



**Tertiary  
Education  
Commission**  
Te Amorangi  
Mātauranga Matua



# Tauākī Whakamaunga Atu **Statement of Intent**

2019/20 – 2022/23

**Ko tō tātou aronga** kia ngākau reka te panoni mō te tōnuitanga me te toiora o ngā tāngata katoa o Aotearoa Niu Tīreni mā te mātauranga matua me ngā ratonga umanga

**Our purpose** is to make a positive difference to the prosperity and wellbeing of all New Zealanders through tertiary education and careers services



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## Ko tā te Kaihautū whakataki

### Ka whakatakoto tēnei Tauākī Whakamaunga Atu i ngā whāinga rautaki mō Te Amorangi Mātauranga Matua (arā, ko TEC)

He mea waiwai kia whai uru ngā tāngata katoa o Aotearoa ki te mātauranga, ki te whakangungu whai kounga hoki i te roanga atu o ē rātou oranga, kia taea ai te whakatinana i te pito mata, kia āta whai wāhi ai hoki ki tā tātou ōhanga, pāpori hoki.

He tino tere te huri haere o te ao, ā, me rite te pūnaha mātauranga matua me te pūnaha umanga ki te tautoko i te hunga ākongā me ōna momo huhua ka nui haere te kitea. Ko te wā tuatahi ka uru atu ērā ki te pūnaha, ka uru anō rānei nā te huringa o ngā hiahia ki ngā pūkenga, nā te auau haere hoki o te whai ara umanga hou, ka roa ake rānei te roanga o tā te tangata mahi.

Kua āta kitea e matea ana he panoni ki te pūnaha mātauranga matua, ki te pūnaha umanga hoki kia whakaū ai ka haere tonu te whakaea i ngā hiahia o ngā ākongā katoa. Ka noho tonu te hunga ākongā ki waenga pū i ā mātou mahi i a mātou e whai ana i te ara mō ngā panoni ka marohitia, mā te whakaū ka whai āhei kia rangona ngā reo, ngā wheako, ngā mātanga katoa o ā tātou ākongā, kaiwhakapakepake hoki, kiritaki hoki, kaiwhakawhiwhi mahi hoki, hoa hoki puta noa i ngā pūnaha, kia hanga hoki i ngā panoni kua marohitia.

Nō te timatanga o te tau 2018 i whakarewa mātou i te kaupapa mahi ko ITP Roadmap 2020, i tirohia ai ngā panoni ka puta pea i te whatunga ā-motu o ngā Whare Takiura, Kura Matatini hoki, (arā, ko ngā ITP). Ko tōna pūtake he tiaki i te hauora wā roa o ngā ITP o Aotearoa nā te mea he take whakauka o ērā. I taua wā hoki i tautoko mātou i te Tāhuhu o te Mātauranga i te arotake Vocational Education and Training, me tōna korahi whānui ake.

Nā te mōhio me panoni te pūnaha kia rato ai te mātauranga umanga kounga ikeike, whakauka hoki, i whakakotahi ai te Minita i ngā kaupapa mahi e rua i te mutunga o te tau 2018 kia hanga ai i te arotake Reform of Vocational Education (arā, ko RoVE). Nā te mahi i te taha o te Tāhuhu o te Mātauranga kua tūtaki atu ki te ahumahi, ki ngā kaupapa whakangungu ahumahi, ki te rāngai ITP me te iwi whānui kia hanga i tētahi pūnaha mātauranga umanga toitū, koutata hoki te hanga, whai kounga ikeike hoki. Ka hāpai tēnei i te mahi tahi, i te ngāwari hoki, me te pūnaha pūtea umanga ka whakakotahingia, ka pai ake te whakaea i ngā hiahia o te hunga kaiwhakawhiwhi mahi, ā, ka whakarato ki ngā ākongā te whakangungu e hiahia ana e rātou i te ao hurihuri nei.

Kua rangona whānuitia ko te whenua o Aotearoa he ikeike te kounga, he haumarua, he atawhai hoki hei wāhi ako, hei wāhi noho, hei wāhi mahi hoki mō ngā ākongā o te ao whānui. Ka whakatakoto te arotake RoVE i ētahi marohitanga e āta hāpai ai i te mana o Aotearoa i te ao hokohoko kia tū tonu hei whenua kaha te whakataetae atu, whai moruki hoki, whai urupare hoki ka mau tonu, ka hīkina hoki tō tātou mana i te ao.

Kua haere tonu tā tātou arataki i te whanake me te whakatinana hoki i te ahunga rautaki hou mō te pūnaha umanga. Kua mōhio nei tātou he tino pūtake te pūnaha umanga whai hua o te mākete mahi whai hua, o ngā putanga wā roa ā-pāpori, ā-ōhanga hoki mō ngā tāngata katoa o Aotearoa.

Kua hoahoa ina te Rautaki Pūnaha Umanga, arā, ko te Careers System Strategy ki te āwhina ki te whakarite i ngā tāngata o Aotearoa mō ngā wero kei mua i te aroaro. I whanakehia tahitia tēnei me te hunga whai pānga, ā, kia whakaū ai te Rautaki e tika ana te pūnaha umanga o Aotearoa mō tāna i whakakaupapatia ai mō ngā tāngata katoa o Aotearoa. Ko tā te Rautaki whāinga he whakaū kia whai mea angitu ai ia tangata o Aotearoa Tireni ki te whai umanga whakatūtataki, whiwhinga pūtea whakauka hoki mō te wā roa e hiahia ana e rātou.

Ko ngā kaupapa nei, me te whakahoutanga o te Rautaki Mātauranga Matua, arā, ko te Tertiary Education Strategy e horahia ai te aronga rautaki wā-roa o te Kāwanatanga mō te mātauranga matua, ka aratakina he panoni nui i te rāngai i te wā o tēnei Tauākī Whakamaunga Atu, arā, ko tēnei SOI.

Ka oke tonu mātou kia nui haere te whai uru me te whakatutukitanga o ngā ākongā katoa, ākongā wā tuatahi mai, ākongā hoki mai anō hoki. Ka ū tonu mātou ki te whakatutuki i te ōrite o te whai uru, o te eke ki ngā taumata hoki mō te hunga ākongā Māori, ākongā Pasifika hoki ki ētahi atu ākongā, i te mea he waiwai tēnei ki tō Aotearoa angitu, oranga pāpori hoki, ahurea hoki, ōhanga hoki. Ka haere tonu tā mātou mahi tahi puta noa i te rāngai mātauranga hei tautoko i ngā whakawhitinga makere kore i waenganui i te kura te whakangungu me te whai moni kia whakaū ai kua mārama ngā ākongā ki ngā whiringa katoa e wātea ana.

Nā te rahi, nā te āwhata hoki o ngā panoni e hiahia ana, he mea matua te kawē tonu, te whakatū hoki i ē tātou hononga ki ē tātou kiritaki, kaiwhakarato hoki, hoa kaupapa hoki puta noa i te pūnaha mātauranga matua, pūnaha umanga hoki. E māia nei tōku pono kua rite mātou kia whai angitu tā tātou whakarato i ēnei panoni hei āwhina i ngā tāngata katoa o Aotearoa kia whai tōnuitanga.



**Nigel Gould**

Board Chair, Tertiary Education Commission

## Board Chair's foreword

### This Statement of Intent (SOI) sets out the strategic intentions for the Tertiary Education Commission / Te Amorangi Mātauranga Matua (the TEC)

It is essential that all New Zealanders have access to quality education and training throughout their lives, so they can realise their potential and participate fully in our economy and society.

The world around us is rapidly changing and the tertiary education and careers systems must be able to support an increasingly diverse group of learners entering the system for the first time or re-entering the system as skill demands change and career changes become more frequent as people work for longer.

It has become clear that some fundamental changes to the tertiary education and careers systems are required to ensure that they continue to meet the needs of all learners. As we navigate through the proposed changes, learners continue to be at the centre of what we do, by ensuring that all voices, experiences and expertise of our learners and influencers, customers, employers and partners across the systems have the opportunity to be heard and shape the changes that have been proposed.

In early 2018 we initiated the ITP Roadmap 2020 programme of work that looked at potential changes to the nationwide network of 16 Institutes of Technology and Polytechnics (ITPs). This was to safeguard the long-term health of New Zealand's ITPs as a number of these were facing sustainability issues. At the same time we were supporting the Ministry of Education on the Vocational Education and Training review, which had a much broader scope.

Recognising that system-level change was required to provide high-quality and sustainable vocational education, the Minister brought together the two programmes of work in late 2018 to form the Reform of Vocational Education (RoVE) review. Working alongside the Ministry of Education we have engaged with industry, industry training organisations, the ITP sector and the public to create a sustainable, streamlined and high-quality vocational education system. It will enable collaboration and flexibility, with a unified vocational funding system, better meet the needs of employers and provide learners with the training they need in a rapidly changing world.

New Zealand has a deservedly great reputation as a high-quality, safe and caring country for international students to study, live and work. The RoVE review proposes a number of recommendations that would significantly bolster New Zealand's standing in the international market so that we can remain competitive, agile and responsive to maintain and strengthen our standing on the world stage.

We have also continued to lead the development and implementation of a new strategic direction for the careers system. We know that an effective careers system is a key contributor to a productive labour market and longer-term social and economic outcomes for all New Zealanders.

The Careers System Strategy has been designed to help prepare New Zealanders for the challenges that lie ahead. Developed in collaboration with a number of stakeholders, the Strategy will ensure that the New Zealand careers system is fit for purpose for all New Zealanders. The Strategy seeks to ensure that every New Zealander has the opportunity to acquire the capability to have a fulfilling career and sustainable income for as long as they choose.

These programmes, along with the refresh of the Tertiary Education Strategy, which sets out the Government's long-term strategic direction for tertiary education, will influence a major transformation of the sector during the period covered in this SOI.

We continue to strive for increased participation and achievement for all learners, both first-time learners and returning learners. We remain committed to achieving parity of participation and achievement for Māori and Pacific learners with other learners as this is critical to New Zealand's social, cultural and economic success and wellbeing. To ensure that learners are aware of all available options we continue to work collaboratively across the education sector to support seamless transitions between school, training and employment.

Given the size and scale of the required changes, maintaining and building our relationships with our customers – learners, providers and partners – across the tertiary education and careers systems will be paramount. I am confident that we are well placed to successfully deliver on these changes to help all New Zealanders prosper.



**Nigel Gould**

Board Chair, Tertiary Education Commission



## Ko tā te Tumu Whakarae whakataki

He wā panoni, he wā whakahihiko tēnei puta noa i te pūnaha mātauranga matua, i te pūnaha umanga hoki o Aotearoa. Kei te huri haere te āhua o te whaitua mātauranga, te whaitua taimahi hoki, ā, mā tērā e panoni haere ai ngā hiahia o ā tātou ākonga, kaimahi hoki, kaiwhakawhiwhi mahi hoki.

Kua hora te Kāwanatanga i tētahi kaupapa mahi whakaeaea nei te whāinga mō te wāhanga mātauranga. He mahi matua tā tātou ki te tautoko, ki te whanake hoki i te pūnaha mātauranga matua kia ikeike te kounga, kia whakauka hoki. Waihoki kua tautokona tēnei kaupapa mahi mā te kaha tāpae atu ki ētahi arotakenga, rautaki hoki hei whakaū ka hāngai ā tātou mahi haere ake nei ki ngā whāinga, ngā rautaki, ngā putanga arotake hoki.

Kia taea ai te whakarato putanga pai ake mō te katoa, ki te urupare hoki ki ngā panoni ka marohitia mā te kaupapa mahi o tā te Kāwanatanga wāhanga mātauranga, kua mārama tātou ki te hiahia kia hangā tētahi kaupapa ngāwari ake, ka aro atu ki te kiritaki e māia ake ai tātou, e ngāwari ai te karawhiu, e whai kiko ai hoki ki te whakatutuki i te panoni tūturu ki te pūnaha mātauranga matua me te pūnaha umanga.

Ka whakaūngia katoatia e tā tātou tauira mahi pāhekoheko hou te āheinga umanga, ā, ka whakatūria rawatia tātou ki te tāpae whai hua nei i tā tātou mahi whānui, i a tātou ka ū tonu ki te urupare ki ngā take kei te rāngai pērā i te ōritetanga mō ngā ākonga Māori, ākonga Pasifika hoki, i te hanga hononga pai ake ki ngā kaiwhakawhiwhi mahi kia whakaū ai kei a rātou ngā pūkenga ka hiahia mā ngā rā kei te heke mai, ā, kia kaha ake te whakaaweawe i te pūnaha mātauranga matua hei whakapai ake i āna mahi whānui.

Ka whakaatu te hanga i te tīma Ōritetanga Ākonga Angitu i tō mātou arotahi ki te panoni i te pūnaha matua kia pai ake ai ngā hua mā ngā ākonga katoa, ā, he tino kaha te arotahi ki te whakahuri i te āhua o te whai wāhi me ngā tauira whakatutuki o ngā ākonga Māori, ākonga Pasifika hoki he ōrite ki ō ētahi atu ākonga i te pūnaha matua.

Kei te whanake mātou i ngā hononga hou, kaha ake hoki ki iwi Pasifika kē atu, ki hapori Pasifika kē atu hoki kia whakaū ai ka rangona tō rātou reo i te pūnaha. Ka whakaāhei tēnei i ngā ākonga, i ō rātou kaiwhakaaweawe hoki kia pai ake ai ō rātou whakataunga whakaaro mō tā rātou whai mātauranga, kia tuku hoki i te māramatanga pai ake ki te āhua o te urupare o ngā kaupapa mātauranga matua ki ngā hiahia o ā rātou ākonga.

Kei te whakamahi hoki mātou i ā mātou whakataunga haumi kia whakanui i te whai wāhi, i te whakatutukitanga hoki o ngā ākonga Māori, ākonga Pasifika hoki, kia mahi hoki kia pai ake ai te mārama me te tautoko i ngā ākonga nō ngā āhuatanga taumaha ā-pāpori, ā-ōhanga hoki, i ngā ākonga whai kaha hoki.

Ahakoa kāore e taea e mātou te matapae i te āwhata, i te pānga rānei, i te whānui rānei o te panoni ki te whaitua mātauranga, taimahi hoki, kei te tīmata mātou ki te kōrero tahi me ngā kaiwhakawhiwhi mahi kia mārama ai ki ngā pūkenga whai mana, ki ngā wāhi ka whanakehia aua pūkenga hoki. Mā tēnei e āwhina ai ngā ākonga me ngā kaimahi, tae atu ki ō rātou kaiwhakawhiwhi mahi, kaiako hoki ki te hura i ētahi ara umanga hou, mea angitu mahi hou hoki.

Ka tautoko hoki ā mātou panoni i te whakarato i te ratonga kiritaki kounga ikeike ahu whakamua ai tātou ki tā tātou whāinga, koia tonu he kaupapa ka aro atu ki te kiritaki ka mārama, ka hiki ake tonu i te kounga o tā tātou ratonga kiritaki. Kei te whakawhānui hoki tātou i tō tātou mōhio, whai mārama, hononga hoki kia whakaū ai ka whakarato mātou i te pānga nui rawa atu mō ā tātou ākonga, ā, ka tūhura i ngā āhei kia hoahoa tahi, kia mahi tahi hoki ki te taha o ō tātou hoa puta noa i te rāngai mātauranga matua hei hāpai i tāna mahi whānui.

He pūmau tōku mōhio mā te hāpai i ēnei tikanga hou e āhei ai mātou te whakarato i ō tātou whāinga rautaki, ā, i te mutunga iho ka pai ake tā mātou āwhina i ngā ākonga ki te whakatutuki i ō rātou whāinga, ā, ka rato i ngā pūkenga ka hiahia ngā tāngata o Aotearoa.



**Tim Fowler**

Chief Executive, Tertiary Education Commission

## Chief Executive's introduction

It is an exciting time of change across the New Zealand tertiary education and careers systems. The New Zealand education and employment landscapes are changing and this means the needs of our learners, workers and employers are also changing.

The Government has set out an ambitious work programme for the education portfolio. We play a key role in supporting and developing a high-quality and sustainable tertiary education system, and have supported this work programme by actively contributing to a number of the reviews and strategies to ensure that our future activities are aligned to the objectives, strategies and review outcomes.

To be able to deliver better outcomes for all, and to respond to the changes proposed through the Government's Education Portfolio Work Programme, we recognised the need to create a more flexible and customer-focused organisation that gives us the resilience, flexibility and effectiveness to achieve real change in New Zealand's tertiary education and careers systems.

Our new integrated business model fully embeds the careers function and positions us to effectively deliver on our broader role, while remaining focused on responding to issues in the sector like parity for Māori and Pacific learners, building better relationships with employers to ensure they have the skills needed for the future, and to exercise more influence over the tertiary education system to improve its overall performance.

The creation of the Ōritetanga Learner Success team reflects our focus on transforming the tertiary system to deliver better outcomes for all learners, with a concentrated focus on changing participation and achievement patterns for Māori and Pacific learners that are on a par with other learners in the tertiary system.

We are developing new and stronger relationships with iwi and Pacific communities to ensure they have their voice heard in the system. This will enable learners and their influencers to make better-informed decisions about their education, while giving communities a much better understanding of how tertiary education organisations are responding to the needs of their learners.

We are also using our investment decisions to increase the participation and achievement of Māori and Pacific learners, as well as working to better understand and support learners from socio-economically disadvantaged circumstances and disabled learners.

While we can't predict the scale, impact or breadth of change to the education and employment landscape, we are starting the conversation with employers to understand the skills they value and where those skills can be developed. This will help learners and workers, as well as their employers and educators, to uncover new career paths and work opportunities.

Our changes also support the delivery of higher-quality customer service as we move towards our goal of a customer-centred organisation that understands and continually improves the quality of our customer service. We are also expanding our knowledge, insights and connections to ensure that we deliver the most impact for our learners and explore opportunities to co-design and collaborate with our partners across the tertiary education sector to improve its overall performance.

I have every confidence that working in these new ways will enable us to deliver on our strategic intentions, which ultimately means that we are better able to help learners achieve their ambitions, and deliver the skills that New Zealanders need.



**Tim Fowler**

Chief Executive, Tertiary Education Commission



# Tauākī Whakamaunga Atu

## Statement of Responsibility

This *Statement of Intent 2019/20 – 2022/23* is produced in accordance with sections 138 to 149A of the Crown Entities Act 2004.

This *Statement of Intent 2019/20 – 2022/23* describes the strategic intentions and objectives of the Tertiary Education Commission / Te Amorangi Mātauranga Matua. As required under section 141 of the Crown Entities Act, the Statement of Intent also outlines how the Tertiary Education Commission will manage its operations, functions and organisational capability to meet those objectives.

We certify that the information contained in this *Statement of Intent 2019/20 – 2022/23* is a fair and reasonable reflection of the Tertiary Education Commission's strategic and operating intentions.

Signed on behalf of the Board of the Tertiary Education Commission:

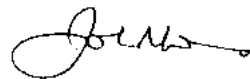


**Dr Alastair MacCormick**

Chair

Audit, Risk and Compliance Committee  
Tertiary Education Commission

10 June 2019



**John Morris**

Commissioner

Tertiary Education Commission

10 June 2019





# Te āhua me te kōrahi o ā tātou āheinga

## Nature and scope of our functions

The Tertiary Education Commission / Te Amorangi Mātauranga Matua (the TEC) helps all New Zealanders prosper through tertiary education and careers services. The TEC is a Crown agency under the Crown Entities Act 2004. We are governed by a Board of Commissioners appointed by the Minister of Education.

We lead the Government's relationship with the tertiary education sector in New Zealand and provide career services from education to employment. We play a key role in supporting and developing a high-quality and sustainable tertiary education system. We do this by providing sound, evidence-based investment in tertiary education, training and careers services that meet the needs of our society and economy and by contributing to current and future education system strategies as part of the Education Portfolio Work Programme.

Our statutory functions are set out in the Education Act 1989. These require us to:

- › give effect to the Tertiary Education Strategy<sup>1</sup> by funding tertiary education organisations, growing their capability and monitoring their performance
- › collect and provide information about study and work options
- › provide information and services to help career seekers prepare to move to work or further study
- › strengthen the connections from education to employment
- › advise the Minister on tertiary education organisations and sector performance and on the operational impact of policy.

Each year we invest over \$3 billion in tertiary education, training and careers systems to ensure New Zealanders are equipped with the knowledge and skills they need for lifelong success. Approximately \$2.9 billion of this is invested into the tertiary education and training system. This supports more than 700 tertiary education organisations across New Zealand to provide all forms of post-secondary school education, including foundation education, vocational education and higher education, including research.

<sup>1</sup> We are contributing to the development of the new Tertiary Education Strategy as part of the Education Portfolio Work Programme. Once this has been finalised we will give effect to the new strategy.

## Ko ō tātou kiritaki

### Our customers

Our role has evolved to ensure we make effective investments to improve tertiary education outcomes, while at the same time deliver careers information to all New Zealanders.

To do this we define our key customers into three main areas:

**Our learners** include all New Zealanders from the ages of 7-74 who need access to information and tools to help them make informed decisions about tertiary education and training, as well as to plan career paths.

**Our providers** include all of the Tertiary Education and Industry Training Organisations that provide these education services. We invest over \$3 billion with these providers to ensure New Zealanders have the ability to develop the knowledge and skills required for lifelong success.

**Our partners** include families and whānau, iwi and employers to deliver the skills and knowledge that contribute to economic and social wellbeing. The TEC is also part of the wider education sector that works together to shape the system for better outcomes. Together, we all contribute to a strong education system and improve the connections between learning and work. We also work with all of the cross-government and private enterprise organisations that help us to deliver information and services to customers and providers. Key partners include the Ministry of Education, Ministry of Business, Innovation and Employment (MBIE), Education New Zealand (ENZ) and the New Zealand Qualifications Authority (NZQA).



## INTERNATIONAL EDUCATION

International students make a huge contribution to the richness and diversity of New Zealand's society and culture and bring valuable global connections and perspectives with them. These yield social and economic benefits not just while the students are studying but also after they graduate and return home or engage in skilled work in New Zealand. Broader benefits include introducing innovation to workplaces, developing entrepreneurial ventures, filling specialist domestic skills shortages and helping to build New Zealand's global linkages and reputation.

We work closely with ENZ, Ministry of Education, MBIE and NZQA to help tertiary education organisations grow and mature their international linkages, and through our investments, we encourage tertiary education organisations to increase their international education activities that support their core business – both onshore and offshore.

## Tō mātou horopaki mahi whakahaere Our operating context

Te ao mahi āmua ake

### Future of work

The nature and future of education, training and work is undergoing rapid change. This change is driven by three megatrends – globalisation, digitalisation and changing demographics, all of which impact the makeup of our society.

- › The face of New Zealand is changing. We are living longer and there will be a smaller proportion of working-age people. The proportions of Māori, Asian, and Pacific people are increasing; and our population will continue to concentrate in Auckland and other urban centres.
- › Markets, firms and workers are becoming increasingly global. Corporations and supply chains are increasingly globally based. The mobility of skills and workers is also increasing, supported by easier communication and remote ways of working. New Zealand firms will need to find increasingly specialist niches to compete in global markets.
- › Technological changes will continue to significantly impact work and employment. As enterprising people find productive ways to apply new technologies, jobs and the skills they demand will change and new industries will emerge.
- › An increasingly dynamic labour market means people will likely change jobs and careers frequently over their working lives. Skills shortages will arise in different regions and sectors of the economy, as job displacement occurs in others.
- › Access to the right skills, knowledge and training opportunities will be essential if New Zealand is to not only adapt to these changes but drive positive change.

Education is the key to addressing the challenges and making the most of the opportunities created by these megatrends. The tertiary education and careers systems must be able to adapt to the needs of the 21st century and prepare an

increasingly diverse range of young people for an unpredictable future. In addition, these systems need to support adults to remain employable as skill demands change, career changes become more frequent and people potentially work for longer. The systems will have an increasingly important role in developing management capability and supporting technological development and transfer.

## Ngā mea tuatahitanga o te Kāwanatanga mō Aotearoa Government priorities for New Zealand

The Government has adopted a set of priorities to drive cross-government work programmes. Clear emphasis has been placed on investing in education and training to ensure that all young people have the options they deserve and workers can adapt to future challenges and opportunities.

The three themes are:

1. A growing economy – this includes growing and sharing New Zealand’s prosperity more fairly through partnering with business to encourage innovation, productivity and building a skilled workforce.
2. Improve the wellbeing of New Zealanders and their families – this includes ensuring everyone who is able to, is earning, learning, caring or volunteering.
3. Building a better country which all New Zealanders can be proud of – this includes building closer partnerships with Māori and improving how the public sector responds to Māori issues.

Together, with our partner agencies in the tertiary education and careers systems, we play a key role in delivering on the Government’s priorities.



## WELLBEING/LIVING STANDARDS FRAMEWORK

**The Living Standards Framework has been introduced by the Treasury to support the Government’s focus on intergenerational wellbeing and represents a change in how we work and think about delivering outcomes.**

**We are working with our government partners and the Treasury to support the successful implementation of a wellbeing focus and to embed this across all our work by taking a longer-term, intergenerational view, thinking broadly about impacts, both positive and negative, working collectively towards shared outcomes and recognising and building on existing frameworks, strategies and indicators.**

## Kaupapa Mahi Kaupapa Mātauranga Education Portfolio Work Programme

The Government's vision for the education system is a high-quality public education system that provides all New Zealanders with lifelong learning opportunities so that they can lead rewarding and fulfilling lives. To make significant progress on a whole-of-portfolio basis, the Government has introduced the Education Portfolio Work Programme to change the education system so that it provides for all New Zealanders.

The work programme is based around the following objectives:

- › Learners at the centre
- › Barrier-free access
- › Quality teaching
- › Quality public education
- › 21st century learning.

The work programme includes a series of key education system reviews and strategies that support a stronger education system. This includes the National Certificate of Educational Achievement review, the independent review of Tomorrow's Schools, the update of the Tertiary Education Strategy, ongoing tertiary Fees Free settings, the International Education Strategy, the review of the New Zealand Qualifications Framework, Ka Hikitia – Accelerating Success 2013–2017, Pacific education plan, disability action plan, and the Careers System Strategy.

We play a key role in supporting and developing a high-quality and sustainable tertiary education system and as such, we support the work programme by actively contributing to a number of these reviews and strategies and ensuring that our priority activities are aligned to the objectives, strategies and review outcomes.

### Reform of Vocational Education

As part of the work programme, the Government is reforming the vocational education and training system. The Reform of Vocational Education (RoVE) is wide ranging, with a long-term focus, to create an accessible, affordable, flexible and high-quality vocational education system that will provide learners with the training they need in a rapidly changing world.

The proposed changes aim to have a Vocational Education and Training system where:

- › learners get good educational and employment outcomes from vocational education and vocational education is responsive to learners' needs, especially for Māori and Pacific learners
- › employers can recruit and develop skilled, productive employees
- › vocational education organisations support communities and regions to flourish
- › the system adapts to changes and to new educational models.

The Government's integrated programme of reform comprises three main proposals:

1. Redefined roles for education providers and Industry Training Organisations and extended leadership roles of industry and employers across all vocational education through new Industry Skills Bodies.
2. An institution with the working title of New Zealand Institute of Skills and Technology, bringing together the 16 existing Institutes of Technology and Polytechnics as a single entity.
3. A unified vocational education funding system, removing barriers to collaboration and flexibility, ensuring a sustainable network of provision and supporting the wider reforms.

These proposals are a linked and interdependent package. Collectively, they will result in a single streamlined and effective system of vocational education and training to meet New Zealand's current and future needs. These proposals would fundamentally change the nature of the New Zealand vocational education system.

Working alongside the Ministry of Education we have been consulting and working with industry, Industry Training Organisations, the Institutes of Technology and Polytechnics sector and the public to design the details of the new system and manage the transition to minimise the impact on learners and staff. A Cabinet decision on the proposed changes will likely be made in mid-2019, with legislation being introduced in 2019.

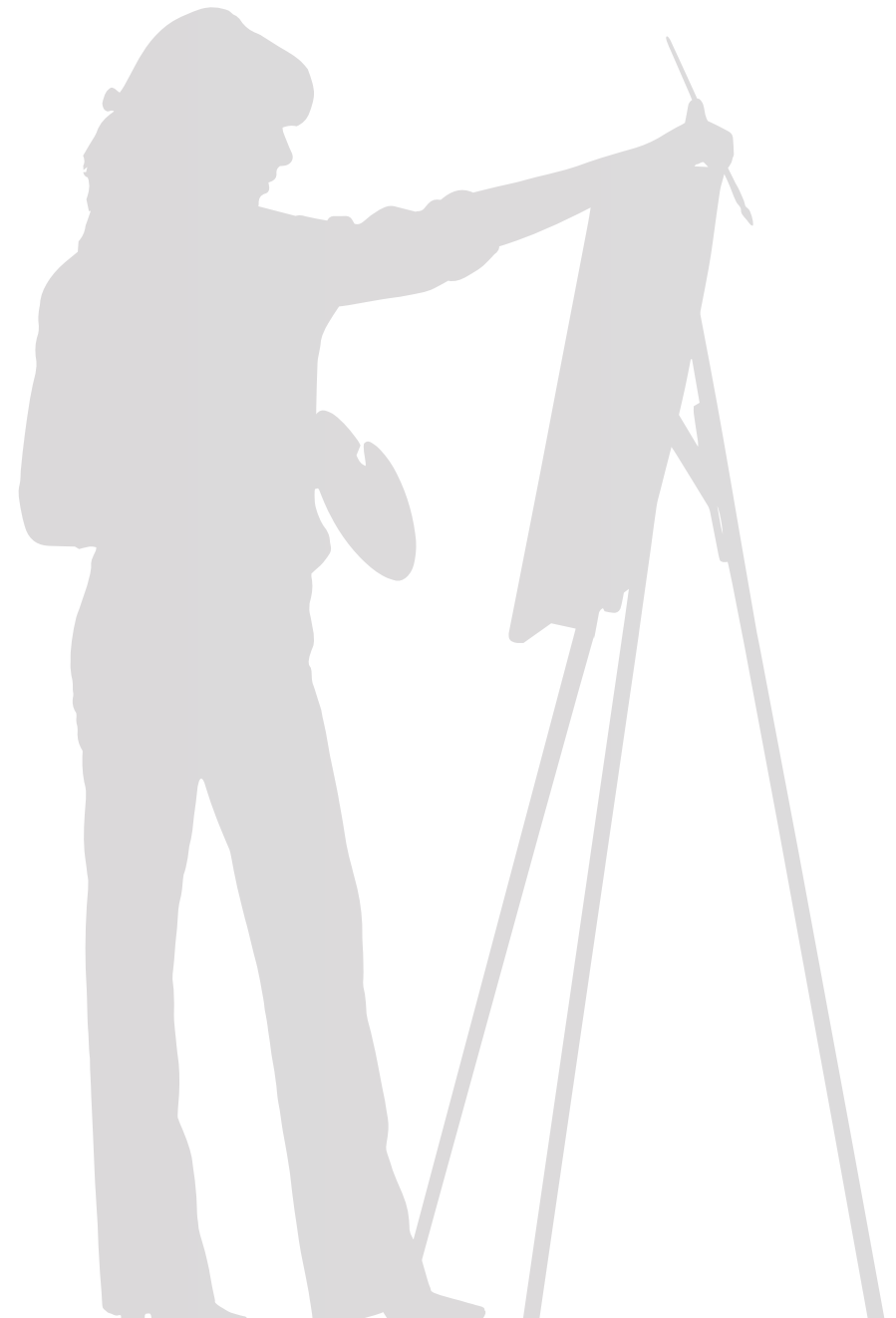
### **Tertiary Education Strategy**

The Tertiary Education Strategy sets out the Government's long-term strategic direction for tertiary education and how a high-performing tertiary education system can contribute to improved outcomes for individuals and society as a whole. The Tertiary Education Strategy focuses on ensuring we have a tertiary education system that:

- › is more flexible, outward facing and engaged
- › is focused on improving outcomes for learners and employers
- › has strong links to industry, community and the global economy.

Tertiary education is vitally important to New Zealand. The skills and knowledge people gain through tertiary education improve their chances of employment and increase their earnings. Tertiary education drives better economic, social and cultural outcomes, creates new knowledge and helps the country's productivity.

The Strategy is currently being refreshed as part of the Education Portfolio Work Programme; once this has been released, we will review and align our strategic intentions accordingly.



# KO Ō MĀTOU WHĀINGA RAUTAKI

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# OUR STRATEGIC INTENTIONS

Our strategic intentions reflect our role in supporting and developing high-quality and sustainable tertiary education and careers systems. We do this through sound, evidence-based investment in tertiary education, training and careers services that meet the needs of our society and economy and by contributing to current and future education system strategies as part of the Education Portfolio Work Programme.



— The following —  
**STRATEGIC  
GOALS**  
drive our **focus** and  
**delivery** and **reflect**  
**Government priorities,**  
**policies** and the  
**Education Portfolio**  
**Work Programme.**

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## **SUPPORTING ALL LEARNERS TO SUCCEED**

All learners have the opportunity to develop the skills and knowledge to succeed.



## **CONNECTING EDUCATORS AND EMPLOYERS**

There are strong connections between education and employment through collaboration and sharing of knowledge among schools, tertiary education organisations and employers.



## **BUILDING PROVIDER CAPABILITY AND MONITORING PERFORMANCE**

Tertiary education organisations are well managed, financially sustainable and provide quality education services.



## **INCREASING RESEARCH QUALITY AND CAPABILITY**

Research-based institutions contribute to New Zealand's success through innovation, connections and collaboration and building a world-class, innovative workforce.

These four strategic goals are supported by a number of priority activities and business-as-usual activities. These are influenced by our key investment and monitoring functions but have also been shaped by the new Careers System Strategy and the Ōritetanga Learner Success work programme. The Tertiary Education Strategy, when it is refreshed, will further shape and focus our priorities and activities.

### Careers System Strategy

We know that an effective careers system is a key contributor to a productive labour market and longer-term social and economic outcomes for all New Zealanders.

Historically, the careers system in New Zealand has focused on ages 15-19 and supporting careers advisors in schools. Under the Careers System Strategy, the scope and breadth has broadened to better support the changing nature of work and the future career needs of all New Zealanders between the ages of 7-74.

The Careers System Strategy is designed to help prepare New Zealanders for the challenges that lie ahead. The strategy seeks to ensure that every New Zealander has the opportunity to acquire the capability to have a fulfilling career and sustainable income for as long as they choose.

The Strategy has been a collaborative approach, across a number of stakeholders to ensure the New Zealand careers system is fit for purpose for all New Zealanders. This is an ambitious goal but essential if we are to make a difference.

The Strategy is built on four key goals:

**Goal 1: Provide a foundation of information and tools** – enhance and integrate information and tools, to both enable more efficient self-service and to support service providers. Solutions that provide information and tools to help guide better education and career decisions for all include:

- › Inspiring the Future (Primary Futures in 2019)
- › Enhanced careers website (2019).

**Goal 2: Build partnerships to leverage this foundation** – the careers system is made up of a diverse group of leaders, channels and activities across the public and private sectors. We will be partnering with the Ministry of Education and schools in introducing Inspiring the Future.

**Goal 3: Target underserved segments with tailored solutions driven by customer insights (Ōritetanga)** – meeting the needs of the underserved customers will require focused research to identify how they consume information and what information and tools are most relevant and effective for them.

**Goal 4: Support schools/kura to provide high-quality career education** – the In-School Career Action Plan will support the move towards a cohesive career education ecosystem with the following five key priorities:

- › Leadership
- › Support to integrate career education with the curriculum
- › Personal careers support
- › Workforce capability
- › Engaged tertiary providers, employers and whānau.

The impacts we anticipate seeing are:

- › learners and their influencers having more consistent, better quality information and support to make effective education and career decisions
- › increased understanding, planning and management of lifelong learning and career pathways
- › reduced barriers to career opportunities, including breaking down gender and ethnic stereotypes
- › increased connection and alignment between education and employers
- › more effective transitions into work and career changes through better informed decision-making
- › reductions in employment skill mismatches and greater resilience to the changing nature of work.

Over the coming years we will focus on equipping New Zealanders with the skills and capabilities to ensure they are career confident and resilient. For our customers this means information, tools and support to inform and enable good educational and employment decisions.



## Ōritetanga Learner Success

We are committed to ensuring all learners are able to succeed and within five years intend to achieve participation and completion patterns for Māori and Pacific learners that are the same as for other New Zealanders in the tertiary education system.

While overall participation and achievement has increased in recent years for Māori and Pacific learners, there is still a significant gap between the participation and completion patterns of Māori and Pacific learners and that of non-Māori and non-Pacific learners.

To create a tertiary system that works for everyone, success will require each to play their part. Across our organisation we are working with learners/tauria, influencers, including communities, iwi, whānau and aiga, and tertiary education organisations to develop the information, tools, experiences and capability to enable learners to make good educational choices and for tertiary education organisations to drive meaningful change.

Our Learner Success work programme signals the essence of what we are trying to achieve for all learners and specifically in relation to Māori and Pacific learners. We are looking to partner with tertiary education organisations to develop and trial a series of high-impact learner success prototypes. These include learner success-focused strategic planning, business models and capability road maps that have a goal of achieving parity in participation and completion patterns for Māori and Pacific learners through the intentional redesign of the learning experience. We also want to build sector networks and learner success communities of practice to contribute to raising sector capability in learner success.

In addition to our work to increase the participation and achievement of Māori and Pacific learners, we are beginning work to better understand and support learners from socio-economically disadvantaged circumstances and disabled learners.

To support this work we are also embedding a focus on equity throughout all our work and functions to ensure that we have the cultural and educational capability, relationships and connections to support change throughout the system. A key component of this is growing our cultural intelligence – the ability to relate and work effectively in culturally diverse settings and supporting multi-lingualism across the organisation.

The following sections provide further detail and describe what we are doing to deliver on each of our strategic goals:

- › What success will look like
- › Actions we will take
- › How we will assess progress.





## Te tautoko i ngā ākonga katoa kia angitu Supporting all learners to succeed

He aha te mata o te angitu hei ngā tau e whā

### What success will look like over the next four years

All learners have the opportunity to develop the skills and knowledge to succeed.

Through this we will see:

- › more people, including more Māori and Pacific learners, accessing high-quality tertiary education through a more flexible and diverse range of delivery options to meet their needs
- › high-quality, timely education and support available to help people address foundational gaps or barriers hindering participation in education and/or the workforce
- › people making well-informed decisions about their learning and work choices – they know how and where to find good information and have developed the skills to use it, including effective careers information available in schools and through tertiary education organisations
- › people taking courses and completing qualifications that provide them with opportunities to enter into careers and to further develop skills or retrain throughout their working lives to continue working for as long as they need/want to
- › a resilient New Zealand workforce with the skills needed now and in the future, drawn more evenly from across New Zealand society.





Ngā mahinga hei ngā tau e whā

## Actions we will take over the next four years

### Our priority activities contributing to the strategic goal for 2019/20 and beyond

- › Implementing a new strategic direction for the careers system. This includes a focus on developing tailored solutions for underserved learners where the greatest impact can be made and who are most likely to be affected by the future of work. We are also developing new tools, information and capability to support and enable an effective careers system for New Zealand.
- › Focusing on building learner success through our Ōritetanga Learner Success work programme.

### Our business as usual and continuous improvement activities that support this strategic goal include:

- › investing in the tertiary education system through investment plans and allocation of funding, including a focus on improving participation and performance for all learners, including those currently underserved
- › identifying options for more funding flexibility to support and encourage innovation to meet learners' needs
- › working with tertiary education organisations to better understand how they use equity funding to support our priority learner groups
- › evaluating the success of targeted initiatives and using our learning to improve effectiveness
- › sharing information and providing resources to enable good decision-making for learners and other system stakeholders
- › investing to increase parity in participation, achievement and subsequent outcomes for priority groups. We ensure investment plans address disparity. We also deliver specific programmes and funds targeted to priority groups
- › consolidating operations of Fees Free to maintain responsiveness to learners and to further refine transactions with tertiary education organisations.







## Ka pēhea tā tātou aromatawai kokenga

### How we will assess progress

Our priority and business as usual activities are key contributions to the strategic goal of **supporting all learners to succeed**. However, achieving this goal is also influenced by the state of the economy, labour market and learners' individual circumstances.

The following performance information has been used to illustrate progress towards the strategic goal to which our work is a contributing factor.

This strategic goal and performance information will be reviewed following the release of the revised Tertiary Education Strategy and outcomes of associated Education Portfolio Work Programme reviews.

PERFORMANCE MEASURE 	TARGET 	DESIRED TREND 
Percentage of students <sup>2</sup> completing qualifications at level 7 degree and above:		
All learners	Improve on previous year's result	
Māori learners (relative to non-Māori and non-Pacific learners)	Improve on previous year's result	 Reduce parity gap
Pacific learners (relative to non-Māori and non-Pacific learners)	Improve on previous year's result	 Reduce parity gap

#### TREND INFORMATION

The TEC's information and tools assisted people in making learning or work decisions<sup>3</sup>

<sup>2</sup> All students enrolled in a formal qualification at a university, institutes of technology and polytechnics, private training establishments or wānanga.

<sup>3</sup> This will be measured by a customer survey. We will survey people who identify themselves as seeking to make a learning or work decision, asking this segmented group whether the information and tools provided by the TEC assisted that decision.

More detail on how we assess our performance is provided in our *Statement of Performance Expectations*. This is updated annually, with the most recent version available at <https://www.tec.govt.nz>

The strategic goal of *supporting all learners to succeed* is supported by the following appropriations:

Administration of and Support for the Tertiary Education and Careers Systems

Access to Tertiary Education

Tertiary Sector / Industry Collaboration Projects

University-led Innovation

Tertiary Tuition and Training Multi-Category Appropriation



## IMPROVING THE PERFORMANCE OF MĀORI AND PACIFIC LEARNERS

Within five years we intend to achieve participation and completion patterns for Māori and Pacific learners that are on a par with other learners in the tertiary education system.

While performance has improved in recent years for Māori and Pacific learners, there is still a gap between the performance of Māori and Pacific learners and the performance of non-Māori and non-Pacific learners. We are working with tertiary education organisations to close the gap.

Our Learner Success work programme signals the essence of what we are trying to achieve for all learners, and specifically in relation to Māori and Pacific learners. It focuses on supporting tertiary education organisations so that they are able to develop and enhance their capability, which will drive learner success throughout the whole of their organisations and in turn will create the desired system-level shift.

Our performance measures will track the improvement of Māori and Pacific learners relative to non-Māori and non-Pacific learners (improvement in the parity percentage point gap). This will show our progress towards achieving our goal of Māori and Pacific learners participating and achieving on a par with other learners.



## Te whakahono kaiwhakaako ki ngā kaiwhakawhiwhi mahi

### Connecting educators and employers



He aha te mata o te angitu hei ngā tau e whā

### What success will look like over the next four years

There are strong connections between education and employment through collaboration and sharing of knowledge among schools, tertiary education organisations and employers.

Through this we will see:

- › employers and educators working more closely together to design and deliver what is best for learners and employers. They are supported to take active roles in developing opportunities and initiatives to connect education and employment. As a result of this collaboration and sharing of knowledge:
  - **Educators** can better understand workplace expectations and industry requirements, changes and trends. They can effectively communicate this to learners and build learning opportunities.
  - **Learners** have greater direct exposure to the world of work while in education, including learners with less connection to the workforce and employers. They are more prepared for their education journey with pathways and engagement in the workplace, making more effective transitions when they move from education to employment.
  - **Employers/businesses** can better understand changes in education practice, programme design and qualifications. They find it easier to source the skills they need from within New Zealand. They can ensure that options are available for them to upskill and reskill their workforce or develop the talent they need for their businesses to grow.
  - **Workers** have more access to a variety of relevant education services that allow them to keep their skills up to date or to retrain and grow their careers.



Ngā mahinga hei ngā tau e whā

## Actions we will take over the next four years

### Our priority activities contributing to the strategic goal for 2019/20 and beyond

- › Implementing a new strategic direction for the careers system. This includes a focus on developing tailored solutions for schools and for underserved learners where the greatest impact can be made and who are most likely to be affected by the future of work. We are also developing new tools, information and capability to support and enable an effective careers system for New Zealand.
- › Contributing to specific activities to grow engagement and skill development across various industries, such as construction, the primary sector, and teacher education. Our work will involve all of our levers – information, influence and investment to improve the tertiary education response to significant skill shortages in critical areas.

### Our business as usual and continuous improvement activities that support this strategic goal include:

- › facilitating connections between educators and employers through online resources and tools, the investment plan process and running and supporting events and programmes to connect educators and employers





- › running programmes that connect educators, employers and learners and ensuring our programmes provide opportunities relevant to Māori and Pacific learners
- › tertiary education organisations showing, through the investment plan process, their engagement with key employers in their regions and that their programmes are responding to the needs of these employers
- › our post-study outcome data enables tertiary education organisations to see where their graduates are and are not succeeding in the labour market. This allows tertiary education organisations to adjust or reduce provision that has poor labour-market outcomes
- › supporting industries to work with tertiary education organisations to explore, develop and implement micro-credentials that build capability efficiently and effectively
- › working with representatives of the construction industry to encourage more employers and learners to invest in construction careers
- › working with an Industry Advisory Group to develop a long-term strategy for the primary sector that will attract talent, build a resilient workforce and help create more workplaces that are ready to invest in upskilling.

## Ka pēhea tā tātou aromatawai kokenga How we will assess progress

Our priority and business as usual activities are key contributions to the strategic goal of **connecting educators and employers**. However, achieving this goal is also influenced by the state of the economy, labour market and learners' individual circumstances.

The following performance information has been used to illustrate progress towards the strategic goal to which our work is a contributing factor.

This strategic goal and performance information will be reviewed following the release of the revised Tertiary Education Strategy and outcomes of associated Education Portfolio Work Programme reviews.

PERFORMANCE MEASURE 	TARGET 	DESIRED TREND 
Key stakeholder satisfaction that the TEC has helped improve connections between schools, tertiary education organisations and employers	Maintain or improve on previous year	





More detail on how we assess our performance is provided in our *Statement of Performance Expectations*. This is updated annually, with the most recent version available at <https://www.tec.govt.nz>

The strategic goal of *connecting educators and employers* is supported by the following appropriations:

Administration of and Support for the Tertiary Education and Careers Systems

Access to Tertiary Education

University-led Innovation

Tertiary Sector / Industry Collaboration Projects

Tertiary Tuition and Training Multi-Category Appropriation



## RESPONDING TO INDUSTRY NEEDS

**We are leading one initiative in the Government’s Construction Skills Action Plan. Our initiative is Growing Construction Careers and Credentials. We are working with key industry players to increase the attractiveness of construction careers and to explore how credentials can respond to a changing industry.**

**We have been working with industry leaders across the primary sector to identify key issues and responses that can support interest in, and skill development across, the many different primary industries. In conjunction with key tertiary education organisations and the Ministry for Primary Industries, we will refine our focus to those areas where tertiary education can have the greatest impact.**



## Te whakakaha ake i te āheinga kaiwhakarato me te aroturuki mahi

### Building provider capability and monitoring performance



He aha te mata o te angitu hei ngā tau e whā

### What success will look like over the next four years

Tertiary education organisations are well managed, financially sustainable and provide quality education services. If we are working effectively with our partners, then success in the system would look like this in the medium and longer term.

Through this we will see:

- › tertiary education organisations providing quality education that meets the needs of individuals and employers, they are well governed, financially sustainable and operating smoothly. They respond to changing demands to meet the future needs of the labour market and society. Alongside other government agencies we are providing them with the information, advice, tools, systems and support to enable these outcomes
- › tertiary education organisations incentivised to innovate and improve as more information about their performance and learner outcomes is available to learners and their influencers
- › issues with tertiary education organisations identified early and resolved with minimal disruption and cost. Information is effectively shared across the system to support early identification and resolution of issues
- › tertiary education organisations promptly address any issues of poor quality education provision
- › disruption to learners minimised when there are problems with the management or sustainability of a tertiary education organisation.



Ngā mahinga hei ngā tau e whā

## Actions we will take over the next four years

### Our priority activities contributing to the strategic goal for 2019/20 and beyond

- › Implementing the outcomes of the Reform of Vocational Education (RoVE).
- › Effectively monitoring the performance of all tertiary education organisations, using a proactive, intelligence-led monitoring framework and sharing our findings with the sector to help raise capability, performance and compliance.

### Our business as usual and continuous improvement activities that support this strategic goal include:

- › providing sector information to enable tertiary education organisations to make well-informed choices and decisions and providing information and tools to tertiary education institutes to support them to enhance governance capability
- › using TEC-administered funds and compliance with funding conditions:
  - incentivising good performance by investing more funding over time in tertiary education organisations that do the best job for learners and New Zealand. We do this by collecting and publishing information about tertiary education organisation performance and increasing the number of learners that high-performing tertiary education organisations can enrol
  - undertaking remedial and regulatory activity (where needed) to investigate, address issues and ensure compliance with our investment agreement. Our application of compliance and monitoring activity is appropriate, proportionate, fair and transparent.
- › providing high-quality advice to government on the performance of tertiary education organisations, tertiary education sector performance, ministerial appointments, council members' fees and issues affecting the Crown's ownership interest in tertiary education institutes
- › coordinating effectively with others in government and the sector to ensure relevant information is shared.






## Ka pēhea tā tātou aromatawai kokenga How we will assess progress

Our priority and business as usual activities are key contributions to the strategic goal of **building provider capability and monitoring performance**. However, achieving this goal is also influenced by the extent to which tertiary education organisations take ownership of building their own capability and improving their performance.

As such, our performance measures focus on the actions that we can take to produce and share information, and partner with providers, to help them manage their own performance and compliance. These activities help to reduce instances of non-compliance, while the continued strengthening of our risk-based and intelligence-led approach to monitoring improves our ability to detect and respond to compliance issues, where they do exist.

The following performance information has been used to illustrate progress towards the strategic goal to which our work is a contributing factor.

This strategic goal and performance information will be reviewed following the release of the revised Tertiary Education Strategy and outcomes of associated Education Portfolio Work Programme reviews.

PERFORMANCE MEASURE 	TARGET 	DESIRED TREND 
At least three system-wide reviews completed each year and results shared with tertiary education organisations <sup>4</sup>	Achieve	
At least three educational activities undertaken each year support the capability of tertiary education organisations and provide information and guidance on their obligations	Achieve	

<sup>4</sup> We conduct system-wide reviews of sector-based activities. These are generally based on a strategic issue that may need greater understanding. Results of system-wide reviews may feed into policy decisions, educational activities or more targeted investigations. Review results will be reported in our annual reports.

More detail on how we assess our performance is provided in our *Statement of Performance Expectations*. This is updated annually, with the most recent version available at <https://www.tec.govt.nz>

The strategic goal of *building provider capability and monitoring performance* is supported by the following appropriation:

Administration of and Support for the Tertiary Education and Careers Systems



## OUR MONITORING WORK GOES BEYOND TRADITIONAL COMPLIANCE

We work collaboratively with tertiary education organisations to build their capability through informing and educating them on their obligations and helping them perform to their absolute best.

We undertake a number of monitoring activities with regard to individual tertiary education organisations. These range from ongoing statutory monitoring responsibilities, such as monitoring the financial performance and governance capability of Crown-owned tertiary education institutions, to as-needed audits and investigations responding to specific issues and risks.

Findings from monitoring activities, better analysis of our comprehensive data and reviews of system-wide issues are all shared with tertiary education organisations to help them manage their own performance and compliance. Sharing learnings from our monitoring work also helps the sector build capability so we can all achieve better outcomes for learners.



## Te whakarahi ake i te kounga o te rangahau me te āheinga hoki

### Increasing research quality and capability



He aha te mata o te angitu hei ngā tau e whā

### What success will look like over the next four years

Research-based institutions contribute to New Zealand's success through innovation, connections and collaboration and building a world-class, innovative workforce.

Through this we will see:

- › institutions undertaking more collaborative research within and beyond New Zealand, including working with businesses and communities
- › institutions willing and able to take risks to achieve innovation and impact in research, while effectively engaging with end users and stakeholders
- › research-based degrees producing highly skilled graduates and research-based institutions attracting domestic and international staff with globally competitive skills and knowledge
- › improvement in New Zealand's reputation for innovation, entrepreneurship and productivity, driven by a more capable workforce. A higher quality and quantity of research outputs is produced. New Zealand-based researchers and research institutions are recognised as international authorities in their research areas
- › increased:
  - non-government investment in research and development
  - commercialisation of research, including protection of intellectual property through patent applications
  - non-commercial use of New Zealand-based research in areas such as health and government and to support Māori communities
- › Mātauranga Māori recognised and valued in a wide range of research fields.



Ngā mahinga hei ngā tau e whā

## Actions we will take over the next four years

### Our priority activities contributing to the strategic goal for 2019/20 and beyond

- › Delivering the Performance Based Research Fund (PBRF) Quality Evaluation and contributing to the review of the PBRF.
- › Running the 2019/2020 Centre of Research Excellence (CoRE) funding round, through which we will fund up to 10 CoREs.

### Our business as usual and continuous improvement activities that support this strategic goal include:

- › managing investment decisions for CoRE, Entrepreneurial Universities (EU) and PBRF funds. We ensure funding is administered in a timely and transparent manner and is directed to support high-quality research and to attract high-performing staff and learners
- › advising and influencing institutions on the development of operational plans. We then monitor performance by reviewing annual reports and/or by partnering with experts to undertake robust evaluations and reviews of research quality and performance.







## Ka pēhea tā tātou aromatawai kokenga How we will assess progress

Our priority and business as usual activities are key contributions to the strategic goal of **increasing research quality and capability**. However, achieving this goal is also influenced by other government agencies and their investments, including Ministry of Business, Innovation and Employment and Ministry for Primary Industries, government policy and global trends.

The following performance information has been used to illustrate progress towards the strategic goal to which our work is a contributing factor.

This strategic goal and performance information will be reviewed following the release of the revised Tertiary Education Strategy and outcomes of associated Education Portfolio Work Programme reviews.

PERFORMANCE MEASURE 	TARGET 	DESIRED TREND 
The TEC works with the Ministry of Education to undertake agreed reviews of Centres of Research Excellence (CoRE) performance against fund criteria <sup>5</sup>	Achieve	
Research degree completions (measured by Performance Based Research Fund-eligible research degree completions)	Previous year's results +/- 5%	

### TREND INFORMATION

Percentage increase in amount of external research income for Performance Based Research Fund-eligible providers

<sup>5</sup> This will be presented as reports on findings from evaluations.





More detail on how we assess our performance is provided in our *Statement of Performance Expectations*. This is updated annually, with the most recent version available at <https://www.tec.govt.nz>

The strategic goal of *increasing research quality and capability* is supported by the following appropriations:

Administration of and Support for the Tertiary Education and Careers Systems

Access to Tertiary Education

University-led Innovation

Tertiary Tuition and Training Multi-Category Appropriation



## Te hauora me te āheinga o te hinonga

# Organisational health and capability

To deliver on our strategic intentions it is essential that we have the right people, technology, resources and a customer-focused organisation. We ensure that our organisational structures, systems, processes and practices support our people to perform at their best and enable effective decision-making and action at all levels of our organisation.

### Te panoni i te hinonga

## Organisational change

We have positioned ourselves to respond to the ongoing changes in the tertiary education and careers systems through our change programme. We have implemented a new structure and operating model that creates a more flexible and customer-focused organisation that will deliver better outcomes for New Zealand.

Our new structure has integrated our careers and investment functions. To support the new structure our new operating model includes a focus on working differently with our customers – learners, providers and partners. It reflects our revised mandate and the need to work with a broader range of people and organisations than we have in the past.

Our customers include all New Zealanders who need access to information and tools to help them make informed decisions about tertiary education and training and their career paths. In all that we do our ability to understand and work with people is a critical part of how we deliver.

### Ko ō tātou uara

## Our values

We continue to build strong behaviours and capability to ensure we succeed in delivering on our priority activities and achieving our strategic intentions. Our values reflect how we work and underpin all our functions. As part of our ongoing change programme we will be reviewing these to make sure they reflect who we are and the direction we are moving in.



## He pārongo, he hangarau **Information and technology**

To ensure we are able to deliver on our strategic intentions we regularly review our information and technology development plan to ensure we can meet the information and technology needs of our people and customers.

The tertiary education and careers systems information needs are evolving in response to changes in education delivery, the employment market and digital transformation. There is increased emphasis on the role of sector information to support career decisions, progression and transition. To meet these changing tertiary education and careers systems information needs requires a data collection platform that is secure, stable and with sufficient flexibility to adapt to this change as it emerges. To achieve this we need to improve how we collect, process, use, manage and make data available.

Our Data 2020 project will deliver a data collection platform that is stable and secure and better able to support current and future information needs. We are working in partnership with the Ministry of Education, NZQA, universities, tertiary education organisations and other stakeholders, to develop one new solution that ensures security, privacy and operational continuity. The new data collection platform will have the capability to adapt more easily to changes in government policy and the operational needs of the tertiary education and careers systems.

## Ko ō tātou tāngata / Mea Angitu Taimahi Ōritetanga **Our people / Equal Employment Opportunities**

Our employment practices meet the responsibilities in the Crown Entities Act 2004 to be a good employer. We strive to provide an environment with equal employment opportunities for all current and potential employees and we want all our people to feel empowered, valued and supported. We will review our gender pay gap as part of the diversity and inclusion programme of work.

Diversity and inclusion is particularly important to us and to New Zealand. This includes helping our people better understand the diverse needs of New Zealanders, particularly Māori, Pacific, people from socio-economically disadvantaged circumstances and disabled people so we can all contribute to our goal of achieving the same patterns of participation and achievement for all learners.

## He whakahaere tūponotanga

### Managing risk

We have a risk management framework that provides for the regular identification, review and management of risk at a strategic and operational level.

Our framework is aligned to the International Standard for Risk Management (ISO 31000:2009). We have a continuous improvement approach to the framework and management of risk.

Our Executive Leadership Team owns and manages the operation of the framework. A key component of the framework is a quarterly cycle of risk review and reporting that has oversight from both the Executive Leadership Team and our Audit Risk and Compliance Committee (ARCC). We are continuing to build our risk management capability.

## Te whakahaere tahua

### Financial management

We operate in a financially responsible manner consistent with section 51 of the Crown Entities Act 2004.

Our financial position is sound and we continue to focus on our strategic financial plan:

- › Operating cost forecasts are split into core and project costs over the next five years. We monitor and manage our core costs carefully to ensure sustainability and best value for money. Project costs are managed over the multi-year period.
- › We have an affordable 10-year capital plan, which outlines large investments needed for the medium term.
- › We ensure that our investment in tertiary education organisations is in accordance with the Government's priorities or returned to the Crown.





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