

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?	MinEx – Extractives Health and Safety Council
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 checked="" type="radio"/> Older than 40 <input type="radio"/> Prefer not to say
5 What gender do you identify with?	<input type="radio"/> Female <input checked="" type="radio"/> Male <input type="radio"/> Gender Diverse <input type="radio"/> 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
- Other - various

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
- 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?

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

The current ITO system provides training and assessment to the Extractives sector through a blend of on-the-job, e-learning, and classroom delivery. We have had little success getting such delivery from polytechnics.

There are requirements within the Health and Safety at Work (Mining Operations and Quarrying Operations) Regulations (MOQO) for Managers to obtain a Certificate of Competence (CoC), the criteria for which is determined by the Mining Board of Examiners. This legislation was established following the Royal Commission of Inquiry into the Pike River tragedy. These require completion of several nominated Unit Standards, which while originating in qualifications, do not constitute an NZQA qualification. Learners do not always enrol in a qualification. We are concerned how this training and assessment will be delivered in the changes proposed.

Our sector covers mining, quarrying and tunnelling and as such many of our sites are in remote parts of the country. It is therefore critical that flexible training delivery and pastoral care for learners is available throughout the country.

Our sector is continually changing therefore learning programmes need to be continually changed to ensure they are current. Currently industry volunteers consult regularly with ITOs to ensure programmes are up-to-date.

Learning programmes are currently developed by the ITO in consultation with the sector. This continual industry involvement is critical to the development of industry specific training.

Due to the regional location of a large proportion of our sector, and small numbers of learners at times, training courses are often cancelled and can be difficult to access.

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”

<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>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Extractive sector ITO currently generally meets our industry needs. It has a skills-based Board of Industry representatives and is responsive to industry needs. Whatever they are called these bodies need to be managed by industry, responsible to industry and answerable to the industry. They need to develop learning programmes, review Unit Standard content, ensure learners receive pastoral care, and moderate training providers and assessors. All industries, whether large or small, need to be represented on these bodies.

As a positive, we do see rationalisation of Unit Standards, which are currently duplicated across ITOs, as an advantage of the proposed changes. Currently the competitive nature of ITOs leads to duplication of Unit Standards covering the same material as ITOs develop, and have approved, their own Unit Standards.

- 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?

It is not clear who will develop programmes in vocational education as Industry Skills Bodies (ISBs) will approve these and education providers will deliver training to these programmes. Industry need to be involved in development of these programmes, which should sit with the ISBs. Once again, this is premised on the assumption that every industry will be represented on ISBs.

The momentum/improvements that have been made in training since the introduction of the MOQO regulations in 2013 could be lost. When there is change, generally all training stops as those who organise and/or provide the training are going to be more worried about retaining their jobs.

Another risk is that the Extractives sector will be unable to fill CoC positions as there is insufficient training occurring to keep bleeding new people, and to ensure ongoing training for CoC holders under CPD requirements.

- 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?

We do not. As a small sector, we currently have considerable say in the development and ongoing improvements to vocational training in our sector, through our ITO. Our fear is that we will not get such involvement in an ISB, which would only be established for larger sectors. Also, as above it is not clear what, if any involvement, our industry would have in the learning programme development.

- 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?

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 to know who can provide training courses. They will quickly work out who is providing value for money and that information will spread through the industry. A body set up to provide impartial advice will not provide this.

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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input 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?

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

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

Where possible training should be delivered at site. While this will depend on course content, the regions are better suited to onsite and e-learning options rather than having to travel long distances to attend classroom-based training.

The measure of competency should be based on practical experience (where possible) and signed off by technical verifiers, rather than it being solely on written answers.

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?

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?

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?

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"/>	<input checked="" 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 access across the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
30c. A New Zealand Institute of Skills & Technology would be financially stronger and more resilient than the current network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
30d.. Create Centres of Vocational Excellence focused on teaching and learning, and applied research, in areas of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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?

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

Fees should be based on per paper, rather than an annual fee. Annual fees do not incentivise the provider to run courses.

Employers in small businesses need to be able to access funding. Individuals/self-employed people need to have access to direct funding, rather than funding training providers.

The funding model should include industry contribution to the development of learning programmes and possibly training material.

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

Concluding questions

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

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?

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 do not see any improvement in our sector as a result of removing ITOs, unless whatever replaces them can deliver:

- Quality Unit Standards that are appropriate for our sector
- Programme learning outcomes that meet industry needs
- Availability and accessibility of training that is a blend of on-site, e-learning and classroom-based training
- Good moderation of Unit Standard delivery and assessment
- A system that is flexible and able to change and adapt as necessary
- Ability to deliver non-qualification-based training and assessments (CoCs)

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

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 type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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?

We agree that it would be helpful for ITOs to transition to ISBs to reduce disruption for currently enrolled learners. This will also encourage new learners to enrol without the risk of being “out in the cold” when changes happen.

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?

Ongoing consultation with industry will support the transition. The emphasis needs to be on employer driven relationships between trainee and trainer, supported by an ITO or ISB.

43 Any other comments?

The Polytechnics are struggling financially and clearly need to be changed. Why does this mean that the ITOs also need to be changed?

The consultation document from the Government raises more questions than answers and, given the short time frames, we believe a staged approach to change over a longer period would provide better opportunity for consultation to ensure beneficial outcomes for all.

We are generally concerned about regional delivery of training and the pastoral care of learners in small communities.

We don't want semester-based training. Our sector needs flexibility to start and finish qualifications at different times.

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?

Proposal	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Don't know / no opinion
44a. Industry and employers should have a skills leadership role to influence the skills development system.	✓	<input 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 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 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	✓	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

graduates have the skills needed by industry.

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?

Qualifications and programme requirements should be combined and ISBs should have the responsibility of developing learning programmes to support qualifications. There also needs to be provision for learning programmes, or micro-credentials, that allow for groups of Unit Standards required for a Certificate of Competence, as defined in the Health & Safety at Work (Mining Operations and Quarrying Operations) Regulations.

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 checked="" 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?

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?

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 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?

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?

Agree

- 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