

Reform of Vocational Education

Have your say questionnaire

Thank you for taking an interest in the Reform of Vocational Education. We want to hear your views on these proposals. The changes we propose are complex, and we need the detailed knowledge and the different perspectives of people across New Zealand to get them right.

The government is seeking feedback on the proposals by **Wednesday 27 March 2019**.

The questions posed in this questionnaire can be also found in the Reform of Vocational Education consultation discussion document, which you can find here: <https://conversation.education.govt.nz/assets/RoVE/Reform-of-Vocational-Education-Consultation-Discussion-Document.pdf>.

We recommend that you read the consultation document to understand the proposals before answering the questions.

If you're looking for more detail on any of the three main proposals, there are also three technical discussion documents with more information that officials are looking for your thoughts to help shape advice to Government. Question posed in these technical documents are also provided in this questionnaire. The technical discussion documents are linked here:

- » Proposal on roles of providers and industry bodies
<https://conversation.education.govt.nz/assets/RoVE/Roles-of-providers-and-industry-bodies-technical-discussion-document.pdf>
- » Proposal on a single New Zealand Institute of Skills & Technology
<https://conversation.education.govt.nz/assets/RoVE/New-Zealand-Institute-of-Skills-Technology-technical-discussion-document.pdf>
- » Proposal on a unified funding system
<https://conversation.education.govt.nz/assets/RoVE/Unified-funding-system-technical-discussion-document.pdf>

How your feedback will be used

We expect that many people will be interested in having a say on the future of vocational education in New Zealand. Everyone's feedback is welcome. Officials will carefully consider what we've heard in engagement meetings, along with the feedback that is sent in to the survey, email address and phone line.

A vision for NZ

A strong, unified vocational education system that is sustainable and fit for the future of work, delivering what learners, employers and communities need to be successful.

How you can respond

- » You can fill in this questionnaire, and send it to vocationaleducation.reform@education.govt.nz
- » If you prefer to write out your feedback, you can
- » These same questions will be available in an interactive online survey, coming soon.
- » You can also provide feedback at a face-to-face consultation event. Details on these events are available at <https://conversation.education.govt.nz/conversations/reform-of-vocational-education/>
- » You can talk to someone on our Freephone line: 0800 462 543

The Minister and Cabinet will receive a summary of all the feedback, which will inform their decisions about the Reform of Vocational Education. You can expect to hear about these decisions around mid-2019.

Officials will also continue to draw on feedback and ask for more conversations as we work through how to implement the Government's decisions.

First, please tell us about you

Why we collect information about you

We want to make sure that we receive feedback from all people interested in vocational education in New Zealand, and we want to ensure we understand and balance the variety of perspectives. We'd like to know if you're providing feedback as a learner, apprentice, or trainee; as a member of the community, as an employer, as iwi or Māori stakeholder, as a learning provider or other contributor to the sector. The list of perspectives is long, and each one is important. Please help us ensure that all the perspectives have been heard by telling us a little about who you are. We won't collect any information that can identify you personally, or use it for any other purpose.

Question	Options
1 Are you submitting a response as an individual or on behalf of an organisation / group?	<input type="radio"/> Individual <input checked="" type="radio"/> Organisation or group <input type="radio"/> Prefer not to say
2 If you are submitting on behalf of an organisation or group, what organisation / group?	The South Canterbury Chamber of Commerce
3 I identify as having a disability, and/or require additional support to learn	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Prefer not to say
4 How old are you?	<input type="radio"/> Younger than 25 <input type="radio"/> 25-40 <input type="radio"/> Older than 40 <input type="radio"/> N/A Prefer not to say
5 What gender do you identify with?	<input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Gender Diverse <input type="radio"/> N/A Prefer not to say

6 What is your ethnicity? (You can choose more than one)

- Pākehā/NZ European
- Māori
- Asian
- Samoan
- Cook Islands Māori
- Tongan
- Niuean
- Tokelauan
- Fijian
- Chinese
- Indian
- Prefer not to say

N/A Other (please specify)

7 Select what is relevant to your situation:

- I am currently a student, apprentice or trainee
- I am a parent to a student/s
- I work within the education sector
- I am an employer / industry professional
- I work for an education union
- I care for someone who has a disability, and/or requires additional support to learn
- I am a member of the general public
- Business support organisation Other (please specify)

8 If you are currently a student, apprentice or trainee, please tell us where you are enrolled

- Institute of Technology or Polytechnic (ITP)
- Industry Training Organisation (ITO) as an apprentice or trainee
- Wānanga
- Private Training Establishment (PTE)
- University
- Secondary school or below
- Prefer not to say
- Other (please specify)

9 If you are a currently a student, please tell us if you are a domestic or international student

- Domestic
- International
- Prefer not to say

10 If you work within the education sector, please tell us where you work

- Institute of Technology or Polytechnic (ITP)
- Industry Training Organisation (ITO)
- Wānanga
- Private Training Establishment (PTE)
- University
- Secondary school or below
- Prefer not to say
- Other (please specify)

11 If you work within the education sector, please tell us what your role is

- Teacher/kaiako
- Board of trustees member
- School support staff member
- Learning support staff member
- Central education agency employee
- Prefer not to say
- Other (please specify)

12 Where do you live?

- Northland
- Auckland
- Waikato
- Bay of Plenty
- Gisborne
- Hawke's Bay
- Taranaki
- Whanganui
- Manawatu
- Wairarapa
- Wellington
- Nelson Bays
- Marlborough
- West Coast
- Canterbury
- Christchurch
- Timaru - Oamaru
- Otago
- Dunedin
- Southland
- Prefer not to say
- Other (please specify)

Consultation document feedback questions

These questions can be found in the consultation document, which you can read at this link:

<https://conversation.education.govt.nz/assets/RoVE/Reform-of-Vocational-Education-Consultation-Discussion-Document.pdf>

The questions are just a guide – we welcome any additional feedback you have. You can fill in this questionnaire and email it back to us at vocationaleducation.reform@education.govt.nz.

There are lots of questions here!

Don't feel as though you have to answer them all. We're interested in understanding what's most important to you. If that means you only want to answer one or two questions, that's fine. Feel free to answer as many or as few questions as you like. If you need more space, please add pages or make text boxes bigger if you need to.

The current system question

- 13 Does this document's description of the current problems and opportunities within the vocational education sector look right to you? Is there anything you would add or remove? What problems or opportunities do you think should be the priority?

A number of the issues identified in the sector are accurate; however considerable parts of the vocational education sector are working well and do not require significant change. We agree that there needs to be an improved response to employer needs and expectations. That a change is needed to address the problem of failing ITP's and that regional current education provision needs to keep up with the rapidly changing world of work.

The current proposal is ambitious and far reaching and the papers released lack the depth and detail to provide confidence in the ability to deliver on this vision. The proposal seeks to undo a lot of what is working well, replacing this with a one size fits all solution across the country.

The short timeframe for consultation (although extended by a week) implies a lack of genuine intent and is seriously concerning. There has been no ability to engage fully in this process in South Canterbury, for industry, employers, trainees, students or other organisations. A workshop is requested in Timaru.

It is also understood that legislative change is already being prepared and implementation planning is underway.

The timeframe for implementation is far too tight; and has the potential to impact negatively on our international education reputation and to negatively impact on employers and students potentially dissuading them from embarking upon the essential educational journey. Process could seriously undermine a positive outcome

- 14 What do you think the Government needs to understand about the current system to inform its work on changes?

- 15 How strongly do you agree or disagree with the following statement?

"To meet New Zealand's future needs, our vocational education system needs a big change"

Strongly agree

Agree

Neither agree
nor disagree

Disagree

Strongly
Disagree

Don't know /
no opinion

X

The current systems within the ITP and ITO sectors work effectively in a number of areas. With businesses advising the Chamber that this is responsive especially in the ITO provision to employer needs. The government appears to be driving a theme of centralisation on a number of fronts severely limiting opportunities in the regions, this is clearly contra to the pre-election policy that the regions would become better connected and serviced. Examples of this include the ACC restructure and loss of roles, the immigration settings looking at larger “regional” needs and not drilling down to areas like South Canterbury, and (School reform / gun licencing ...now the centralisation of vocational education training. This proposal sees the loss of autonomy to individual ITP's, a system which is designed to meet the needs of a region and sub region. The proposal should look at enforcing and aligning this activity. The words say the change will support Regions but the proposed centralised structure will do the opposite.

We need a definition of Region – we are seriously concerned that campuses such as Timaru and Nelson will over time disappear – causing irreparable damage to these communities (sub-regions)

Proposal 1: Redefined roles for industry bodies and education providers

- 16 Do you agree that the creation of Industry Skills Bodies would be a positive step in ensuring the vocational education delivers to the needs of industry? What do you think these bodies should be called – is “Industry Skills Bodies” the right name?

The concept of Industry Skills Bodies is sound, however the concern from businesses is that they will no longer have the strong connection to industry that is achieved by ITO's through arranging on and off job training and supporting work place learning. This connection ensures currency.

The proposal will create a distance or a second step for ISB's by advising TEC on provider procurement. It has to be noted that some ITP's have found themselves out of touch, distanced from the workplace and the needs of employers; frequently academic delivery is provided by tutors who have not worked in the industry for years. The way to change this is to require connections and currency in the academic delivery.

We are unsure how Regional Leadership teams and ISBs both give advice without better structural links

Is TEC the right body to be the conduit in any case. We are concerned that TEC fills conflicted roles of policy and delivery

- 17 What do you think about the new roles proposed for industry, employers and education providers? How might they benefit employers and learners? What will the risks be? What is needed to help them work well?

Many ITP's have been forced into a corner by the current requirements of the TEC, current funding mechanisms and the buoyant employment market. With full employment in South Canterbury the need is for industry current education and short courses or micro - credentialing created to upskill the majority of the people already in full time employment. (Approximately 2.4% unemployment).

The review of funding is well overdue.

The efficiencies gained MUST be reinvested into those courses which by their nature are more expensive to run (typically in the sub-Regions!!!) – e-commerce will not solve this alone.

- 18 The Government wants to help more employers get involved in the vocational education system. Do you think the proposed changes would achieve that? Why or why not?

Again, the intent is laudable, to seek more employers involved in the vocational education system. The reality is most employers are facing increased compliance with the majority of small to medium sized employers unable to spend more time away from the business. The current ITO system enables the ITO's to visit the businesses with minimal disruption to BAU. One option may be to build on the current industry relevant and cost-effective well-established system. ITP's need to gain traction and engagement in the connection to business.

A better level of coordination is warranted to avoid current duplication but this does not mean that ITOs should be disbanded. Nor should all ITPs be merged into one entity. The best of both sectors need to be retained which may mean less ITPs to create scale, with better coordination across the delivery informed by ISB

19 To make the proposals for new roles for industry bodies and providers work well, what changes would be needed at education providers? What in turn would be needed to ensure those changes happen?

Identifying the replicated work and replicated delivery at an ITP level could help resolve the financial issues being faced by many ITP's. And in taking this approach could avoid the absolute breakdown of the current autonomous ownership model.

Curriculum development and teaching resources, student management – data recording, financial and academic and quality systems could all be centralised or delivered from specific centres. International education development and promotion could again have a level of centralisation/coordination. Programme delivery could be limited within wider geographic boundaries to avoid the direct competition that currently exists. For example, 600 EFTs delivered by SIT in Christchurch directly undermining the Ara delivery option.

20 Do employers need access to impartial advice on their training options, and help making the right connections with education providers? If so, how should this service be provided?

Employers need good accurate advice that should be available from ITP's and ITO's. To create a third party to provide this information could create an additional layer of complexity and separate the working connections that are so vital to making the system effective.

The proposal will have failed if this "impartial" advice is judged necessary

21 Please indicate how much you agree or disagree with the following propositions:

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
21a. Recognise and fund "Industry Skills Bodies" to set skill standards in vocational education	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21b. Make vocational education providers responsible for delivering and supporting all vocational education and training at providers and in workplaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Proposal 2: Proposals for the New Zealand Institute of Skills & Technology

22 Do you agree with the Government's proposal to introduce a single New Zealand Institute of Skills & Technology? What do you think the institution should be called – is the New Zealand Institute of Skills & Technology the right name?

NO THIS IS CENTRALISATION THAT WILL DISADVANTAGE THE REGIONS AND WILL NOT BE VALUED BY COMMUNITIES. To rationalise current delivery and back office options would be far more palatable and be likely to gain greater traction. Options could include two South Island ITP's top of and lower South Island and three or four ITP's for the North Island. A new funding system based on the programmes/courses, levels and type of delivery versus an EFTs based funding system would also resolve many of the current drivers.

23 What should Government, the ITP sector and its stakeholders keep in mind if we were to design and

An example of locally designed programme that is meeting industry needs and ensuring positive employment outcomes is the Transport Programme at Ara Institute of Canterbury. Created based on a need from industry, supported by industry and ensuring solid employment outcomes are realised. Removal or distancing this type of relationship between industry and education providers is seen as a huge risk.

implement a New Zealand Institute of Skills & Technology for all New Zealand?

24 What purposes and functions could be included in the charter of a New Zealand Institute of Skills & Technology?

The current proposal is silent on PTE's, sees no change for Wananga and identifies the Open Polytechnic as the on-line provider as part of NZIST. To ensure there is regional engagement there also needs to be a significant level of senior management, authority and leadership based strategically around the country.

25 How could we best ensure that a New Zealand Institute of Skills & Technology would deliver to the needs of New Zealand's regions?

By retaining a level of independence through separate ITP's as advised above. Rationalise from 16 to 7/8 and provide centralised support that will not compromise service and connections. (As outlined above).

26 What kind of Regional Leadership Group structure might work best, and what other functions could these groups fulfil? What should the term for these regional groups be?

Regional Leadership Groups could easily become disconnected the industries being serviced and lack the authority to deliver what is required within a region or sub region. Should they go ahead the Chambers of Commerce will be well placed to create and maintain the connections. As above we also need to understand how this would link with ISB advice

27 Do you believe that Regional Leadership Groups will be able to actively and representatively consider iwi and Māori interests? If not, what other vehicle or means of understanding Māori skills needs could be considered?

As far as their connection to industry and the communities they service then yes.

28 Thinking about "Regional Leadership Groups", is this the right name for these proposed new bodies?

29 What are your thoughts on Centres of Vocational Excellence? How should their roles be defined and how should they work with Industry Skills Bodies and providers? What should their relationship with Regional Leadership Groups be?

The flexibility and identification and authority of Centres of Vocational Excellence is unclear.

30 How strongly do you agree or disagree with the following statements?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
30a. Creating a New Zealand Institute of Skills & Technology to serve all of New Zealand would help employers and learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	x <input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30b. Creating a New Zealand Institute of Skills & Technology would make provision more consistent and easier to	<input type="radio"/>	X likely <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

access across the country						
30c. A New Zealand Institute of Skills & Technology would be financially stronger and more resilient than the current network	○	○	x○	○	○	○
30d.. Create Centres of Vocational Excellence focused on teaching and learning, and applied research, in areas of particular importance to New Zealand	○	○	○	○	○	○

Proposal 3: A unified vocational education funding system

- 31 Do you agree that a unified funding system for vocational education, encompassing both provider-based and work-based learning, will help to improve our overall vocational education system?

This is a sensible and logical starting point. However different delivery models clearly require different levels and types of funding. (Some need more if the needs of Region are to be truly delivered)

- 32 What do you think the Government needs to consider in designing a new funding system?

Overall objectives, likely quantum levels and types of delivery required and how to enable a flexible funding system that is able to respond to changing needs of industry, employers and learners. The current funding mechanisms are not fit for purpose and have created unintended drivers for ITP's to remain viable.

- 33 Are the suggested elements for a vocational education funding system the right ones? What might be missing?

Need to consider mobility of the learner in both location, on and off job and face to face versus on line/flexi delivery. The system should be as seamless as possible. Workplace and career transitions from school need additional focus and possible brokerage.

Concluding questions

- 34 What do you think about the impacts described above? Is anything big missing from the list?

As above key to maintaining education throughout life.

The process itself has a timetable that is too tight without adequate steps for consultation to be effective. The outcome could be very damaging to the sector notwithstanding the worthy aspirations.

- 35 How might different groups of learners be impacted by the proposals? In particular: What unique issues or opportunities arise for Māori learners in the proposed new system? What unique issues or opportunities arise for Pacific learners in the proposed new system? What unique issues or opportunities arise for disabled learners?

36 How might different groups of employers be impacted by the proposals? In particular: What unique issues or opportunities arise for small and medium-sized enterprises in the proposed new system? What unique issues or opportunities arise for Māori enterprises in the proposed new system?

Genuine consultation needs to occur with employers especially the small to medium sized businesses that have limited time and resources to invest in professional development. Sub regions rely upon campuses of larger ITP's to deliver training and the ITO sector.

37 How could the new system best ensure that specific learner groups – such as Māori, Pacific and disabled learners – can participate and achieve in vocational education?

38 Overall and in the long run, do you think the future arrangements being proposed for vocational education would be better or worse for you personally than the current arrangements? What about for any groups or communities you are a part of?

We hold serious concerns that our three districts Timaru, Waimate and the Mackenzie District will face even more serious consequences with the proposed system, encouraging young people to leave the district and those returning to work or in work less able to access training for upskilling. The further the geographic distance from a main metropolitan centre the graver the issue.

39 What other ideas or models do you think we should be considering?

Retention and strengthening of the ITO sector. Merging of ITP's as outlined 16 to 7/8, review of the funding model and removing over lapping provision and replication of services including curriculum development, quality and academic services, student management and IT.

Technical questions

The following questions are from the technical consultation documents. The questions below are just a guide – we welcome any additional feedback you have. You can see more questions or provide additional feedback online.

Questions in the Proposal on roles of providers and industry bodies technical consultation document

You can read the document related to these questions here:

<https://conversation.education.govt.nz/assets/RoVE/Roles-of-providers-and-industry-bodies-technical-discussion-document.pdf>

Formation and recognition of Industry Skills Bodies

Discussion on these questions begins on page 5 of the technical discussion document

40 How strongly do you agree or disagree with the following statement?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
An ISB should be recognised by the Minister following advice from the TEC and NZQA on the degree to which the applicant meets stated criteria outlined in legislation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41 Do you think it would be helpful for ITOs to transition to ISBs, providing they demonstrate the additional capabilities to meet the recognition criteria? What other kinds of industry bodies (new or existing bodies) might want to seek recognition?

42 What could be done to support the transition from ITOs to ISBs that would result in greater industry coverage and greater coherence of ISBs?

A national stocktake and industry/ITO review.

43 Any other comments?

Function of ISBs

Discussion on these questions begins on page 7 of the technical discussion document

44 How strongly do you agree or disagree with the following statements?

<i>Proposal</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
44a. Industry and employers should have a skills leadership role to influence the skills development system.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44b. ISBs should be clearly tasked with developing qualifications and setting skills standards, in consultation with education providers.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44c. ISBs should provide advice to TEC on investment in vocational education provision.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44d. ISBs should have a role in moderating assessments (as ITOs do at present) and, where appropriate facilitate capstone assessments, to ensure graduates have the skills needed by industry.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45 How should the standards-setting role of ISBs be reflected in qualifications and programmes?

46 To what extent do you think that ISBs should be involved in specifying the design of programmes as opposed to co-approving programmes in conjunction with NZQA? Should qualification and programme requirements be combined?

47 If qualifications and programmes are not combined, do you think ISBs should provide advice to education providers on their curriculum design and implementation, and if so, how should this be managed?

48 What role do you think could be most important or valuable for Centres of Vocational Excellence (CoVEs) to play in a new vocational education system, what should be their core purpose, and how should ISBs relate to CoVEs?

49 How do you think TEC should take on board investment advice from ISBs? Should ISBs provide comprehensive or “by exception” purchasing advice?

50 When would it be valuable for ISBs to use capstone assessments?

51 Do you have any other comments on the functions of ISBs?

Funding and accountability arrangements for Industry Skills Bodies

Discussion on these questions begins on page 13 of the technical discussion document

52 What is the appropriate balance between public and private funding for ISBs? What form should the funding take?

53 Are there any activities or functions that you think ought to receive fully-private or fully-public funding?

54 Do you have any other comments on the funding arrangements for ISBs?

Role of industry groups

Discussion on these questions begins on page 13 of the technical discussion document

55 How can ISBs (representing employers nationally) and Regional Leadership Groups of the New Zealand Institute of Skills & Technology and regional skills bodies supporting regional labour markets have an aligned view on skills needs?

56 Any other comments on the regional role of industry?

Role of education providers

Discussion on these questions begins on page 14 of the technical discussion document

57 How strongly do you agree or disagree with the following statement?

Proposals	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Don't know / no opinion
Education providers would provide support for learners in employment including meeting their educational, pastoral, learning disabilities and other needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

58 Are there some aspects of the support that employers currently receive or will need in future (for example, brokerage services) that would best be supported by organisations other than providers? Is so, which other organisations would be best positioned to provide this support?

59 Could industry assist education providers to make the transition in supporting employers as well as learners? How could they do this?

60 Do you have any other comments on the role of education providers in supporting employers and training employees?

Questions in the Proposal on a single New Zealand Institute of Skills & Technology technical consultation document

» You can read the document related to these questions here:

<https://conversation.education.govt.nz/assets/RoVE/New-Zealand-Institute-of-Skills-Technology-technical-discussion-document.pdf>

Governing Council

Discussion on these questions begins on page 7 of the technical discussion document

61 What principles should the Government use in deciding its approach to the governing Council of the New Zealand Institute of Skills & Technology?

We disagree with the one ITP concept and the identification of the Open polytechnic to be responsible for on line and distance learning. This fails to recognise that on line and distance delivery is simply a delivery tool/mechanism and will be being utilised for the majority of programmes and qualifications at some level in the future.

62 How can the way the Council is appointed and its composition help the proposed New Zealand Institute of Skills & Technology to be responsive to both national and regional needs?

This is one of the fundamental problems with the proposed design, taking ownership and the needs of industry to service and support regional options.

63 What other factors should the Government consider in designing the New Zealand Institute of Skills & Technology's governance arrangements?

Powers and duties

Discussion on these questions begins on page 8 of the technical discussion document

- 64 Are the current powers and duties of Councils set out in the Education Act 1989, and the powers of institutions (with the exception of limitations on borrowing, leases and disposals of property) appropriate for a single New Zealand Institute of Skills & Technology? (refer to sections 181 and 193 for powers and duties of Councils, and section 192 for the powers of institutions)

- 65 How strongly do you agree or disagree with the following statement?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
In addition to the current powers and duties of Councils in the Education Act 1989, the Councils of the New Zealand Institute of Skills & Technology should have duties with respect to the proposed organisational charter (for example have regard to or give effect to) (refer to (sections 181, 193 of the Education Act 1989)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appointment of the Council

Discussion on these questions begins on page 10 of the technical discussion document

- 66 How strongly do you agree or disagree with the following statement?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
The governing Council of the New Zealand Institute of Skills & Technology should be appointed wholly by the Minister.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Boards, and other committees

Discussion on these questions begins on page 10 of the technical discussion document

67 How strongly do you agree or disagree with the following statements?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
67a. The existing arrangements for Academic Boards in section 182 of the Education Act 1989 are fit for purpose for the New Zealand Institute of Skills & Technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67b. The existing arrangements for the establishment of other subcommittees in section 193 of the Education Act 1989 are fit for purpose for the New Zealand Institute of Skills & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67c. There should be subcommittee(s) to the Council of the New Zealand Institute of Skills & Technology representing the voice of students and staff of the NZ, which the Council must take into account in its decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Organisational charter

Discussion on these questions begins on page 12 of the technical discussion document

- 68 How should the charter influence the operation of the proposed New Zealand Institute of Skills & Technology? For example, should the Council have to “have regard to” the charter in its decisions, or should it have to “give effect to” the charter (a stronger requirement)?

Incorporation of the Open Polytechnic

Discussion on these questions begins on page 13 of the technical discussion document

- 69 How strongly do you agree or disagree with the following statement?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
I support the proposal for the New Zealand Institute of Skills & Technology to incorporate the Open Polytechnic of New Zealand's online platforms for the purposes of online delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Head office functions

Discussion on these questions begins on page 13 of the technical discussion document

- 70 What factors should determine whether functions are centralised or left for each region or campus to manage in its own way?

- 71 Who should decide what centralisation happens and to where – the Government, or the new Institute itself?

Regional structure

Discussion on these questions begins on page 14 of the technical discussion document

- 72 What factors should the Government or the Institute's transitional body consider in determining the regional structure (including the arrangement of regional campuses, and any regional administrative groupings below the level of national office) of the New Zealand Institute of Skills & Technology?

Regional Leadership Groups

Discussion on these questions begins on page 15 of the technical discussion document

- 73 Who should be represented on Regional Leadership Groups (e.g. iwi; hapū; industry groups; employers; local government)?

- 74 How should members of the Regional Leadership Group be appointed?

- 75 What should the principles of operation be for Regional Leadership Groups?

- 76 How can we make sure Regional Leadership Groups would produce the information regions require?

77 What information would Regional Leadership Groups require to successfully represent the skill needs of regions?

Capital and financial transactions

Discussion on these questions begins on page 16 of the technical discussion document

78 Would the broad framework of the consent process outlined in section 192 of the Education Act 1989 be fit for purpose when considering a single New Zealand Institute of Skills & Technology?

79 Should the framework consent process outlined in section 192 of the Education Act 1989 be extended to include all major financial transactions for the New Zealand Institute of Skills & Technology?

80 How strongly do you agree or disagree with the following statement about the current thresholds for what constitutes significant enough disposals, mortgages or borrowing or raising money to trigger the consent process outlined in section 192 of the Education Act 1989?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
The thresholds are sufficient to manage risks to the Crown without unnecessarily impacting on the day-to-day operation of the New Zealand Institute of Skills & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Review of assets

Discussion on these questions begins on page 17 of the technical discussion document

81 How strongly do you agree or disagree with the following statement?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Don't know / no opinion
There is value in a one-off review of the assets for the proposed New Zealand Institute of Skills & Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82 Should a one-off review of the assets for the proposed New Zealand Institute of Skills & Technology be instigated, who should lead such an exercise?

83 Do you have any other feedback or ideas about how the assets of a New Zealand Institute of Skills & Technology should be changed to support a modern, future-focussed institution?

Funding and investment plans

Discussion on these questions begins on page 18 of the technical discussion document

84 How best should regional and national goals, and an intended mix of provision for each region as well as the country as a whole, be included in the overall investment plan of the proposed New Zealand Institute of Skills & Technology?

From this process South Canterbury is seeking assurances that the reserves of the now merged entity Aoraki Polytechnic will be ring fenced and retained for our districts educational benefit. We also seek assurance that the significance of sub regions will be protected into the future.

85 In the event that a single New Zealand Institute of Skills & Technology is set up, how strongly do you agree or disagree with the following statements?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
85a. The Education Act (1989) should be changed so its proposed investment plan contains regional as well as national goals, and sets out an intended mix of provision for each region as well as the country as a whole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85b. The Education Act (1989) should be changed so that the regional content of proposed plans must take account of advice from Regional Leadership Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85c. The Education Act (1989) should be changed so that the TEC must assess proposed plans with reference to regional as well as national outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85d. The Education Act (1989) should be changed so that the TEC must assess proposed plans with reference to the Institute's charter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability for the Minister to design a funding mechanism

Discussion on these questions begins on page 20 of the technical discussion document

86 In the event that a single New Zealand Institute of Skills & Technology is set up, how strongly do you agree or disagree with the following statements?

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know / no opinion</i>
The Education Act 1989 should be amended to allow the Minister to issue funding mechanisms for the New Zealand Institute of Skills & Technology only, as a specified organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions in the Proposal on a unified funding system Technical discussion document technical consultation document

You can read the document related to these questions here:

<https://conversation.education.govt.nz/assets/RoVE/Unified-funding-system-technical-discussion-document.pdf>

How would a unified funding system apply across the education system?

Discussion on these questions begins on page 3 of the technical discussion document

87 Would you design a unified funding system for vocational education that also takes account of tertiary-based foundation learning? Or should this be an entirely separate funding system?

Features and design elements

Discussion on these questions begins on page 4 of the technical discussion document

- 88 What are the key features of a funding system that would support flexible learning pathways for learners and employers?

- 89 What opportunities and challenges do you see in creating a unified fund for vocational education?

- 90 What specific design elements of the current funds for vocational education should be included or changed in a new vocational education funding system?

Funding for strategically important delivery that comes at higher costs

Discussion on these questions begins on page 5 of the technical discussion document

- 91 Which factors that lead to higher delivery costs should be taken into account in funding?

- 92 Which types of funding mechanisms (eg, funding rates or a base grant) would you suggest we use to address strategically important delivery with higher costs?

- 93 Should the funding system use funding rates to incentivise providers to deliver more (or less) vocational education to particular learners, or in particular fields of study? Or should it try to be as neutral as possible in meeting the actual costs of delivery across the board?

Formation and recognition of Industry Skills Bodies

Discussion on these questions begins on page 6 of the technical discussion document

94 What is the appropriate balance between public and private funding for ISBs? What form should the funding take?

95 Are there any activities or functions that you think ought to receive fully private or fully public funding?

96 Do you have any other comments on the funding arrangements for ISBs?

Employer contributions

Discussion on these questions begins on page 7 of the technical discussion document

97 Do you agree that the broad aim should be to maintain a balance of contributions to vocational education from government, employers and learners?

98 How should the design of a new funding system for vocational education balance and implement contributions from employers?

99 What do you see as key barriers to New Zealanders accessing and undertaking vocational education, and how could these be addressed?

Thank you for providing your feedback! Please email this questionnaire to:
vocationaleducation.reform@education.govt.nz