Value for the contribution that Learning Advisors and Tūāpapa tutors provide	Submissions acknowledged and supported the valuable contribution that both Learning Advisors and Tūāpapa tutors provide for programmes and ākonga.	Acknowledged. What is needed is a consolidated model which reduces duplication of teaching (when these services teach into programmes), reflects a more focused portfolio and the reality of our current fiscal position.
Impact and support for priority learners	Submissions noted the need for pastoral support for priority learners including ākonga Māori, Pacific and disabled learners. This included	Out of scope as the proposal did not include pastoral care, mentoring services and support services – such as disability support. We

	<p>pastoral care but also the reality that Learning Advisors work with these groups as well. With regards to priority learners, submissions also noted the need for face-to-face engagement.</p>	<p>acknowledge all kaimahi have a role in supporting priority learners. Phase 3 will be cognisant of the pastoral needs of ākonga when it comes to academic success.</p> <p>Role descriptions already include a variety of engagement mechanisms which include in-person engagement.</p>
Nursing Council requirements for foundation programmes	<p>Submissions highlighted nursing council requirements for foundation programmes to be in place and the impact on Nursing programmes with the proposed reduction in Tūāpapa.</p>	<p>Tūāpapa modules and micro-credentials (courses) will still be offered. There will be further consideration as to how these can be accessed throughout the year once these functions are consolidated. We have had Tūāpapa kaiako embedded into programmes (particularly in Health) which was never the intent nor is it sustainable. The School of Health will work with Academic Success to ensure that ākonga still have access to resources which support their academic development. Part of this will be ensuring that kaiako within health are well prepared to teach academic writing skills, assessment skills and APA referencing.</p> <p>There will be access for ākonga wanting to upskill and improve their academic confidence prior to and during study this will be delivered differently than an embedded approach.</p>
Level 3 and 4 Qualifications	<p>Suggestions were given as to Level 3 and 4 foundation qualifications as a cost-effective way to prepare ākonga for further study.</p>	<p>We remain committed to our position of 2021 in which we agreed in principle that, while these programmes have a function they are at the cost (time and money) of ākonga (often from priority groups) with only a third going through to complete a Level 7 qualification.</p>
STEM	<p>STEM is needed across multiple subject areas, particularly in construction and engineering programmes delivered in Petone.</p>	<p>We acknowledge this feedback. Updated position descriptions will ensure that we have kaimahi within the team that can continue to provide STEM support.</p>

Location	Submissions noted the reliance of Tūāpapa and advisory support at the Whitireia Porirua campus.	Ākonga based at Whitireia Porirua will have access to these services. However, it is important that this team have a base from which they can consolidate, plan and work together. This base will be on the Petone campus with hot desk availability in ākonga hub areas Petone and Porirua for ākonga engagement.
Proposed FTE	Recommendations were made to increase FTE in order to reflect the breadth of academic support needed across campuses.	We considered the size of this team in the context of ākonga numbers and its balance across wider ākonga support services. Therefore, the decision is to increase from 5FTE to 6FTE roles.
Proposed job title and role description	Recommendations were made to reconsider the title “Academic Success Mentor” to better reflect the academic expertise required and highlight direct engagement with ākonga.	The proposal confirmed these positions as academic positions as outlined in proposal. This feedback has been taken on board with the role now being “Kaiako Academic Success”.
Timing of implementation	Consideration has been requested as to the timing of implementation change as October is when Tūāpapa course delivery starts. This will enable the reformed team to be familiarised with Tūāpapa courses so that they can be delivered	Based on feedback we are confirming the effective start date of the new structure for the Kaiako Academic Success roles to be 1 September 2025.

Summary of recommended changes and/or confirmation following consultation.

Tūāpapa /Learning Advisor

- Name will be Kaiako Academic Success
- Number will be 6; originally proposed to be 5.
- The creation of this new team will be as soon as practicable after recruitment processes have been completed, 1st of September.

Final decisions

It is confirmed to create a combined group of “Kaiako Academic Success” reporting to the Programme Manager in Academic Success. This group will reduce from 14.70FTE to 6FTE.

Confirmed impacts of change

Below is the list of confirmed impacted positions

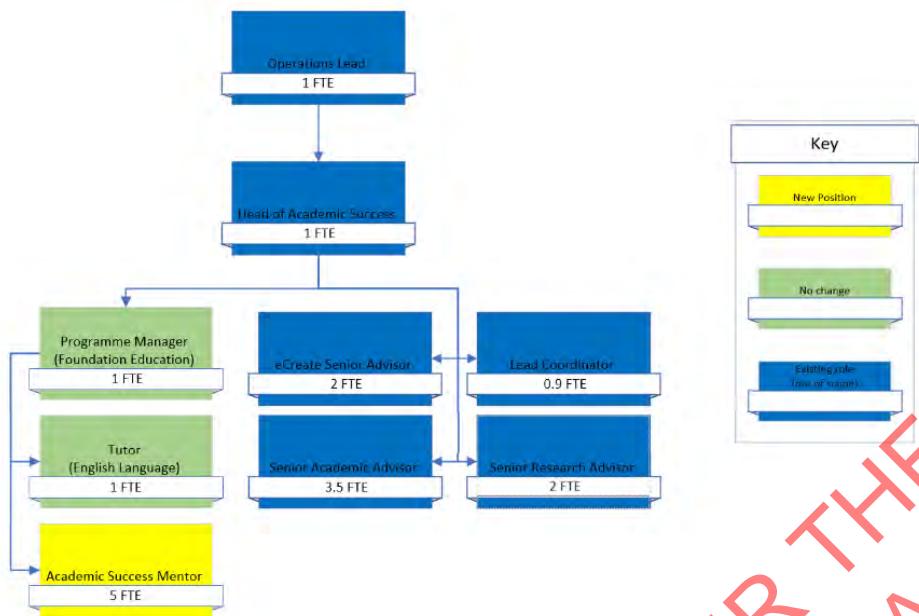
Role	Outcome for role	Description/rationale	Decision on what happens to the work the role is doing.
Learning Advisor x 6.5 FTE	Disestablished	Positions not included in confirmed structure. Incumbent may apply for available positions in structure	The work of these roles will be re-shaped and re-imagined to deliver academic success modules and support to ākonga. This does mean the work done as it does now may not occur in the future; there will be an evolution.
Tutor x 8.2 FTE	Disestablished	Positions not included in confirmed structure. Incumbent may apply for available positions in structure	The work of these roles will be re-shaped and re-imagined to deliver academic success modules and support to ākonga. This does mean the work done as it does now may not occur in the future; there will be an evolution.
Programme Manager Academic Success x 1.0 FTE	Minor	Change of reporting line to Head of Academic Success	Other than change in reporting line, there is no other changes to the duties this role does.

Confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found in the appendices, and the recruitment process is below.

New Role	Description of new role
6.0 FTE Kaiako Academic Success	Provide individual and group academic support to ākonga, in-person and via technology. Deliver foundation-level modules both before and during the academic year, to build essential academic skills and prepare ākonga for study. Identify and resolving issues that may impact the quality of learning. Develop learning resources, study tools, and academic support materials that reflect ākonga needs to improve ākonga retention and success.

Proposed Structure for Academic Success Group



Confirmed Structure for Academic Success Group



Section Eight | Proposal for the Library

Proposal presented during consultation and rationale

The table and summary of the proposal are presented below. The full proposal, including rationale and justification can be accessed via the following link [Phase Two | Proposal](#)

What was proposed was the three library spaces no longer be used for library services from 2026. With a reduced internally run library service:

- Schools would retain necessary to programme delivery books only.
- All library spaces are able to be released for other purposes.
- The required digital databases and services would be available.
- Local Council libraries would be able to support ākonga closer to where they live as part of the Smart Library network.
- Some internal librarian capability is retained.

This proposal ensures Whitireia and WelTec retained its own library services. Further it was proposed that the:

- Team Leader of Library role be disestablished.
- 5.2 FTE Library kaimahi be disestablished and 2 FTE Librarian be created. The reporting line for these positions would be included in Phase Three when the wider Pathway and Support Directorate is reviewed.
- Key reference/teaching books be located with Schools for ākonga to access.
- Remaining book collection to be provided to the wider Smart Library network.
- Digital databases would be reduced to that which is required for teaching and learning delivery and research.
- Kaiako would be the key deliverers in teaching rooms of information/support/guidance to ākonga about referencing, undertaking research and using databases/e-resources, with online modules available to supplement.
- Current three library spaces are repurposed, or for Te Kāhui Auaha this space would be surplus to requirements. At Petone and Whitireia Porirua these spaces would be used for teaching and learning delivery. Alternative quiet spaces for ākonga would be found at Petone within the Tower block, and at Whitireia Porirua in E block.

What was proposed would keep a strong focus on retaining capability of library services internally, and release space for teaching and learning delivery as we move to reduce our physical footprints.

Location of work

Kaimahi within this area are expected by the nature of their functions to operate across Whitireia Porirua and Petone. However, it is important for this group to have a primary location so they can work collectively, to support kaimahi. What is proposed is the primary location for this new group be at Petone. Due to the nature of this function, kaimahi in this area are also available to hot desk at Whitireia Porirua as required.

Feedback

Several themes were identified in the feedback on the proposal. Overall, comments indicated a fundamental tension between the need for cost reduction and maintaining educational quality, with many advocating for scaled down rather than eliminated library services.

Feedback theme	Summary of the feedback from that theme	Response to feedback
Future state	<p>Similar feedback on this future state theme was received from a number of kaimahi:</p> <p>What services the library will provide and who will provide what they no longer will.</p> <p>Whether various external party requirements will be met.</p> <p>Where will surplus books go (who does this and when)</p> <p>A view that 2 FTE cannot cover existing functions and services provided. There was also a view that 2FTE were enough with two campuses.</p>	<p>The feedback was heard. One of the general elements of feedback was retention of that which is provided now. This is not possible, both from the aspect of physical space, but also because of affordability and efficiency.</p> <p>This provides an opportunity for a re-imagining of library services for 2026 and beyond, and this will be part of the transition plan for the library.</p> <p>As in other areas some difficult decisions must be made about what is affordable at this time, what the priorities are and where work primarily belongs.</p> <p>It is intended that the provision of specialised library services will be retained to enable Whitireia WelTec to meet requirements. How these services are delivered will be different, and they will also be far more connected to Kaiako Academic Success and the eCreate specialists to ensure greater access to ākonga and kaimahi key skills and knowledge.</p> <p>That said through the decision process, it was deemed that an additional 0.5FTE would enable greater functional delivery.</p>
External party requirements around library services	View about maintaining accreditation and meeting external body requirements e.g. NZQA (particularly Criteria 2 and 5), other bodies such as Nursing Council, NZ Paramedic Council, SMART Libraries	<p>Meeting requirements that are part of accreditation and are currently specified in programme documents and in NZQA advice will continue to be a priority. The School delivering the programme is expected to lead the management of the academic requirements, with specialist support provided if required.</p> <p>At this stage membership of SMART Libraries and use of the contracted SMART Library system will be continued as usual under the current contract agreement.</p>

Institutional Reputation and Quality	Views were raised about reputational damage to the institution as an academic provider. The feedback was that while some reduction in library expenditure may be necessary, complete elimination of library spaces and dramatic reduction in librarian numbers would significantly compromise student success, programme quality, and institutional credibility.	Library function will not be removed but rather reduced in light of financial pressures on Whitireia and WelTec. It is about how library services are provided in a modern vocational teaching and learning environment that is the challenge for the future, and one that is the work of the transition plan.
Value of Librarians and specialised services	A recurring theme was that librarians possess specialised knowledge that cannot be easily replaced by teaching kaimahi or administrative personnel	The role descriptions for the new Librarian roles will ensure the required specialised skills are available within Whitireia and WelTec. Schools and the Academic Success team will be responsible for delivering the learning associated with knowledge, skills and attributes in course descriptors approved as part of accreditation to deliver programmes. We would note however, that there was much talk about delivering APA referencing to ākonga and the use of AI. All degree kaiako who have within their programme documents APA referencing need to be able to deliver it. This may be supplemented through online modules that are freely accessible to ākonga. And the Academic Success group already have significant resources relating to AI and these will continue to grow and develop. Again, this is an area that kaiako need upskilling in, so they remain current in practice. This is why in the Phase One of our RIV programme there was importance placed on retaining the professional development group for kaiako.
Educational impact of reduced library services	View that cuts will harm students' learning and academic success. Many respondents challenged expectations that teaching kaimahi would absorb what they identified as library support functions, adding that tutors are already overworked and lack the specialised skills required.	Schools and academic teaching kaimahi are primarily responsible for alignment with approved programme document requirements, including teaching delivery and first line academic support for ākonga. Both Phase One and Two continue to value units that upskill kaimahi as well as support ākonga. The reality is with less EFTS there are less ākonga, so our services need to be sized appropriately.
Reporting line for librarians	Should the Library function be part of the Academic Success group rather	As indicated in the proposal, decisions on the reporting line will be made in

	than Learner Support Services as this would provide closer alignment and better support for learners.	Phase 3. But we appreciate the feedback, and this will be considered as part of the next phase.
Prior consultation with relevant internal and external others	Has there been any prior discussion of what is proposed with our Schools, SMART Libraries, other Te Pūkenga institutions, etc	Heads of our Schools are already involved in change discussions. Discussions externally with relevant others will be part of a Library Transition plan to be developed.
Concerns about loss or reduction in Library space	<p>Access to suitable study spaces for students who don't have appropriate study spaces at home or reliable digital access.</p> <p>Examples provided of multi-use functionality of library spaces. Many submissions suggested to consider reducing rather than removing.</p>	<p>There are a number of quiet spaces apart from the library that ākonga can and already do use for study. Space for ākonga remains a priority, where it is within the Petone and Whitireia campuses will be progressed.</p> <p>Use of all campus space is under review and the intention is to repurpose space as required by priority needs, including that for ākonga.</p>
Access to physical books	<p>Views about reduced access to books - physical books remain vital for some learners (tactile preference, screen fatigue, NZ-specific content not digitized).</p> <p>While some support for book collections being maintained by Schools, there were concerns that scattering print collections to Schools risks mismanagement (no LMS, lack of librarian oversight).</p> <p>Maintenance of critical print collections (e.g., closed reserves, NZ-specific texts)</p>	<p>The future management of any retained physical books will be incorporated into the library transition plan.</p> <p>The possibility of finding suitable space for keeping small, curated libraries at Porirua and Petone may be considered as part of the transition plan.</p>
Pastoral Care Code Obligations	Submissions referred to our obligations under the Pastoral Care Code. In particular, ensuring that we provide learning environments that support learner wellbeing, inclusion and belonging. This includes physical spaces.	The services provided within Learning Commons/Library spaces will be moved into other spaces across the Petone and Porirua Campus. There are spaces available that are currently underutilised during which can be repurposed and/or multipurposed. The intention is not to remove spaces entirely but utilise them differently, repurposing where appropriate.
Access to Information	Concerns about reduced access to digital resources, and research materials	An audit of current databases and subscriptions to ensure necessary digital resources are retained will be part of the library transition plan.

Support for research	Emphasis on librarians' role in supporting research-active kaimahi and maintaining specialised collections essential for programme delivery, particularly at degree and post graduate levels.	The Academic Success team and the 2.5 FTE Librarian roles will provide support as required.
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Summary of recommended changes and/or confirmation following consultation.

Create 2.5 FTE Librarian roles. On the basis of feedback and the determination of library functions to be delivered, an additional 0.5FTE was approved. This enables at least a 3-person group and as such really move library services into a new way of being at Whitireia and WelTec. The work of this group will be different from that which occurs now. We have an opportunity through the transition plan to re-imagine the delivery of library services at Whitireia and WelTec.

Final decisions

It is confirmed to:

- Retain a reduced internal functionality for library services.
- Disestablish the current Team Leader Library position.
- Disestablish 3 FTE Reference and Liaison Librarian positions.
- Disestablish 1.8 FTE Technical Services Librarian positions.
- Disestablish 0.4 FTE Digital Services Librarian position.
- Create 2.5 FTE Librarian roles.

Confirmed impacts of change

Below is the list of confirmed impacted positions

Role	Outcome for role	Description/rationale	Decision on what happens to the work the role is doing.
Team Leader x 1 FTE	Disestablished	Position not included in confirmed structure. Incumbent may apply for available positions in structure	Specialised Team Leader for 2.5 FTE Librarians is not required. Team Leadership responsibilities will transfer to the Kaiwhakahaere Nga Ara me te Tautoko. This is a temporary proposed reporting line ahead of Phase Three. The remainder of the work this role does will no longer be required.
Reference and Liaison	Disestablished	Position not included in confirmed structure. Incumbent may apply for	The ākonga library services support and digital collections will be

Librarian x 3 FTE		available positions in structure	<p>undertaken by the 2.5 new confirmed librarian roles created.</p> <p>The work of this group will be different from that which occurs now. We have an opportunity through the transition plan to reimagine the delivery of library services at Whitireia and WelTec.</p> <p>Schools will have within their teams the required books for their programme delivery and manage this access to ākonga: like a reserve collection being used on site. As appropriate from School budgets additional books may be purchased as requirements change.</p>
Technical Services Librarian x 1.8 FTE	Disestablished	Position not included in confirmed structure. Incumbent may apply for available positions in structure	<p>The work of this group will be different from that which occurs now. We have an opportunity through the transition plan to reimagine the delivery of library services at Whitireia and WelTec.</p> <p>Identified library services will be offered centrally and incorporated within the newly created 2.5 FTE Librarian roles.</p>
Digital Services Librarian 0.4 FTE	Disestablished	Position not included in confirmed structure. Incumbent may apply for available positions in structure	<p>The work of this group will be different from that which occurs now. We have an opportunity through the transition plan to reimagine the delivery of library services at Whitireia and WelTec.</p> <p>Identified library services offered centrally and incorporated within the newly created 2.5 FTE Librarian roles.</p>

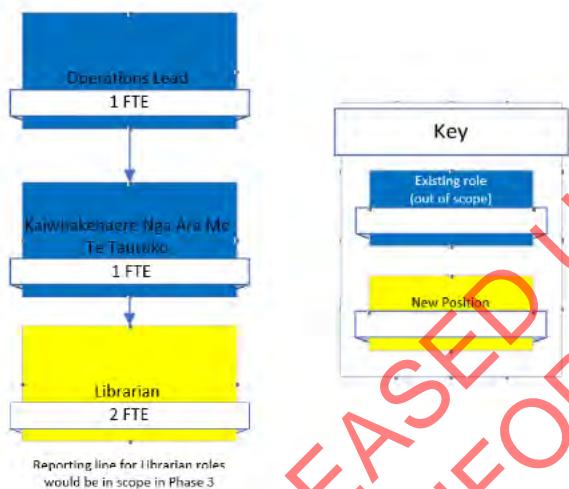
Confirmed new roles

Below is a list of the new roles and a descriptive of the accountabilities. Job descriptions can be found in the appendices, and the recruitment process is below.

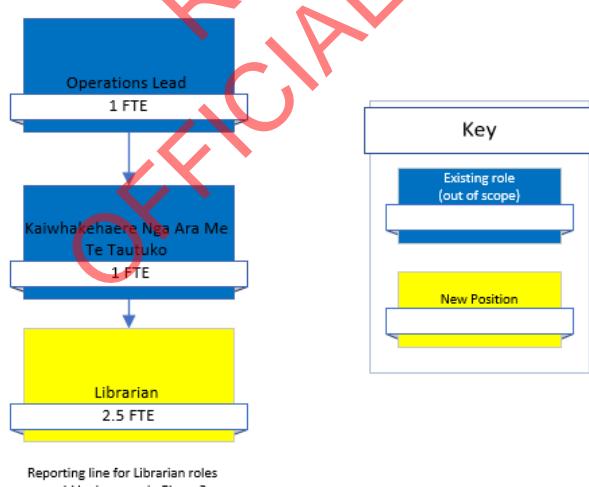
New Role	Description of new role

Librarian (2.5 FTE)	<p>To provide high-quality, professional library services to ākonga and kaimahi primarily through facilitating access to services, resources and information. Managing the Whitireia and WelTec libraries electronic information resources, improving access to electronic resources. Functions:</p> <ul style="list-style-type: none"> • Support ākonga with use of digital databases. • Support ākonga and kaimahi with accessing materials for research. • Maintain digital library service. • Work in partnership with Academic Success on tools for referencing, AI, research methods...being available for ākonga and for professional development for kaimahi. • Remain connected to local and national library services and agencies.
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Proposed Team Structure for Library



Confirmed Team Structure for Library



What happens next?

Decision Process

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

- **Step 1:** Individual and/or group meetings will be held with impacted kaimahi to advise the final decision, and they will be provided the final decision document and a letter.
- **Step 2:** Other kaimahi who may be in scope but not impacted by the change will be advised of the outcome of consultation.
- **Step 3:** Recruitment and selection commence.
- **Step 4:** Where roles are confirmed disestablished, redeployment conversations begin. A voluntary redundancy process may be actioned.

Timeline following decisions

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

Milestone	Date
Decisions communicated to impacted kaimahi (in meetings and by email)	16 July
Decisions communicated to other kaimahi in scope (by email)	16 July
Decisions available to all kaimahi	21 July
New role recruitment process commences	21 July
Reduction in roles QSC process commences (if required)	28 July
New structure effective	1 December unless otherwise indicated in decision document and letters

Recruitment and Selection Processes for roles

Reduction in roles

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

After any voluntary redundancy applications are considered, a selection process will be followed and kaimahi who fall within this process will be assessed by a panel against a selection criteria to determine the best fit for the reduced number of positions.

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

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

- Impacted kaimahi will complete a selection form.
- The panel will complete the selection process. The panel for this process will consist of a subject matter expert (likely the manager or one up manager) and a People and Culture representative.
- The completed selection form for each kaimahi will be reviewed against the competency criteria set for this process by the panel.

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

For any kaimahi who choose not to submit a selection form, the panel will still complete the assessment for their part of the process.

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

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

- New roles would be open to impacted kaimahi from within Whitireia and WelTec and the wider Te Pūkenga network. Advert open for 10 days.
- If roles are not filled, we would then look to open the process to all kaimahi from within Whitireia and WelTec and the wider Te Pūkenga network. Advert open for 10 days.
- Vacancies will be advertised on Te Kainga (Whitireia and WelTec intranet) and Te Whare.
- All potential internal candidates will be required to apply formally with a CV and covering letter.
- The hiring manager with the People and Culture team will shortlist candidates against the position description and the selection criteria that is outlined below.
- Previous performance will be taken into consideration.
- A shortlist will be completed within 4 days concluding the final advertising period closing.
- The interview may be formal and based off competency-based questions that relate to the position description and the selection criteria.
- The internal process is expected to take around 2 weeks from advertising closing date depending on the applications.

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

A link to all vacancies within the network is provided within individual letters for roles confirmed as disestablished.

Confirmed Selection Criteria for new roles and reduction in roles

Whitireia and WelTec Qualifications, Skills, and Capabilities (QSC) Assessment

ASSESSMENT AREA	DESCRIPTION
QUALIFICATIONS AND SKILLS	<ul style="list-style-type: none"> • Whether the employee has any relevant qualifications required for their role. • Whether the employee has the relevant skills to support Whitireia and WelTec in 2025 and beyond.
VERSATILITY AND ADAPTABILITY	<ul style="list-style-type: none"> • The currency, relevance and professional or community related experience and the service and experience the employee provides that enhances the organisation's ability to support relevant disciplines. • The extent to which the individual could competently carry out a range of duties required by the organisation. • The evident willingness of the individual to step in and pick up duties where needed. • The evident willingness and ability of the individual to adapt to meet organisational needs.
OVERALL CONTRIBUTION	<ul style="list-style-type: none"> • How much the individual makes a positive overall contribution to their current team and Institution. • How much the individual acts as a positive role model for others and contributes to creating a positive and supportive working environment and organisational culture.
TE TIRITI	<ul style="list-style-type: none"> • 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 group.
LEADERSHIP*	<ul style="list-style-type: none"> • Demonstration of leadership at a team, group, or organisational level. • Ability to demonstrate learning through the leadership.
MANAGEMENT*	<ul style="list-style-type: none"> • Demonstration of management of a team of people/group. • Ability to demonstrate people management at a high level.
TECHNICIAN/TECHNICAL[#]	<ul style="list-style-type: none"> • Demonstration of technical skills relevant to the area.

*Leadership and management roles

[#]Technician/Technical roles

Score matrices with weightings are included in Appendix C

Voluntary redundancy

In situations where the role of a kaimahi is confirmed as disestablished, or where there is a reduction of roles confirmed, we are open to having a voluntary redundancy conversation. However, voluntary redundancy is not guaranteed.

A kaimahi will need to make an application. Applications will be treated on a case-by-case basis for individual redundancies.

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

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

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

Transition Approach

Management of the transition to the new structures confirmed in this phase, including milestone timeframes, will be the responsibility of senior leaders within the relevant area. Feedback specific to transition is captured and addressed in the feedback sections above.

Once relevant recruitment and selection processes have been completed, we will ensure that transition planning takes place with kaimahi in the respective functional teams. This will include factors such as a strong communications plan, priorities of work and ensuring there are clear responsibilities and planning of deliverables.

Where do I get support?

We acknowledge that change can be disruptive and unsettling for people. We encourage you to speak to your manager, your support network, your union representative (email contacts below) or your HR Advisor and to support each other through this consultation process.

Please remember you can access our Employee Assistance Service provider, Vitae, by visiting their website <http://www.vitae.co.nz> or by phone 0508 664 981.

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

In addition, if you consider that the support options are not suitable for you or if you have any questions regarding support, please speak with your HR Advisor. We are open to looking at how we meet individual needs in this large, organisational process.

For those who are union members, you can contact:

s 9(2)(a)

If you have questions, please discuss these with the People and Culture team who can be contacted by emailing HREnquiries@wandw.ac.nz.

Appendices

Appendix A - Position Descriptions

Programme Manager Health Science

Simulator Educator

Associate Programme Manager Cosmetology and Cookery

Engineering degree and diploma technician

Programme Manager Youth and Health and Wellbeing

Tutor Counselling and Addiction

Tutor Social Work

Tutor Youth Development

Placement Coordinator

Placement coordinator

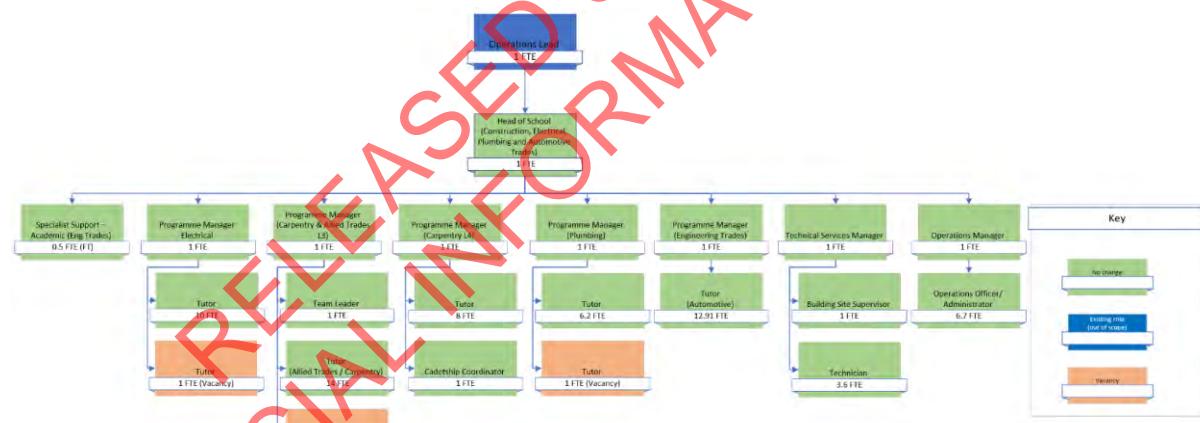
Kaiako Academic Success

Role/ Academic Success

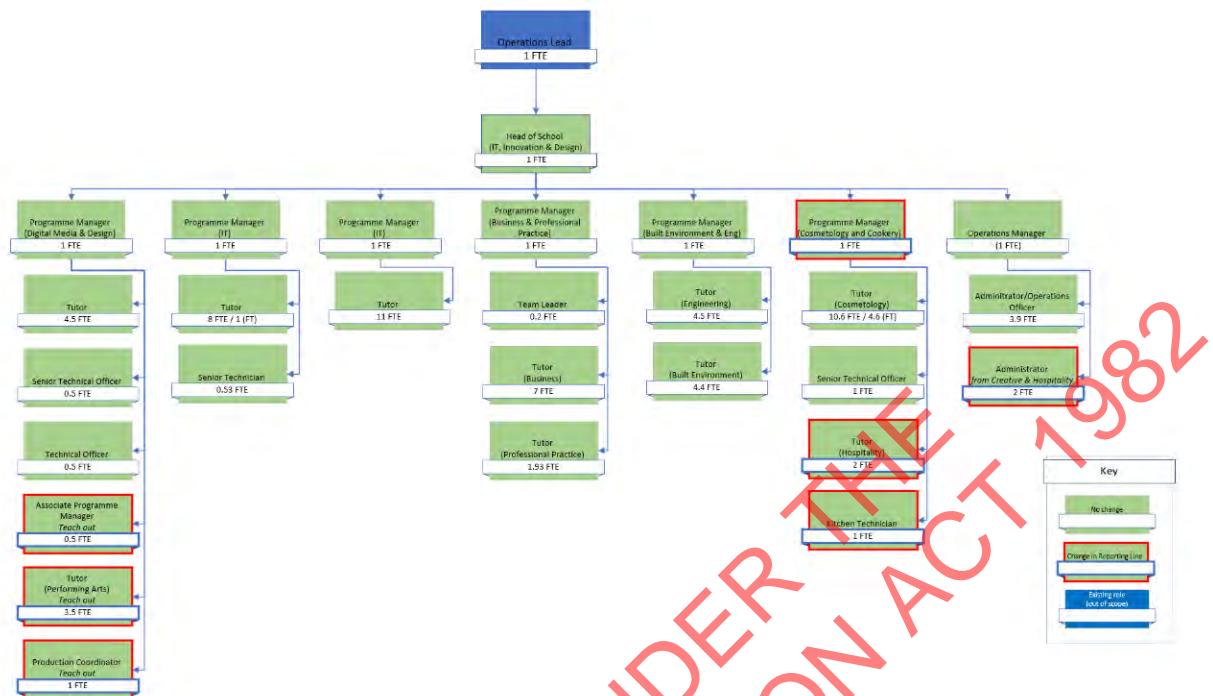
LIBRARY

Appendix B - Organisation Charts

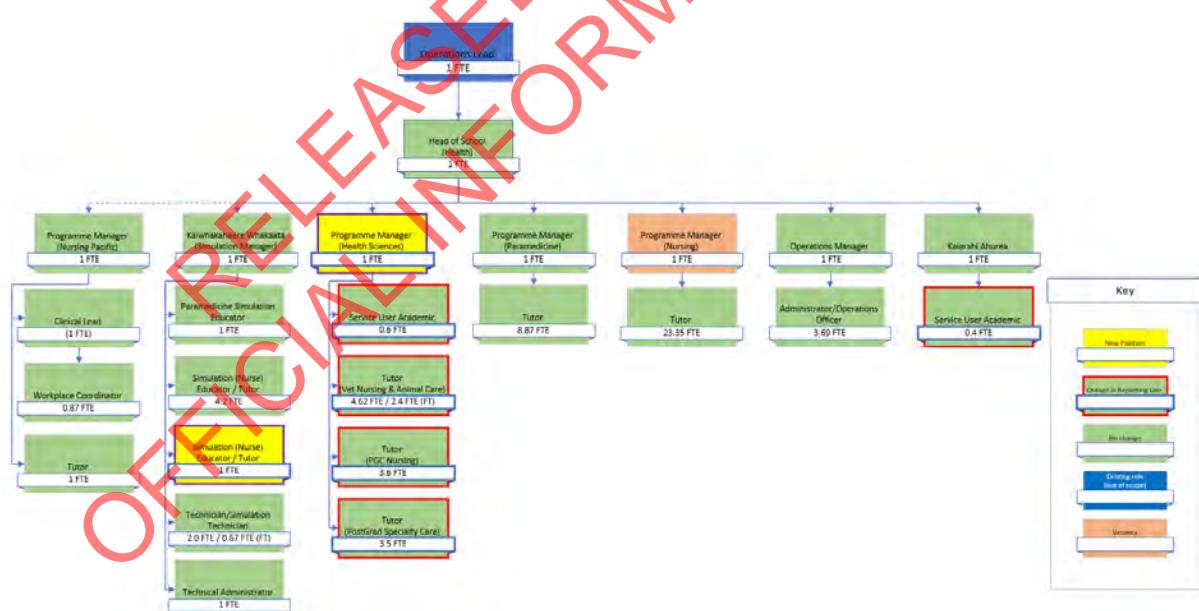
Proposed Structure of the School of Construction, Electrical, Plumbing and Automotive Trades



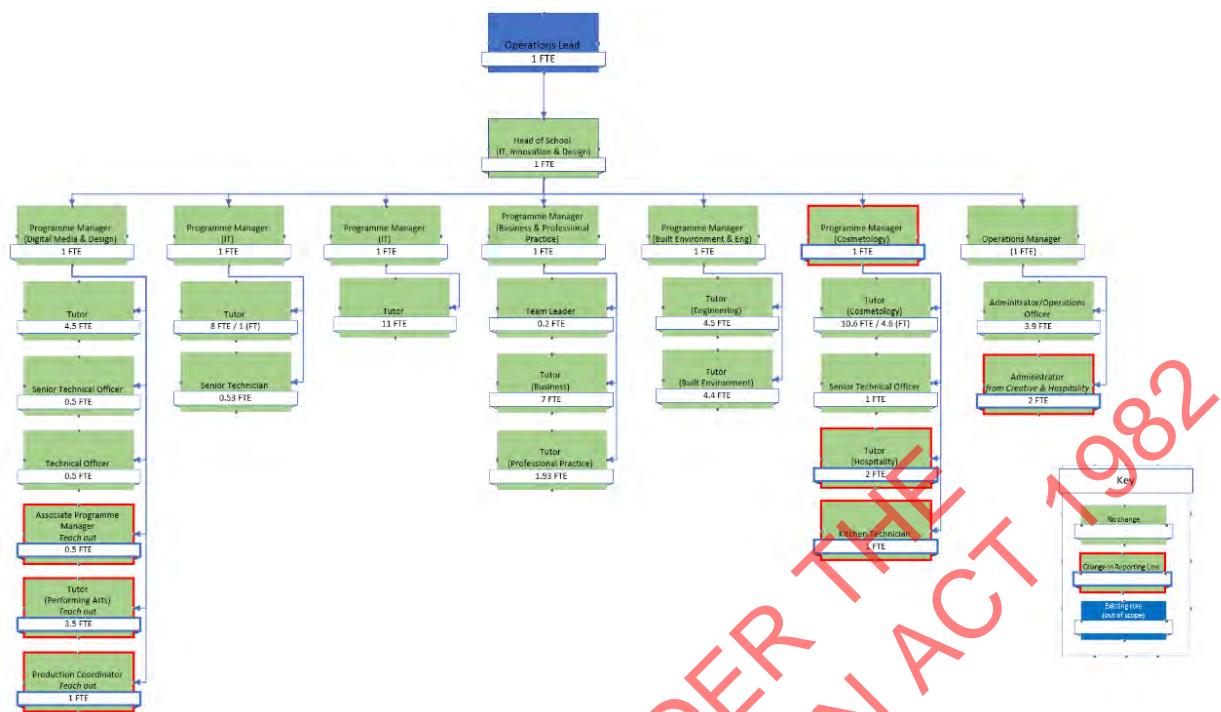
Proposed Structure within the School of Innovation, Design and Technology



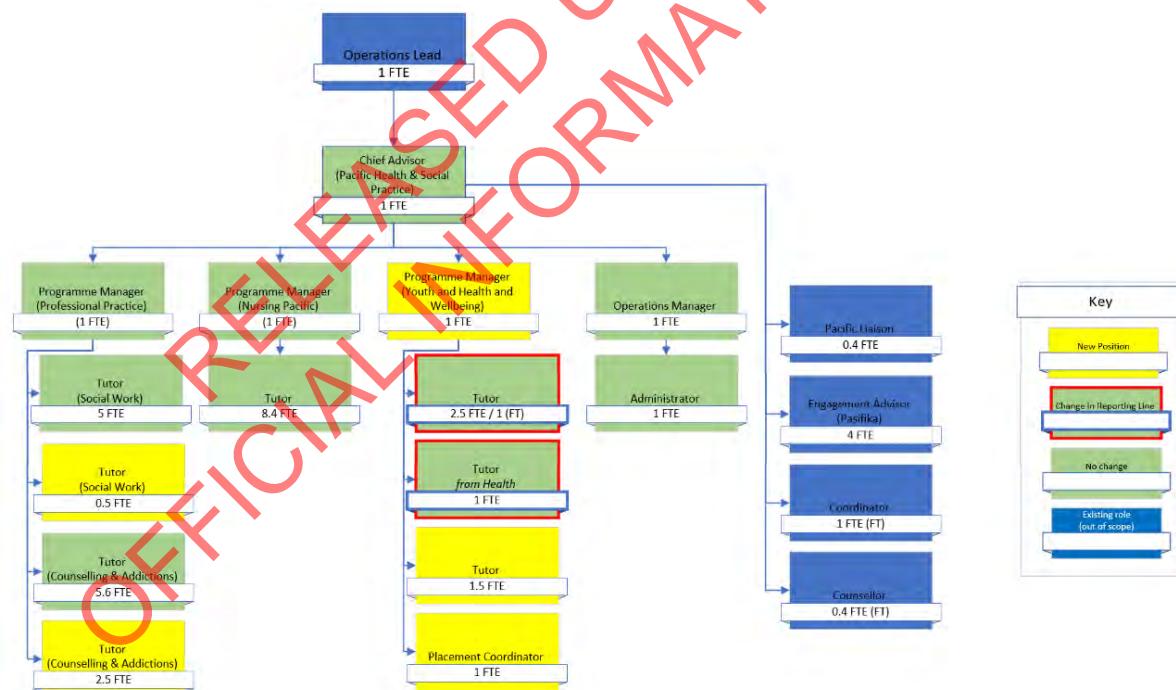
Proposed Structure of the School of Health



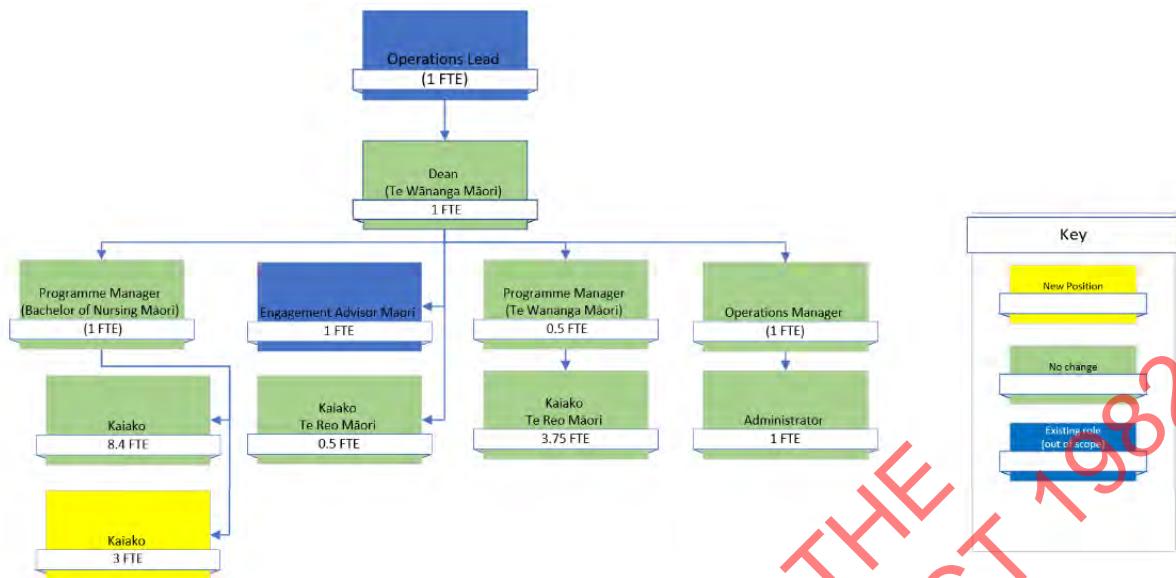
Proposed structure of School of Innovation, Design and Technology



Proposed Structure of the School of Pacific Health and Social Practice



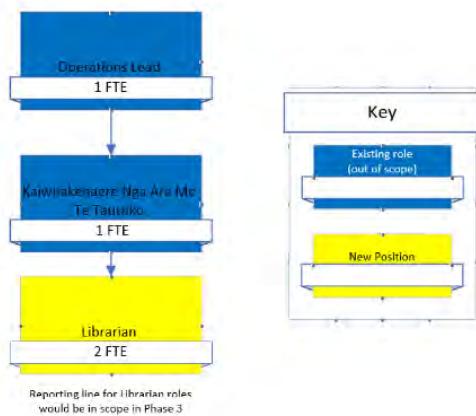
Proposed Structure of Te Wānanga Māori



Proposed Structure for Academic Success Group



Proposed Structure for Library



Appendix C - QSC Score Matrices

QSC score matrix for Academic kaimahi

	SKILLS AND EXPERIENCE Weighting 60%					VERSATILITY AND ADAPTABILITY Weighting 30%			OVERALL CONTRIBUTION Weighting 10%		
	Industry, professional or community-related experience	Tertiary teaching experience	Professional experience and development	Teaching quality and contribution	Qualification	Teaching range / specialist knowledge required	Willingness to step in and teach across areas as needed	Willingness and ability to adapt approach to teaching	Positive overall contribution	Positive role model	Contribution to working environment and culture
Score	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
Employee Name 1											
Employee Name 2											
Employee Name 3											
Employee Name 4											
Employee Name 5											
Employee Name 6											
Employee Name 7											
Employee Name 8											

QSC score matrix for Allied kaimahi

	Qualifications & Skills 20%		Versatility & Adaptability 50%			Overall Contribution 30%	
	Qualifications 5%	Skills 15%	Experience to support the School 10%	Competency over range of duties 25%	Willingness to adapt & step up 15%	Positive contribution 15%	Positive model 15%
Score	1-5	1-5	1-5	1-5	1-5	1-5	1-5
Name 1							
Name 2							
Name 3							
Name 4							

Appendix D - Glossary

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

	<p>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.</p> <p>These consultants reviewed the financial information for the ITP Business Divisions.</p>
Ring-fenced/Many to few/Reduction in roles	<p>A closed process for positions where incumbents of same or similar roles are the affected kaimahi.</p> <p>A selection process is involved in this case as opposed to a full recruitment process.</p>
Surplus staffing	<p>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</p>
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework	<p>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.</p>
Voluntary redundancy	<p>The ability to ask for voluntary redundancy is provided for in some employment agreements in certain circumstances.</p> <p>It enables affected kaimahi to indicate a preference to take voluntary redundancy in a surplus staffing situation and when they have been confirmed as having their positions disestablished.</p>