

Te Pūkenga Council 11 July 2024 ordinary meeting



Microsoft Teams

11 July 2024 08:00 AM - 03:00 PM

Agenda Topic	Presenter	Time	Page
Karakia timatanga			5
Open Agenda			
1. Welcome/apologies/notices Jordan Gush has provided apologies for this meeting.	Sue McCormack		
2. Administration (open)	Sue McCormack	08:00 AM-08:05 AM	6
2.1 Council membership and schedule of committees			6
Recommendation: That Council note the membership terms and the schedule of meetings for 2024.			
2.2 Register of interests			15
Recommendation: That Council note the register of interests and notify the Acting Chair of any items on the agenda for which they have a conflict or perceived conflict.			
2.3 Minutes (draft) of the meeting held 9 May 2024 (ordinary meeting)			17
Recommendation: That the Council approve the minutes of Te Pūkenga Council open meeting held on 9 May 2024 as a true and correct record.			
3. Chief Executive's open report	Gus Gilmore	08:05 AM-08:15 AM	23
4. Reports from Committees		08:15 AM-08:20 AM	38
4.1 Report from open portion of Te Poari Akoranga held 24 May and 18 June 2024	Kieran Hewitson		38
5. Correspondence		08:20 AM-08:25 AM	45
5.1 Letter from the Minister 20 May 2024			45
Letter received from Minister for Tertiary Education and Skills 20 May 2024 re Progressing financial sustainability initiatives			
6. He take atu anō Any other business (open)			

7. [Resolution to exclude the public](#) 47

Recommendations:

That the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting Te Pūkenga Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

Closed agenda

8. Administration (closed) Sue McCormack 08:25 AM-08:30 AM 51

8.1 [Minutes of the closed portion of the meeting held 9 May 2024](#) 51

Recommendation:

That the Council approve the minutes of Te Pūkenga Council closed meeting held on 9 May 2024 as a true and correct record.

8.2 [Minutes of the closed extraordinary e-meeting held 22-24 May 2024](#) 598.3 [Ngā mahi hei | Actions](#) 61

Recommendation: That Council note the pending actions.

9. [Future of vocational education and training in New Zealand](#) Gus Gilmore, ELT, and Johnny Tramoundanas-Can 08:30 AM-10:20 AM 62

Break 10:20 AM-10:30 AM

10. Meeting with Minister for Tertiary Education and Skills Hon Penny Simmonds 10:30 AM-11:00 AM

11. Regular reporting 90

11.1 [Chief Executive's closed report](#) Gus Gilmore 11:00 AM-12:00 PM 9011.2 [Wellbeing and safety report](#) Garth Gulley 12:00 PM-12:15 PM 100

12. Strategy 105

12.1 [2023 Educational Performance Indicators](#) Ziena Jalil 12:15 PM-12:20 PM 105

Lunch break 12:20 PM-12:50 PM

13. Risk and compliance 111

13.1 [2025 Investment Plan](#) Patrick Jones 12:50 PM-01:00 PM 11113.2 [2023 Pastoral Code self-review](#) Paora Ammunson and Diana Law 01:00 PM-01:10 PM 163

13.3	Annual report	Jo Smaill (Audit NZ), Katherine Harbrow, and Clarke Raymond	01:10 PM-01:20 PM	
14.	Reports from and relating to Committees			227
14.1	Report from closed portion of Te Poari Akoranga held 24 May and 18 June 2024	Kieran Hewitson	01:20 PM-01:30 PM	227
14.2	Report from Interim Kaimahi Advisory Committee meetings held 24 May and 17 June 2024	Heath Sawyer	01:30 PM-01:35 PM	229
14.3	Report from Finance Risk and Audit Committee meetings held 27 May and 1 July 2024	Jeremy Morley	01:35 PM-02:05 PM	232
14.4	Minutes from extraordinary e-meeting of Appointment and Remuneration Committee held 6-11 June 2024	Bill Moran	02:05 PM-02:10 PM	241
14.5	Report from Health Safety and Wellbeing Committee meeting held 21 June 2024	Sam Huggard	02:10 PM-02:15 PM	243
14.6	Report from Interim Maori Advisory Committee hui held May and 2024	Teorongonui Keelan	02:15 PM-02:20 PM	245
14.7	Report from Interim Learner Advisory Committee meeting held 24 June 2024	Dahrian Watene	02:20 PM-02:25 PM	248
15.	Inwards correspondence (confidential)		02:25 PM-02:30 PM	250
15.1	Letter from Ōkahu- Inuāwai me ētēhi atu Hapū 21 May 2024			250
	Letter received from Te Poari o Ōkahu- Inuāwai me ētēhi atu Hapū Trust on 21 May 2024 re: Letter of concern			
15.2	Letter from Tertiary Education Commission (TEC) 28 May 2024			253
	Letter from the Chief Executive of the TEC 28 May 2024 re Request for information under section 406 of the Education and Training Act 2020			
15.3	Letter from Tertiary Education Union 12 June 2024			255
	Letter from National Presidents of Tertiary Education Union to the Minister for Tertiary Education and Skills (copied to Sue McCormack) 12 June 2024 re: A letter of expectations from kaimahi in Te Pūkenga			
15.4	Letter from TEC 14 June 2024			258
	Letter from the Chief Executive of TEC 14 June 2024 re Requirement for Te Pūkenga to obtain specialist help			
15.5	Letter from TEC 9 July 2024			260
	Letter from Chief Executive of TEC 9 July 2024 re: Te Pūkenga to obtain specialist help			

16.	Outwards correspondence (confidential)	02:30 PM-02:35 PM	262
16.1	Letter to the Minister 27 May 2024		262
	Letter to the Minister for Tertiary Education and Skills 27 May 2024 re Te Pūkenga Council's view on Specialist Advisors' report on options for the future of vocational education and training		
16.2	Letter to TEC 4 June 2024		264
	Letter to the Chief Executive of TEC 4 June 2024 re Employment related matters		
16.3	Letter to Vero Liability Insurance Limited and Marsh Limited 11 June 2024		269
	Letter to Vero Liability Insurance Limited and Marsh Limited 11 June 2024 re OP Auckland International Campus Limited (OPAIC) - Te Pūkenga Board Representation		
16.4	Letter to TEC 26 June 2024		270
	Letter to the Chief Executive of TEC 26 June 2024 re Requirement for Te Pūkenga to obtain specialist help		
17.	He take atu anō Any other business (confidential)		
	Karakia whakakapi		272

Next meeting date: Thursday 15 August 2024 (Auckland)

Karakia timatanga

Tēnā tātou here are some useful phrases you can use to introduce opening karakia next time you are asked to lead it.

Māku e huaki te wānanga nei.

I'll open our shared space.

Kia huakina te wānanga nei ki te karakia.

May our shared space be opened with karakia.

Kāti anō kia karakia e manawa ora ai te wānanga nei.

It's only fitting that we begin with karakia so we may strengthen our shared space together.

Karakia tīmatanga Opening incantation

**Whakarongo rā e Rongo
ki Te Pūkenga
te manawa nei
ki te rongo taketake,
te whiwhia, te rawea
te whiwhi-ā-nuku
whiwhi-ā-rangi
i takea mai i te kāhui o ngā ariki.
kia tūturu ka whakamau ai kia
tina,
Tina! (everybody)
Hui e?
Tāiki e!**

Listen o Rongo
to Te Pūkenga
offering gratitude
for the peace and harmony
that allows us to enjoy
he gifts of the earth
and the heavens
bequests of a higher order.
And bind it firmly,
firmly!
Do we all concur?
We concur!

When someone has led karakia to open a hui, it is seen as respectful for someone else to then thank them for carrying out that duty. Here are some mihi to the kaikarakia you can try next time.

Tēnā koe i tō karakia mai.

Thank you for delivering karakia.

Ka nui te mihi o te manawa ki a koe, i tō karakia mai.

With heartfelt gratitude, thank you for delivering karakia.

Kia waiho mā ēnei kupu e kawe atu te whakamiha ki a koe, i tō karakia mai. Nāu oti, e manawa ora nei te wānanga.

May these words convey my sincerest appreciation to you for delivering karakia. Because of you, our shared space is now strengthened.



Te Pūkenga Council member terms

Member	Start date	Current term ends	Appointed by
Sue McCormack (Acting Chair)	1 April 2023	31 March 2027	Minister of Education
Jordan Gush	4 October 2021	The earlier of either: i. the election of the Learner Advisory Committee, due to take place in March/April 2024; or ii. 31 May 2024.	Interim Learner Committee nomination
Dr Teorongonui Josie Keelan	2 November 2021	31 December 2024	Interim Māori Advisory Committee nomination
Heath Sawyer	4 October 2021	31 December 2024	Interim Staff Committee nomination
Tagaloatele Peggy Fairbairn-Dunlop	1 April 2021	31 March 2025	Minister of Education
Jeremy Morley	1 September 2022	31 August 2025	Minister of Education
Sam Huggard	1 April 2020	31 March 2026	Minister of Education
Bill Moran	1 April 2023	31 March 2027	Minister of Education



2024 Schedule of Te Pūkenga Council and Committee meetings

As at 5 July 2024

Council – confirmed dates

Month	Date	Day	Meeting	Activity	Venue
February	8	Thurs	Council	Ordinary meeting	Wellington
March	14	Thurs	Council	Ordinary meeting	Auckland
April	11	Thurs	Council	Ordinary meeting	Online
May	9	Thurs	Council	Ordinary meeting Disestablishment workshop	Wellington
July	11	Thurs	Council	Ordinary meeting	Online
August	15	Thurs	Council	Ordinary meeting	Auckland
September	12	Thurs	Council	Ordinary meeting	Christchurch
October	10	Thurs	Council	Ordinary meeting	Auckland
	11	Fri	Council	Disestablishment workshop	Auckland
November	7	Thurs	Council	Ordinary meeting	Online
December	12	Thurs	Council	Ordinary meeting	Auckland



Committees

Finance Risk and Audit Committee – confirmed dates

Name	Role	Meeting dates	Venue
1. Jeremy Morley	Chair	Wednesday 31 January	MIT Ōtara
2. Bill Moran	Member	Wednesday 14 February	Online
3. Josie Keelan	Member	Wednesday 28 February	Online
4. John Brockies	Independent member	Wednesday 28 February	Online
5. Sue McCormack	Ex-officio member	Wednesday 27 March	MITO, Wellington
		Friday 26 April	Online
		Monday 27 May	Auckland
		Monday 1 July	Online
		Friday 26 July	TBC
		Thursday 8 August	Placeholder for CFIS
		Friday 30 August	TBC
		Friday 27 September	TBC
		Friday 25 October	TBC
		Friday 29 November	TBC

Appointment and Remuneration Committee - confirmed dates

Name	Role	Meeting dates	Venue
1. Bill Moran	Chair	Wednesday 17 January	Online
2. Sam Huggard	Member	Monday 18 March	Online
3. Sue McCormack	Ex-officio member	Monday 18 November	Online



Health, Safety and Wellbeing Committee - confirmed dates

Name	Role	Meeting dates	Venue
1. Sam Huggard	Chair	Thursday 1 February	Online
2. Peggy Fairbairn-Dunlop	Member	Monday 25 March	Online
3. Josie Keelan	Member	Friday 21 June	Online
4. Heath Sawyer	Member	Monday 2 September	Online
5. Jordan Gush	Member	Monday 2 December	Online
6. Sue McCormack	Ex-officio member		



Working Groups

Disestablishment Working Group

Name	Role	Meeting dates	Venue
1. Jeremy Morley	Chair	Tuesday 12 March	Online
2. Sue McCormack	Ex-officio member	Tuesday 9 April	Online
3. Bill Moran	Member	Monday 27 May	Auckland
4. Caroline Seelig	Independent advisor	Monday 1 July	Online
5. Tony Gray	Independent advisor		

Specialist Advisor Group

Name	Role	Meeting dates	Venue
1. Caroline Seelig	Chair	Monday 12 February	MITO, Wellington
2. Tony Gray	Chair	Monday 26 February	MIT, Auckland
3. Tim Ward	Member	Friday 8 March	Online
4. Chris Collins	Member	Monday 11 March	MITO, Wellington
5. Jim Mather	Member	Thursday 21 March	Online
6. Sharon Shea	Member	Monday 25 March	MITO, Wellington
7. Bruce Robertson	Member	Monday 8 April	Unitec, Auckland
		Mon 15 and Tue 16 April	Wellington
		Thursday 18 April	Nelson
		Friday 19 April	Online
		Monday 22 April	Online
		Tuesday 23 April	MITO, Wellington
		Friday 3 May	MITO, Wellington
		Monday 6 May	Online



Name	Role	Meeting dates	Venue
		Tuesday 7 May	Online
		Wednesday 8 May	Online
		Monday 13 May	Wellington
		Tuesday 14 May	Online
		Wednesday 15 May	Online
		Monday 20 May	
		Monday 10 June	MITO, Wellington



Advisory Committees

Advisory Committee Co-Chairs hui

Name	Role	Meeting dates	Venue
Sue McCormack	Council Acting Chair	Friday 23 February	Teams
Gus Gilmore	Chief Executive	Wednesday 17 April	Teams
Jordan Gush	ILAC Co-Chair		
Dahrian Watene	ILAC Co-Chair		
Heath Sawyer	IKAC Co-Chair		
Warwick Shillito	IKAC Co-Chair		
Josie Keelan	Komiti Māori Co-Chair		
Bentham Ohia	Komiti Māori Co-Chair		

Interim Learner Advisory Committee (ILAC)

Name	Role	Meeting dates	Venue
1. Jordan Gush	Co-Chair	Monday 6 May	Online
2. Dahrian Watene	Co-Chair	Monday 24 June	Online
3. Henry Geary	Member		
4. Nina Lee Griffith	Member		
5. Ihongaro	Member		
6. Skylar Flower	Member		
7. Cecily Zhou	Member		



Interim Kaimahi Advisory Committee (IKAC)

Name	Role	Meeting dates	Venue
1. Heath Sawyer	Co-Chair	Wednesday 20 March	Online
2. Warwick Shillito	Co-Chair	Monday 22 April	Online
3. Ali Bahmad	Member	Friday 25 May	Online
4. Andrea Armstrong	Member	Monday 17 June	Online
5. Ang Cooper	Member		
6. Barry Paterson	Member		
7. Craig Ludlow	Member		
8. Henry Ma'alo	Member		
9. Jessica Costall	Member		
10. Jody Takimoana	Member		
11. Keri Youngman	Member		
12. Linda Aumua	Member		
13. Mary-Liz Broadley	Member		
14. Ramari Raureti	Member		
15. Scott Casley	Member		

Interim Māori Advisory Committee

Name	Role	Meeting dates	Venue
1. Teorongonui Josie Keelan	Co-Chair	Friday 19 April	Tamaki Makaurau
2. Bentham Ohia	Co-Chair	Monday 6 May	Online
3. Dahrian Watene	ILAC representative	Monday 24 June	Online
4. Glenda Taitua	Member		
5. Jasmine Te Hira	Member		



Te Poari Akoranga

Name	Role	Meeting date	Venue
1. Kieran Hewitson	Co-Chair (Delegate for DCE Ako Delivery)	Friday 1 March	Teams
2. Deborah Young	Co-Chair (Ako Excellence Director)	Thursday 28 March	Teams
3. Gus Gilmore	Member (Chief Executive)	Monday 29 April	Teams
4. Paora Ammunson	Member (DCE Te Tiriti Outcomes)	Friday 24 May	Teams
5. Fiona Moyer	Member (Co-Chair Te Ohu Whakahaere Academic Quality)	Tuesday 18 June	Teams
6. Glynnis Brook	Member (Co-Chair Te Ohu Whakahaere Appeals)	Friday 26 July	Teams
7. Diane Lithgow	Member (Co-Chair Te Ohu Whakahaere Approvals)	Friday 30 August	Teams
8. Fiona Beals	Member (Co-Chair Te Ohu Whakahaere Rangahau, Research and Postgraduate)	Friday 27 September	Teams
9. Henry Geary	Member (Learner nominated by Interim Learner Advisory Committee)	Friday 25 October	Teams
10. Doug Pouwhare	Member (Co-opted)	Friday 29 November	Teams
11. Martin Carroll	Member (Rohe 1 business division Academic Committee Chair)		
12. Te Urikore Biddle	Member (Rohe 2 business division Academic Committee Chair)		
13. Nita Hutchinson	Member (Rohe 3 business division Academic Committee Chair)		
14. Scott Klenner	Member (Rohe 4 business division Academic Committee Chair)		
15. Linda Aumua	Member (Co-opted)		



Te Pūkenga Council Register of Interests

As at 9 July 2024

Name	Interest	Nature of Interest
Sue McCormack Acting Chair	Kiwirail	Deputy Chair
	Canterbury Earthquakes Insurance Tribunal	Judicial Officer
	University of Canterbury	Past Chancellor
	Dress for Success	Honorary solicitor
Heath Sawyer Member	Te Pūkenga staff member	Employee
Jordan Gush Member	Peseta Sam Lotu-liga, Executive Director Ako Delivery Te Pūkenga	Uncle
	Plumbers and Gasfitters Board	Mother is a member
Teorongonui Josie Keelan Member	Te Pūkenga: Unitec	Supervisor
Tagaloatele Dr Peggy Fairbairn-Dunlop Member	UNESCO	Social Science Commissioner
	Vinepa Trust	Patron, Board Member
	Pacific Talk about Education and Learning PLD Pilot	Member of Consulting Team
Jeremy Morley Member	Wellington Free Ambulance	Contractor
	Te Kupenga – Catholic Leadership Institute (A registered PTE)	Pro-bono
	Racing New Zealand	Director
	Warwick Trust	Settlor, Trustee, and Beneficiary
	Wellington Over 60s Cricket	Treasurer and Member
	Wellington Bridge Club Inc	Honorary Auditor

Name	Interest	Nature of Interest
	Caritas NZ Inc	Financial and Commercial Advisor
Sam Huggard Member	New Zealand Educational Institute Te Riu Roa	Employee
Bill Moran Member	WorkSafe NZ	Deputy Chair
	Pioneer Energy	Director
	Chamber Music at the World's Edge Foundation USA	Chair
	Chamber Music at the World's Edge Foundation NZ	Chair
	Parliamentary Education Trust	Trustee
	Iti Kōpara Charitable Trust	Trustee
	Hoops and Life Awhi Trust	Trustee
	New Zealand Qualifications Authority	Deputy Chair (effective 26 July 2024)



Minutes for Te Pūkenga Council 9 May 2024 ordinary meeting

09/05/2024 | 09:30 AM - Auckland, Wellington New Zealand Standard Time

MITO offices, Wellington

Attendees (8)

Jeremy Morley; Tagaloatele Peggy Fairbairn-Dunlop; Jordan Gush; Teorongonui Josie Keelan; Heath Sawyer; William Moran; Sue McCormack; Sam Huggard

In attendance:

Gus Gilmore (Chief Executive), Rebecca Donne (Governance Director - minutes), Michelle Teirney (Chief Financial Officer), Ziena Jalil (Chief of Staff), Paora Ammunson (DCE Tiriti Outcomes), Deborah Young (Co-Chair Te Poari Akoranga, item 4.1 and 11.4), Garth Gulley (Wellbeing and Safety Director, item 9.2), Jodie Banner (Director Risk and Assurance, item 10.1).

Karakia timatanga

The karakia timatanga was delivered by Sam Huggard and the meeting opened 9.42am.

Open Agenda

1. Welcome/apologies/notices

Apologies for lateness were noted from Jordan Gush, due to a delayed flight.

The Chief Executive and Acting Chair provided an update from their meeting with the Minister for Tertiary Education and Skills (the Minister).

ACTION: Provide an update on Programme Unification to Council via the Finance Risk and Audit Committee.

(Assignee(s): Gus Gilmore; Due Date: 26/05/2024)

ACTION: Provide the Co-Chair of the Interim Kaimahi Advisory Committee with an overview of the approval processes for unified programmes. (Assignee(s): Paora Ammunson; Due Date: 06/11/2024)

ACTION: Prepare a communication for all kaimahi from the Acting Chair to share the Minister's faith in the Chief Executive expressed at their recent meeting once a revised letter of expectations is received.

(Assignee(s): Ziena Jalil; Due Date: 19/05/2024)

2. Administration (open)

2.1 Council membership and schedule of committees

Council noted the membership terms and the schedule of meetings for 2024.

2.2 Register of interests

- The register of interests was updated to include the interests which Jeremy Morley declared at the Finance Risk and Audit Committee meeting on 26 April 2024.
- Bill Moran provided a new interest as Chair of Chamber Music at the World's Edge NZ.
- The Acting Chair reminded members to declare any agenda items where a conflict arises between their role as a Te Pūkenga Council member and any private or other external interest they may have and stand aside from decision making in respect of that item.

2.3 Minutes (draft) of the meeting held 11 April 2024 (ordinary meeting)

There were no matters arising from the open minutes.

RESOLVED (S. McCormack/T.P. Fairbairn-Dunlop)

That the Council approve the minutes of Te Pūkenga Council open meeting held on 11 April 2024 as a true and correct record.

CARRIED

3. Chief Executive's open report

Te Pūkenga Council received the report titled 'Chief Executive's Report to Council – Open Session' and noted the update on key activities during the reporting period. It enquired about entry requirements for international students and which countries they are coming from. It noted that entry requirements are inconsistent across the motu, that there is still a backlog at Immigration NZ which Te Pūkenga is working with them on, that many international students are coming from India, especially northern India, and that growth in international students from China is slow.

ACTION: Provide a presentation to the Finance Risk and Audit Committee about the proposed approach to support the next 12 months, showing where people have moved and how local management is being repopulated. (Assignee(s): Gus Gilmore; Due Date: 26/05/2024)

ACTION: Request enrolment data for the rest of the sector (universities and PTEs) from the TEC. (Assignee(s): Gus Gilmore; Due Date: 27/05/2024)

4. Reports from Committees

4.1 Report from open portion of Te Poari Akoranga held 29 April 2024

Deborah Young, Co-Chair of Te Poari Akoranga (Te Poari) advised the Council that a working group is currently looking at where Te Poari can sub-delegate approvals to business division local academic committees.

The Council enquired whether the system for appeals will improve when regional entities are established. The Co-Chair of Te Poari advised that Te Ohu Whakahaere Appeals have a high workload currently because business divisions are sending appeals straight to Te Pūkenga instead of trying to resolve it at the business division level. When regional entities are established, this escalation point is likely to be removed and the entities will modify the current national appeals policy to best meet their local needs.

The Council discussed the removal of the ākongā and kaimahi Māori roles from the proposed Terms of Reference and were assured that there were already several kaimahi Māori on Te Poari.

RESOLVED (T.P. Fairbairn-Dunlop/S. Huggard)

That Te Pūkenga Council:

1. *Receive the report titled '29 April 2023 Te Poari Akoranga hui open portion'; and*
2. *Approves the amended Te Poari Akoranga Terms of Reference;*
3. *Approves Linda Aumua be co-opted onto Te Poari Akoranga;*
4. *Note that under their delegation from Council at its 8 February 2024 hui, Te Poari Akoranga co-chairs appointed Scott Klenner as the Rohe 4 representative;*
5. *Note that Te Ohu Whakahaere Academic Quality approved Degree Monitoring templates be distributed as a resource across the Te Pūkenga network;*
6. *Note that the co-chairs of Te Ohu Whakahaere Academic Quality approved the following policies in accordance with their delegation from Te Poari Akoranga:*
 - o *Te Pūkenga Assessment Policy*
 - o *Te Pūkenga Moderation Policy*
 - o *Te Pūkenga Ākongā Concerns and Complaints Policy*
 - o *Te Pūkenga Ākongā Appeals Policy*
 - o *Te Pūkenga Continuous Quality Improvement Policy;*
7. *Note that Te Poari approved revised Terms of Reference for Te Ohu Whakahaere Approvals and Te Ohu Whakahaere Appeals;*
8. *Note that Te Ohu Whakahaere Approvals approved the New Zealand Apprenticeship (Complex) in Forest Silviculture Operations (Level 4), which leads to the award of:*
 - o *2334 New Zealand Certificate in Forestry Operations with strand in Thin to Waste (Level 3);*
and
 - o *2330 New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) with strand in Silviculture (Level 4);*
 - o *to be submitted to the New Zealand Qualifications Authority (NZQA) for approval; and*
9. *Note that Te Poari approved:*
 - o *the appointment of Dell Raerino as co-chair of Te Ohu Whakahaere Appeals;*
 - o *the updated Electronic Notice of Appeal Form, an appendix to the Ākongā Appeals Policy.*

CARRIED

5. Correspondence

There was no correspondence to note in the open session.

6. He take atu anō | Any other business (open)

No other business was raised.

7. Resolution to exclude the public

RESOLVED (S. McCormack/B. Moran)

1. *That the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting Te Pūkenga Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as follows:*

Item	General subject of each matter to be considered	Section(s)
8.	Administration	
8.1.	Minutes of the closed portion of the meeting held 11 April 2024	Section 9(2)(a) OIA Section 9(2)(g)(ii) OIA
8.2.	Ngā mahi hei Actions	Section 9(2)(g)(ii) OIA
9.	Regular reporting	
9.1.	Chief Executive's closed report	Section 9(2)(h) OIA Section 9(2)(g)(ii) OIA
9.2.	Wellbeing and safety report	Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA
10.	Risk and compliance	
10.1.	2023 Annual Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
10.2.	Risk deep dive: 2025 Operations	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA
10.3.	Power of attorney	Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA Section 9(2)(i) OIA
10.4.	UCOL deed of lease 30 Queen St	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA
11.	Reports from and relating to Committees	

Item	General subject of each matter to be considered	Section(s)
11.1.	Report from Interim Māori Advisory Committee held 19 April 2024	Section 9(2)(g)(ii) OIA
11.2.	Verbal update on Interim Learner Advisory Committee meeting held 6 May 2024	Section 9(2)(g)(ii) OIA
11.3.	Report from Finance Risk and Audit Committee meeting held 26 April 2024	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA
11.4.	Report from closed portion of Te Poari Akoranga held 29 April 2024	Section 9(2)(a) OIA Section 9(2)(g)(ii) OIA
11.5.	Report from extraordinary e-meeting of Appointment and Remuneration Committee held 3 May 2024	Section 9(2)(a) OIA Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA
13.	Outwards correspondence (confidential)	
13.1.	Letter to the Minister for Tertiary Education and Skills 19 April 2024 re Te Pūkenga Manaaki Fund – Council intentions	Section 9(2)(b)(ii) OIA
14.	He take atu anō Any other business	Section 9(2)(a) OIA Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA

Interests

Section	Interest
Section 9(2)(a) OIA	To protect the privacy of natural persons, including that of deceased natural persons.
Section 9(2)(b)(ii) OIA	To protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.
Section 9(2)(g)(ii) OIA	To maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment.
Section 9(2)(h) OIA	To maintain legal professional privilege.
Section 9(2)(i) OIA	To enable a Minister of the Crown or any public service agency or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities.
Section 9(2)(j) OIA	To enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).

2. *And that certain employees from Te Pūkenga be permitted to remain at the meeting, after the public has been excluded, because of their specific knowledge in relation to the above items namely:*

- *Ziena Jalil*
- *Michelle Teirney*

- Paora Ammunson
- Garth Gulley
- Jodie Banner
- Deborah Young

This knowledge, which will be of assistance in relation to the matters above to be discussed, is relevant to those matters because they have assisted in the progression of such matters.

CARRIED

The meeting closed at 12.27pm.

DRAFT

Pūrongo Kaunihera a Te Pūkenga | Council Report

11 July 2024

Title	Chief Executive's Report to Council – Open Session
Provided by	Gus Gilmore, Tumuaki Chief Executive
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council (the Council):

a.	Receive the report titled 'Chief Executive's Report to Council – Open Session';
b.	Note the update on current issues, key achievements and highlights arising during the reporting period.

Kōrero Whakapōpoto | Executive Summary

- A key focus for the period has been setting up the transitional Executive Leadership team and ensuring responsibilities are clear within a National Office that is reducing in size, by the end of November the National Office will be down to 62 full-time equivalent staff (FTEs) mostly focused on meeting legislative compliance.
- While we have largely completed recent staffing reviews initiated in response to the Minister for Tertiary Education and Skills (the Minister)'s Letter of Expectation, there will still be a number for National Office kaimahi that will either move back to their previous business divisions or will leave Te Pūkenga. As I have previously noted to Council, retention of remaining staff will become increasingly difficult subject to uncertainty in the future direction and the longer timeframe we will need to run a transitional structure with a much smaller National Office. We continue to monitor and engage with staff to mitigate this.
- The Government has recently made public comments that decisions have been taken on the future of the vocational education system and a consultation process will begin within weeks. This is positive news but at this stage it is not clear how much certainty Cabinet decisions and the subsequent consultation process will provide. We continue to provide as much information as possible for kaimahi and trying to ensure we retain our focus on delivering the best outcomes for learners and employers.
- We continue to see increasing enrolments (domestic and international) at regional business divisions and decreasing enrolments in work-based learning.

Ngā mahi matua i te wā o te pūrongo | Key activity during reporting period

Stakeholder engagement

Media, communications and OIAs

- Media interest has increased in the past weeks on the back of the Government communicating that decisions have been made by Cabinet. Media interest has also continued on our financial position and some of the processes we had in place when we were amalgamating (inter-division loans), the Minister's letter clarifying her Letter of Expectations and previous redundancies of the previous Chief Executive and Executive Leadership Team members. Media interest has come from RNZ, Stuff, NZ Herald, Business Desk.
- We also continue to see a steady number of Official Information Act requests (OIAs) focussed on disestablishment. We are regularly publishing OIAs we receive regarding disestablishment on our website.

Meeting with Chinese Ministry of Education officials

- On 13 June we hosted Chinese Ministry of Education officials at the MIT Tech Park in Manukau and Ngā Kete Wānanga Marae in Otara. They were part of a delegation visiting New Zealand led by Chinese Premier Li Qiang and Chinese Minister of Education, Minister Huai.
- We discussed progressing our vocational education alliance (the Alliance) with the Chinese Ministry of Education. We also discussed how we can further expand the Alliance to deliver mutual benefit. The Alliance has the potential to open the Chinese market to significant sub-degree / vocational training programmes. This initiative was one of five key priorities signalled by the Chinese Minister of Education during the Prime Minister's visit in 2023, and the Chinese Minister's visit to New Zealand later in that year.
- Seven fields of vocational study have been identified as areas of collaboration as part of the alliance: early childhood education, tourism and hospitality, culinary arts, age healthcare, cross border e-commerce, electric vehicle technology and veterinary science.
- We are starting a new drive to significantly grow international enrolments over and above our budgeted targets. We will brief the Council more fully at the next Council hui.

Science System Advisory Group Consultation

- On 17 May we made a submission for the first consultation phase of the Science System Advisory Group (SSAG) led by the Ministry of Business, Innovation and Employment. Our SSAG submission can be found in Appendix 1.
- The SSAG has been established to provide advice to the government on strengthening the science, innovation, and technology system. In the first phase of consultation, the questions are broad and high-level to allow the SSAG to determine principles that will shape subsequent discussions and calls for future submissions.

- Group members will consider challenges and aspirations of the many components of the sector, and its structure, efficiency, and effectiveness. A two-part report will be developed, with the first part delivered end of June, and the second end of October 2024.

University Advisory Group Consultation

- On 31 May, we made a submission for the first consultation phase of the University Advisory Group (UAG). Our submission can be found in Appendix 2. The UAG will provide an initial report to the Government in August 2024 and a final report in February 2025.
- Our submissions provided perspectives collated from key kaimahi across Te Pūkenga business divisions. We suggested the UAG consider the merits of product rationalisation and enhanced collaboration in the delivery of education, research, and scholarship, from within the universities, and more broadly with other public actors within the tertiary education system.
- We also encouraged the UAG to consider how wider tertiary education system can better utilise Te Pūkenga and its business divisions to support with its physical, community and relational infrastructure and improve community engagement.

Financial performance

Enrolments

- As at 7 June 2024, there is an increase in enrolments (domestic and international) of 6.9% in ITP divisions compared to the same time in 2023. Three ITP divisions are showing decreases in 2024 – SIT, Otago and WITT.

Table one: ITP division enrolments as at 7 June 2024

Learner type	2024 Budget year-end	2024 year-to-date	2023 year-to-date
Domestic	50,622	45,981	44,022
International	5,351	4,600	3,301
Total	55,973	50,581	47,323

- Work-based divisions do not report “enrolled” data but provide data on “Active Learners”. This data is as of 30 April 2024 and shows a decrease of 19% compared with the same time in 2023. All work-based divisions are showing decreases with BCITO, Careerforce, Competenz, ServiceIQ and Primary ITO experiencing decreases of more than 1,000 learners.

2025 Investment Plan

- In May we received additional guidance from the TEC setting out what they expect to see in the 2025 Te Pūkenga Investment Plan. They asked that we include how we will prepare for changes to our organisational structure, funding and delivery, how we will support further regional decision-making, how risks will be mitigated, and what accountability mechanisms we will have in place.
- We have worked with TEC to confirm the finer details of what they want to see at a national, regional and divisional level so that regions and divisions could contribute to the plan with strategic narrative from business divisions about how each one contributes to the network

of provision, how it will be maintained during any transition, and how they are engaging with local industry and communities to identify skill and occupation needs.

- The proposed Investment Plan is provided in the closed portion of the agenda for Council to approve for submission to TEC.

Progressing disestablishment and transition

- The Acting Chair of Council and I met with the Minister on 9 May to provide her with an update of where we're at with enrolments and sign-ups and discussed critical risks.
- On 20 May the Minister issued us a letter clarifying her Letter of Expectations. She strengthened her expectation that we take whatever actions necessary to improve the financial performance and ensure that individual business divisions can become financially sustainable. Such actions could include right-sizing business division operations and their associated capital assets. We have also reiterated to the Minister our continued focus to reduce our costs, grow our revenue and improve our financial position to support a viable future system.
- Our National Office Review process is well advanced. Several kaimahi will be finishing their current roles in June and July. Some have or will be moving back into their previous business divisions and come under the divisional payroll. Given workloads at divisions, some recruitment processes have been taking longer to complete than expected, however generally we remain on track. Several National Office roles will end in the latter half of the year with National Office being at about 30% of the FTEs that it was at the beginning of 2024. Most of these roles will be focused on meeting our legislative and compliance requirements, finance, people and wellbeing, legal and risk, OIA administration and communications.

Empowering regional leadership

- The Minister has been visiting several business divisions and meeting with Executive Directors. Executive Directors have aimed to provide the Minister a good understanding of their regional and operating context, some of the issues they face (including their financial positions, visa processing for international students), and their thoughts about how she might approach proposed changes to the vocational education and training sector.

Wellbeing and safety of kaimahi and ākongā

WorkSafe Enforceable Undertaking

- In March 2022, a vehicle exiting the Toi Ohomai Windermere campus aquatic and fitness centre collided with a barrier gate partway across the road. Unfortunately, the driver sustained significant injuries.
- As a result, Te Pūkenga was charged under sections 37(1) and 48(1) & (2)(c) of the Health and Safety at Work Act 2015. We applied to WorkSafe for an enforceable undertaking (EU), which it accepted in May 2024.
- The EU was published on the WorkSafe website at the following link: [Te Pūkenga – New Zealand Institute of Skills and Technology | WorkSafe](#). It provides financial amends to the victim and commits us to several activities that aim to strengthen wellbeing and safety in the local community and across Aotearoa New Zealand. The activities include water safety

initiatives for underserved people, integrating a kaupapa Māori approach into contracting relationships, developing a tool for psychosocial risk management in schools, and supporting the alignment of New Zealand health and safety qualifications with international good practice.

Other network successes

- Toa Faneva, Tumu Whenua-ā-Rohe 1 | Executive Director Region 1, was formally conferred a Member of the New Zealand Order of Merit for services to Māori in May following his appointment as part of the King's Birthday Honours last year.

Ngā whakatau me ngā pōtaetanga | Welcomes and Graduations

The following graduations will take place in the next quarter.

Date	Business division	Location
Friday, 30 August 2024	Otago Polytechnic	Auckland
Friday 13 September 2024	Otago Polytechnic	Dunedin
Tuesday, 17 September 2024 - Thursday, 19 September 2024	Manukau Institute of Technology Certificate Graduation (Levels 1-4)	MIT Manukau Campus Level 1, Lecture Theatre
Friday, 20 September 2024	Ara Institute of Technology	Christchurch

If Council members wish to attend a graduation ceremony, they should advise the Governance Director.

Ngā Tāpiritanga | Appendices

Appendix 1: Science Systems Group Consultation Phase 1 submission

Appendix 2: University Advisory Group Consultation Phase 1 submission



Level 2, Wintec House
Cnr Anglesea and Nisbet St.
Hamilton 3204

0800 86 22 84
info@tepukenga.ac.nz
tepukenga.ac.nz

Attention: The Science System Advisory Group
17 May 2024

Subject: Science System Advisory Group – Phase 1 Consultation

Tēnā rā koutou katoa, e Tā Peter, koutou mā hoki, ko te rōpū tohutohu pūnaha pūtaiao, e mihi kau ana ki a koutou.

Ko wai mātou | Who are we?

Te Pūkenga is Aotearoa New Zealand's largest provider of tertiary education and training, with a network of business divisions spanning all geographical regions, including online.

At Te Pūkenga, inclusivity and equity are not just principles, they are the bedrock of our operations. Our partnerships with communities and industry, a testament to our commitment to local engagement, are integral to these principles. These partnerships, fostered by our locations and our imperatives, ensure we have strong connections with local and regional iwi, hapū, hapori, communities and industry.

- In 2023 we were the third largest recipient of Level 7 (degree) and above funding from the Tertiary Education Commission and the largest recipient of the Performance-Based Research Fund outside the universities.
- We are embedded in every community throughout Aotearoa New Zealand and make a significant scientific impact within regional Aotearoa New Zealand, with a unique focus on applied and technological research.
- We actively participate in all the major funding streams offered and administered by the Ministry of Business, Innovation and Employment, The Royal Society, the Health Research Council, iwi, community groups, industry and so on.
- Our involvement is a testament to our commitment to advancing Aotearoa New Zealand by contributing to science, research and innovation in a way that is consistent with being responsive to the needs of all regions of Aotearoa New Zealand. We do this in a way that is consistent with our legislated functions and Charter that expects us to have a relentless focus on inclusivity and equity, partner with hapū, iwi, hapori, communities and industry and give effect to Te Tiriti o Waitangi in our governance, management and operations – all of which provide distinctive competencies that can contribute to a more impactful science, innovation and technology system for Aotearoa New Zealand.

Te whakautu ki te pātai tuatahi | Response to question 1

The future publicly supported science, innovation and technology system for Aotearoa New Zealand should be inclusive and seek settings that enable all actors within it to maximise the contributions they make to a thriving Aotearoa New Zealand. As a country we are too small to fragment resources through competition and the Science System should be organised in a way that encourages and allows for all actors to work together and make impactful contributions based on their distinctive competencies and what they do well.

The system must allow actors to contribute in a way that leverages their strengths in cooperation with other actors and allows for the costs and infrastructure required to do science to be shared. There is no sense in duplication of costly underutilised science infrastructure.

We support the direction that Te Ara Paerangi established and want to see greater support for New and Emerging Researchers as well as Māori and Pacific researchers and worldviews. We see the priorities of embedding Te Tiriti o Waitangi, valuing people and system agility as positive policy settings for the system that will lead to a science, innovation and technology system capable of lifting productivity and being able to support researchers and scientists to address the challenges that Aotearoa New Zealand needs the support of the scientific community to address.

Additionally, research, with a focus on applied and technological research, is a [legislated function](#) of Te Pūkenga. We want to see a system that better recognises and celebrates the contributions and importance of applied and technological research, particularly from the vocational education and training sector.

We also want to see a broader definition of “science” to ensure a more inclusive system. The social sciences and mātauranga Māori, amongst other research areas, are typically not as well funded as “hard sciences” but their ability to create scientific innovations that allow Aotearoa New Zealand to respond to its social and environmental challenges are significant. The definition of science should not be narrowed. It should be inclusive of different epistemological and ontological approaches to knowing and being to leverage to contributions that can be made by the whole science community – the point here is that it should be inclusive so that all who can contribute, do contribute.

Te whakautu ki te pātai tuarua | Response to question 2

The United Nations’ Sustainable Development Goals (SDGs) provide a shared blueprint for prosperity for people and the planet. They recognise that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

We ask that the Science System Advisory Group incorporate the SDGs into its definition of “prosperity” to ensure the system reduces inequalities and delivers social justice and positive social wealth in addition to material wealth.

The SDGs are important to Pacific people, particularly the goals relating to gender equality, elimination of poverty, climate and environmental crisis and ensuring access to education. We see the SDGs as a tool that could inform science, innovation and technology priorities and strategies for Aotearoa New Zealand and more broadly a Pacific Science strategy that ought to be developed in partnerships with Pacific countries and communities.

We see an opportunity for the system to recognise the legitimacy of indigenous science and knowledge, including mātauranga Māori.

When we decouple “hard science” from what we call “soft science”, including the humanities, we get poorer outcomes. Investment into all types of science, innovation and technology opportunities needs to be made so that we have a full tool kit of knowledge and mātauranga to contribute to the wellbeing and prosperity of the people of Aotearoa New Zealand.

We would also like the Advisory Group to understand the opportunities inherent in the applied and vocational nature of the research conducted at Te Pūkenga, which is informed by direct community and industry interactions. Our research provides practical, implementable, and economically efficient solutions to real-world problems in real-time. We occupy a niche and provide a value proposition that is considerably different from other actors in the system. We are located within every community across Aotearoa New Zealand and

are closely connected with every industry, thus creating an opportunity to work within a system of actors to improve the connectivity and responsiveness of the system to industry, communities, whānau, hapū and iwi.

We believe the current science system does not maximise the contribution that can be made by different actors. It is designed to support researchers within universities and Crown Research Institutes with little consideration or recognition given to the contributions that other actors, such as Te Pūkenga, can, and do make. The system does little to encourage collaborative research practice across institutions and the value, expertise, experience, capability and capacity within Te Pūkenga, (and other actors, eg: wānanga, local government, iwi groups etc) often goes unrealised, and the system reproduces missed opportunities and continues to operate sub-optimally.

We want a science, innovation and technology system that is more equitable. It should be fair to all researchers and there should be a reduction in barriers to accessing and competing for science, innovation and technology system funding.

Te whakautu ki te pātai tuatoru | Response to question 3

Te Pūkenga is uniquely positioned to enhance the system's effectiveness through its applied and technological pedagogy, geographical reach, and connections to communities and industries. Because of our unique perspective, we invite the Advisory Group to provide additional opportunities for Te Pūkenga to inform the development of the new system. The vocational education sector has proven to be a consistent blind spot for those reviewing the science, innovation and technology systems. We would gladly accept an invitation to discuss how the science, innovation and technology system can better leverage the opportunities created by having settings that are more inclusive of Te Pūkenga and our network of business divisions across Aotearoa New Zealand.

We support the thorough, rigorous and inclusive approach undertaken to redefine research in preparation for the PBRF and Quality Evaluation 2026. The definitions given for Research, Rangahau and Pacific Research for QE 2026 are inclusive of the diverse research culture, including the distinctive approaches to scientific and mātauranga research of Aotearoa New Zealand. We strongly suggest the Advisory Group uses them to inform its mahi.

Te whakautu ki te pātai tuawhā | Response to question 4

The Advisory Group should consider priority funding for applied research to better support the science, innovation and technology system. We see this as an area with a strong return on investment with direct and immediate benefits for iwi, hapū, community, and industry.

Te Pūkenga offers a unique, applied and practical research focus. We have strong relationships with iwi, hapū, community, and industry which means we are well-positioned to provide research innovations relevant and helpful to New Zealand communities and industry.

Applied and technological research within Te Pūkenga is unique in that it involves students and community stakeholders, not only as users of the outputs of the research and innovations, but also as participants and researchers, thereby creating a multiplier effect in the outcomes from the investment. Both the output of the research and also the process of producing the science creates a positive externality and human capital development for Aotearoa New Zealand. Involving students and the community in the production process has the added benefit of providing a pathway into research as a career at an earlier age and stage than perhaps other actors may be able to provide.

Rangahau, kaupapa Māori, mātauranga, and Pacific research is inherently able to engage individuals and communities by providing real-time benefits, should that need to be acknowledged and prioritised in the future publicly funded science system. Investment into Māori research priorities should be determined by

whānau, hapū and iwi, with the guidance and support of kairangahau Māori. Funding allocation and decision-making powers ought to be vested with whānau, hapū, iwi and hāpori Māori with funding allocated in a way consistent with Te Tiriti o Waitangi honouring practices aligning with principles of ōritetanga and mana-ōrite.

As an island in the South Pacific, in the heart of Polynesia, the science, innovation and technology system of Aotearoa New Zealand needs to contribute to the well-being of Pacific peoples, both in the Pacific and here in Aotearoa New Zealand. The science, innovation and technology system needs to have an intentional Pacific research strategy and it would benefit from the value of research carried out in the vocational education and training sector, for the reasons already outlined. The vocational education system and Te Pūkenga have close connections with Pacific communities, both here and abroad, and is well-placed to support the science, innovation and technology system needs of these communities. A Pacific research strategy developed in collaboration with Pacific communities would benefit from the relational and scientific expertise within Te Pūkenga and its business divisions and the communities they are located in.

Q7b refers to 'rationalisation'. We interpret this as an intention to reduce resourcing for science and innovation funding. If this is the intention, we strongly oppose it. Any intention to further reduce investment in the science and innovation system would impinge on our ability to compete globally. As a country, we lag behind other comparable countries in our investment into science, innovation and technology, both in real terms, as well as a proportion of GDP. The funding available for research in New Zealand is comparatively small when compared to other OECD countries, and without investment that values innovation, the productivity of Aotearoa New Zealand will fall further behind other countries, resulting in a lower standard of living for the people of Aotearoa New Zealand.

With respect to question 7j, Te Pūkenga wants to see a system with measures that ensure fairness for all researchers and types of research. We expect the science, innovation and technology system to be a more inclusive public funding system that honours Te Tiriti o Waitangi and embeds the principles of ōritetanga and mana-ōrite into the foundation of how it operates.

It should also be designed in a way that maximises the contributions that all actors within the system make. The system should promote collaboration and leverage the distinctive competencies and value propositions of each actor in the system. This would enable all researchers and innovators, regardless of where they work, to fairly and collaboratively work together to support the outcomes the system seeks to achieve, rather than compete on the basis of who can get the largest allocation funding.

We suggest if the Advisory Group wishes to improve research quality, incentives and encouragement that reward interdisciplinary and interinstitutional research need to be integrated into research funding conditions. Researchers in Aotearoa New Zealand tend to work within their discipline areas. As a country, we are already geographically isolated, being so far away from other parts of the world. In other parts of the world, and particularly in Europe, interdisciplinary research is much more common. The Advisory Group may like to look at how Scandinavian researchers collaborate, enabling their countries to attract top talent to work within priority industries.

Te whakautu ki te pātai tuarima | Response to question 5

A lot of work in this area was done in the 2019-2020 PBRF review and later by the Sector Reference Group. This work resulted in a robust quality assurance process for research, which we believe can be applied well to quality assurance processes for the science, innovation and technology systems.

Kōrero whakakapi | Final remarks

Thank you for the chance to contribute to the Advisory Group's work. We welcome opportunities to meet with you, discuss and engage in this review.

Ngā mihi nui,

Jamie Smiler

Pounuku Rangahau | Director Rangahau and Research



Level 2, Wintec House
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Hamilton 3204

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Attention: The University Advisory Group
31 May 2024

Subject: University Advisory Group – Consultation Phase 1

Tēnā rā koutou katoa, e Tā Peter, koutou mā hoki, ko te rōpū tohutohu mō ngā kura matatini e waru o Aotearoa, e mihi kau ana ki a koutou.

Ko wai mātou | Who are we?

Te Pūkenga is Aotearoa New Zealand's largest provider of tertiary education and training. We have over 250,000 ākonga, significantly more than all the universities combined with a network of business divisions spanning all geographical regions, including online

At Te Pūkenga, inclusivity and equity are not just principles, they are the bedrock of our operations. Our partnerships with communities and industry, a testament to our commitment to local engagement, are integral to these principles. These partnerships, fostered by our locations and our imperatives, ensure we have strong connections with local and regional interests, iwi, hapū, hapori, communities and industry throughout Aotearoa New Zealand.

Of note:

- In 2023 we were the third largest recipient of Level 7 (degree) and above funding from the Tertiary Education Commission and the largest recipient of the Performance-Based Research Fund outside the universities. We were the seventh-largest recipient of QE funding ahead of Lincoln University.
- We are embedded in every community throughout Aotearoa New Zealand and make a significant scientific impact within regional Aotearoa New Zealand, with a unique focus on applied and technological research.
- We have a commitment to advancing Aotearoa New Zealand as a major contributor towards education, research and scholarship in a way that is consistent with being responsive to the needs of all regions of Aotearoa New Zealand. We do this in a way that is consistent with our legislated functions and Charter that expects us to have a relentless focus on inclusivity and equity, partner with hapū, iwi, hapori, communities and industry, and give effect to Te Tiriti o Waitangi in our governance, management and operations – all of which provide distinctive competencies that contribute to a more effective system of tertiary education for Aotearoa New Zealand.

Te whakautu ki te pātai tuatahi | Response to question 1

The primary functions of universities ought to be the delivery of excellent teaching, research and scholarship. However, these functions are not the sole responsibility of universities. Universities sit within a system of tertiary education providers that equally share functional responsibilities for excellent teaching, research and scholarship. Given this, it begs the question, how can the primary functions of the universities be defined if the primary function of the tertiary education system is not clearly defined? Yes, the Tertiary Education Strategy and the National Education and Learning Priorities outline the strategic direction for the Government, but they do not delegate functional responsibility to achieve system optimisation. To answer this question for universities it first needs to be answered for the system, and once this is done, it can be more clearly articulated for universities, vocational education (work and campus-based), wānanga and private providers.

The critical point here is that the functions of the universities need to complement the wider system of tertiary education in Aotearoa New Zealand. Universities are an important actor in a wider system of tertiary education that includes vocational (work and campus-based), wānanga and private providers, each of which has distinctive competencies which support the well-being and prosperity of Aotearoa New Zealand. The Advisory Group needs to give full consideration to this in any recommendations that attempt to define the functions of universities.

Te whakautu ki te pātai tuarua | Response to question 2

Universities need to be positioned within a wider system of tertiary education that encourages, supports and incentivises collaboration and productive competition. Universities should work towards breaking down the cultural and structural barriers that inhibit collaborative teaching, research and scholarship amongst themselves and with other providers of tertiary education, research and scholarship. This applies to universities as well as other actors within the system of tertiary education.

Te whakautu ki te pātai tuatoru | Response to question 3

Unproductive competition limits the effectiveness and efficiency of the tertiary education system.

Universities like other actors in the system have to balance several priorities and challenges in meeting the needs of the communities they serve.

Institutions need to balance the efficiency of their operations with a broader responsibility for improving the outcomes for the communities in which they serve.

The Advisory Group should consider the merits of product rationalisation and enhanced collaboration in the delivery of education, research and scholarship, from within the universities, and more broadly with other public actors within the tertiary education system.

Universities should be positioned within a broader system of tertiary education that seeks public benefit from more productive and collaborative relationships with other actors. All actors are challenged to meet the needs of tangata whenua, industry, regions, hapori, ākonga and other interest groups and we see enhanced outcomes from the adoption of a systems approach.

There are significant scale and demand inhibitors that require mediation through funding and policy levers that incentivise collaboration in the development, delivery and management of education, research and scholarship. This is vital if the tertiary education system is going to effectively and efficiently respond to the needs of underserved communities that: (1) are geographically isolated, (2) have insufficient population density to make delivery 'viable', (3) face infrastructure challenges, (4) have been underserved by the compulsory schooling sector and other pathways, (5) have experienced inequities which make participation and success a challenge for individual entities to respond to. It is our view that these challenges are most effectively mediated through a systems-level approach rather than through individual entities approaching efficiency challenges independently. Universities should leverage the wider infrastructure, expertise and resources of the wider public tertiary education system which is often based in many of those underserved and geographically isolated communities.

There are also discipline areas in which the demand for graduates is soft, however, education, research and scholarship in these areas is important to the overall human capital needs of Aotearoa New Zealand. We encourage the development of a networked approach across the system to support delivery in these areas of marginal provision so that they are not lost. There should be a softening of institutional and cultural borders that is driven by funding and policy that intentionally supports collaborative delivery in these areas of strategic importance.

The proliferation of online, distance and flexible learning (ODFL) is also not the solution to efficiency challenges. ODFL should be a part of the tool kit to improve efficiency but it is not the panacea for providing education to all underserved communities. ODFL does not suit all ākonga and many underserved communities have infrastructure challenges which limit the effectiveness of ODFL. It should be one of the tools to improve effectiveness and efficiency, but it is not the only tool to consider.

At the core of many of the challenges is how tertiary education is funded. The current volumetric funding model influences volume over value and it does not give enough attention to the quality of provision. The result being

unproductive investment in high-revenue and low-cost-to-serve provision with weak controls or incentives. Importantly, this is a feature of the wider tertiary education funding system and therefore any future funding system must consider: (1) the actual cost to serve, (2) the degree to which it provides conditions for productive competition, (3) allows for innovation, (4) mediates the inequality within society, and (5) mediates the underperformance the compulsory schooling sector and other pathways, especially for underserved peoples. This funding system should also allow for healthy competition that supports all actors to better serve their communities.

Te whakautu ki te pātai tuawhā | Response to question 4

It is not only the universities that need to work more cooperatively but the whole tertiary education system. During the 52nd and 53rd New Zealand Parliament the Review of Vocational Education (RoVE) was undertaken which provided a systems response to vocational education which provides some guiding principles to how the tertiary education system and universities can function more holistically. At its core RoVE articulated a systems approach that: (1) encouraged collaboration across all vocational education providers, (2) provided direct industry voices into what is taught, (3) provided regional voices for how the system should respond to regional interests, (4) provided incubator space for educational, research and scholarship innovation and excellence, (5) provided expert advice to support the Māori-Crown relationship, and (6) a more strategic and resilient funding system. We encourage the Advisory Group to consider these principles and how they may apply directly to how universities work together amongst themselves and with other actors within the tertiary education system.

Te whakautu ki te pātai tuarima | Response to question 5

Research engagement is a critical aspect of good pedagogy, and we believe that all people delivering educational programmes should be research engaged. It is also our view that research engagement sits on a scale – at one end people use and consume research, and at the other end, they produce and create advanced research and scholarship. From a system perspective, that is resource-constrained, not all universities need to be research-intensive in all programmes.

There are likely to be efficiency and effectiveness gains from prioritising research resources however this prioritization needs to be mediated and balanced **with the equitable distribution of resources across system actors**, career development opportunities, and supporting all actors within the system to meet their potential and maximise the contribution that they make to the advancement of Aotearoa New Zealand.

Consideration needs to be given to the development of virtual networks that allow for the confluence of expertise across institutional boundaries both domestically across the tertiary education system, and internationally with other research experts.

A shift away from all institutions being research-intensive in all subjects will be a huge cultural shift for universities and significant consideration will need to be given to career progression and rewards for academics.

Te whakautu ki te pātai tuawhītu | Response to question 7

Teaching, research, knowledge transfer and community engagement are best served by an integrated systems approach that leverages the distinctive competencies of all the actors within the tertiary education system. Te Pūkenga and its Business Divisions are located within every community across Aotearoa New Zealand and can support, the system, as a conduit, to engage communities with teaching and research. The universities are mostly located within metro areas and do not have the same degree of connectivity to the broad range of communities that the tertiary education system needs to serve. Universities have a limited presence in rural and regional Aotearoa New Zealand, however, actors such as Te Pūkenga and its business divisions can support the system with physical, community and relational infrastructure that can better support community engagement. We encourage the Advisory Group to consider how this can be better utilised across the tertiary education system.

Te whakautu ki te pātai tuawaru | Response to question 8

To advance all segments of New Zealand society, universities need to be engaged and relevant to all segments of New Zealand society. This is not the sole responsibility of the universities and is rather a systems-wide responsibility that is best achieved by utilizing the physical, cultural and relational infrastructure of the whole tertiary education system.

Public Investment into advancing Aotearoa New Zealand should seek to utilise the skills, knowledge and collective ability of the whole tertiary education system rather than encouraging individual and weakly co-ordinated responses from individual entities.

Solving the complex and wicked problems that Aotearoa New Zealand faces requires interdisciplinary responses that consider political, economic, sociocultural, technological, legal and environmental factors to produce more effective solutions. It is our view that excellence is enhanced by a more responsive system that works more collaboratively domestically and with international partners.

Te whakautu ki te pātai tuaiwa | Response to question 9

This will always be population dependent and rather than attributing a number, the tertiary education system should seek to balance the goal of accessibility and distribution with meeting the needs of industry, regions, tangata whenua and the public more generally.

Two of the principles of RoVE have been to elevate industry and regional voices. The university system would be a more responsive actor within the wider tertiary education system by strengthening their effectiveness at incorporating industry and regional perspectives into their teaching, research and scholarship.

Moreover, we encourage universities to go one step further and in addition to strengthening industry and regional voices, they should strengthen tangata whenua voices and perspectives in their decision-making processes.

Instead of considering absolute numbers for the domestic student population, we encourage the Advisory Group to consider how the funding and policy system can be designed to be more responsive to skill shortages. In doing this we caution the Group to consider the value that graduates of humanities, social science and creative industries bring to society and to understand the value that graduates bring that go beyond traditional employability and economically focused metrics.

For this to happen effectively, the system needs improved data infrastructure that provides more accurate and timely labour market demand forecasts. If this can be achieved then the funding system should balance system stability with responsive incentives that allow tertiary education providers to respond to the structural changes expected to impact New Zealand society through things such as artificial intelligence, climate change, geopolitical instability, immigration, a reduction in economic opportunity, failing infrastructure, natural disaster, disruptive technology and so on.

Te whakautu ki te pātai tuangahuru | Response to question 10

Universities, alongside the other actors within the tertiary education system, must continue in their role as critics and consciences of society. This is an important function that must be preserved.

Whilst, this is a right, it is also a privilege. It does not come without responsibility. In being the critic and conscience of society, protected by academic freedom, academics need to ensure that their views must meet the scholarly standards expected of them by society, and that university, public and private interests do not bias the expression of this privilege.

Cancel culture is also an issue within the public sphere. Within the context of tertiary education, cancel culture inhibits the expression of critical thinking and is detrimental to a healthy democracy and the advancement of education, research and scholarship.

Academic freedom should be seen as a privilege that comes with responsibility. Universities need to respect the expression of academic freedom and academics need to respect the privilege. It requires a constant balancing of rights and morals – just because an academic has the right to say something, that does not mean they should. Nor does it mean that people have to listen or that institutions need to provide them with a platform, but equally, institutions should not limit freedoms when scholarly standards are met.

A society that provides space for academics, across the tertiary education system, to act as the critic and consciousness of society provides the conditions to advance knowledge, research and scholarship. We cannot waste the training and skills of Aotearoa New Zealand's most educated people by limiting this responsibility to universities or muting its expression. It is the responsibility of the tertiary education system to provide the freedom and responsibility to extend

the boundaries of education, research and scholarship and academic freedom and the responsibility for being the critic and conscience of society is critical to its success.

Te whakautu ki te pātai tuangahuru mā tahi | Response to question 11

The tertiary education system has uneven expectations of its actors when it comes to honouring Te Tiriti. Te Tiriti is not something that universities or publicly funded institutions should seek to comply with, they should be effective actors in supporting the Crown to honour its relationship with Māori.

S315(f) of the Education and Training Act 2020 creates a statutory responsibility for Te Pūkenga to 'improve outcomes for Māori learners and Māori communities in collaboration with Māori and iwi partners, hapū, and interested persons or bodies', and Schedule 13 4(d)(i) requires Te Pūkenga to ensure that its governance, management, and operations give effect to Te Tiriti o Waitangi.

These statutory requirements to work in collaboration with Māori partners and to give effect to Te Tiriti in governance, management and operations are standards **we encourage all tertiary education providers to adopt as a baseline.**

Kōrero whakakapi | Final remarks

Thank you for the chance to contribute to the Advisory Group's work. We welcome opportunities to meet with you, discuss and engage in this review

Ngā mihi nui,

Jamie Smiler

Pounuku Rangahau | Director Rangahau and Research

Pūrongo Kaunihera a Te Pūkenga | Council Report

5 June 2024

Title	24 May 2024 Te Poari Akoranga hui
Provided by	Deborah Young and Kieran Hewitson, co-chairs Te Poari Akoranga
Author	Louise Courtney, Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled '24 May 2024 Te Poari Akoranga hui'; and
b.	Note the approval to cancel the 'Manaaki Kararehe o Te Pūkenga Code of Ethical Conduct for the Use of Animals in Research, Testing and Teaching' with Manatū Ahu Matua Ministry for Primary Industries.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 24 May 2024 online via Microsoft Teams. Linda Aumua, Te Urikore Biddle, and Di Lithgow provided apologies for the meeting.

The summary below provides an overview of some key discussions and decisions by Te Poari during the open portion.

Academic Delegations Register

The Academic Delegations working group presented an updated draft academic delegations register to Te Poari for feedback. Further changes are required because of feedback provided by Te Poari so this will be approved at a future meeting.

Academic Integrity Policy and Guidelines

Te Poari discussed the Academic Integrity Policy and Guidelines, and further changes are required to incorporate the feedback provided about:

- Referencing statements about use of artificial intelligence;
- Clarification on keeping records of unproven misconduct; and
- How the policy could be used for Work Based Learning providers.

The updated policy and guidelines will be approved at a future meeting.

Ngā Ohu Whakahaere o Te Poari Akoranga

Te Poari Akoranga received reports from ngā ohu whakahaere and approved the cancellation of the 'Manaaki Kararehe o Te Pūkenga | Code of Ethical Conduct for the Use of Animals in Research, Testing and Teaching' with Manatū Ahu Matua | Ministry for Primary Industries.

Te Poari also noted that:

- Te Ohu Whakahaere Academic Quality discussed and provided feedback on the Academic Integrity Policy and Guidelines to be distributed across the Te Pūkenga network.
- Te Ohu Whakahaere Approvals raised the importance allowing time to review and provide feedback on the unified programmes.
- Te Ohu Whakahaere Rangahau Research and Postgraduate noted the resignation of member Jonathan Sibley and discussed how to better communicate the targets in the Statement of Performance Expectations to the network to ensure targets were better reported.

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Poari Akoranga 24 May 2024 hui – open portion](#)

Pūrongo Kaunihera a Te Pūkenga | Council Report

11 July 2024

Title	18 June 2024 Te Poari Akoranga hui
Provided by	Deborah Young and Kieran Hewitson, co-chairs Te Poari Akoranga
Author	Louise Courtney, Governance Advisor
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Te Pūkenga Council:

a.	Receive the report titled '18 June 2024 Te Poari Akoranga hui';
b.	<p>Approve:</p> <ul style="list-style-type: none"> the creation of a new schedule, Schedule D: Delegations from Te Poari Akoranga, in the Delegations Register which captures the sub-delegations outlined in this report; the addition of a row in Schedule A – A1: Council Delegations to Te Poari Akoranga for Appeals with sub-delegation limited to ohu whakahaere. Note that should Council approve this recommendation, the intention is to sub-delegate Appeals to Te Ohu Whakahaere Appeals; and the removal of "limited to ohu whakahaere" in Schedule A – A1: Council Delegations to Te Poari Akoranga, Section 2. Notes that should Council approve this recommendation, the intention is to sub-delegate to Local Academic Committees to review and approve changes to existing courses and programmes and approve the withdrawal/closure or suspension of existing courses or programmes.
c.	Note the resignation of member Glynnis Brook;
d.	Note that Te Poari Akoranga approved the sub-delegations within Te Poari Akoranga's existing delegations outlined in the Academic Delegations Register section of this report;
e.	Note that Te Poari Akoranga approved the Academic Integrity Policy and its immediate release to Te Pūkenga network; and
f.	<p>Note that Te Poari Akoranga approved:</p> <ul style="list-style-type: none"> Bachelor of Midwifery (Level 7) for submission to the New Zealand Qualifications Authority Puawānanga Tapuhi Māori (Bachelor of Nursing Māori) (Level 7) for submission to the New Zealand Qualifications Authority and the Nursing Council of New Zealand for approval and accreditation, subject to the incorporation of feedback from Te Ohu Whakahaere Approvals and Te Poari Akoranga.

Te Tāhuhu Kōrero | Background

Te Poari Akoranga | The Academic Board (Te Poari) met on 18 June 2024 online via Microsoft Teams. Di Lithgow provided an apology for absence, and Paora Ammunson and Te Urikore Biddle for early departure for the meeting. Glynnis Brook tendered her resignation from Te Poari.

The summary below provides an overview of some key discussions and decisions by Te Poari during the open portion.

Academic Delegations Register

Te Poari Akoranga approved the following sub-delegations:

- Te Ohu Whakahaere Approvals to approve new Level 1-6 courses and programmes, and approve to seek approval/accreditation of new Level 1-6 programmes by external bodies (Section 2)
- Local academic committees to approve variations to an individual learner's course/programme of study outside programme regulations (Section 3)
- Te Ohu Whakahaere Academic Quality to set and monitor the application of Te Pūkenga quality assurance processes for the development and delivery of all courses and programmes (including with respect to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review and reporting processes (Section 4)
- Co-Chairs of Te Ohu Whakahaere Academic Quality, approval of minor changes to academic procedures, within academic policy (Section 4)
- Local Academic Committees to approve and release learner results and recognise credit for assessment (including assessment of prior learning) in accordance with approved academic regulations (Section 5)
- Te Ohu Whakahaere Rangahau, Research and Postgraduate to set and promote quality standards for research (Section 6)
- Local Academic Committees to approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension (Section 6).

Te Poari request that Council approve changes to the Delegations Register to capture all sub-delegations from Te Poari Akoranga outlined above, and to enable it to sub-delegate:

- appeals to Te Ohu Whakahaere Appeals
- review and approval changes to existing courses and programmes and approval of the withdrawal/closure or suspension of existing courses or programmes to Local Academic Committees.

Academic Integrity Policy and Guidelines

Te Poari approved the Academic Integrity Policy subject to incorporation of its feedback and recommended that the guidelines be provided to the Educational Quality Forum (EQF) for further feedback before being distributed through their networks.

Ngā Ohu Whakahaere o Te Poari Akoranga

Te Poari received reports from ngā ohu whakahaere and requested that Te Ohu Whakahaere Ako members be provided further clarity on the disestablishment of that ohu. Te Poari also suggested that members be connected with the Teaching and Learning to support the work currently being undertaken there and that the Generative AI Principles Framework be forwarded to the EQF to progress.

Te Poari noted that Te Ohu Whakahaere Approvals approved:

- 4825 New Zealand Certificate in Equine Racing (Assistant Trainer) (Level 4) to be submitted to the New Zealand Qualifications Authority subject to incorporation of feedback from Te Ohu Whakahaere Approvals.
- Type 2 changes to the 3563 New Zealand Certificate in Exercise (Level 4).

Science Systems Advisory Group and University Advisory Group submissions

Te Poari acknowledged the work undertaken to collate, facilitate and lodge submissions on both the Science Systems and University Advisory Groups. It was noted that more resourcing and support would be required for phase two of the consultation process.

Bachelor of Midwifery

Te Poari discussed this item in its public excluded session but resolved to include the decision in the open minutes. It approved the Bachelor of Midwifery (Level 7) for submission to the New Zealand Qualifications Authority subject to incorporation of feedback provided by Te Poari.

Bachelor of Nursing Māori

Te Poari discussed this item in its public excluded session but resolved to include the decision in the open minutes. It provided feedback on the Puawānanga Tapuhi Māori (Bachelor of Nursing Māori) (Level 7) programme documents and approved Puawānanga Tapuhi Māori (Bachelor of Nursing Māori) (Level 7) for submission to the New Zealand Qualifications Authority and the Nursing Council of New Zealand for approval and accreditation, subject to the incorporation of feedback from Te Ohu Whakahaere Approvals and Te Poari Akoranga.

Ngā Tāpiritanga | Appendices

Appendix 1: [Te Poari Akoranga 18 June 2024 hui – open portion](#)

Appendix 2: Draft Academic Delegations Register

Te Poari Akoranga o Te Pūkenga

Delegations Register



Delegations to Te Poari Akoranga

Schedule A - A1: Council Delegations to Te Poari Akoranga

All delegated authority must be exercised in accordance with the purpose of Te Poari Akoranga as set out in the Terms of Reference as updated from time to time. The below table shows the delegations from Council to Te Poari Akoranga.

Ref	Subject	Description	Objective	Yes/No	Sub-delegation
1.	Academic Policies, procedures and framework	To determine policies and operating procedures of Te Pūkenga in relation to learners and academic matters.	Provide assurance and confidence that the quality and academic infrastructure, including policies, procedures and frameworks, are fit for purpose; and approve academic direction, statutes and practices to be applied throughout the organisation to ensure the goals of Te Pūkenga, as set by Council having regard to the Charter and Minister's expectations, are met and continuous improvement is achieved and sustained.	No	
2.	Courses/ Programmes of Study (including work-based learning programmes)	To approve new courses and programmes, review and approve changes to existing courses and programmes, and approve the withdrawal/closure or suspension of existing courses or programmes. To seek approval/accreditation of programmes by external bodies.	Provide and facilitate strategic direction and thought leadership on a range of education matters, including innovation, teaching and learning, and applied research and scholarship, with oversight of funding allocation, planning and ethics	Yes	Te Ohu Whakahaere Approvals to approve new Level 1-6 courses and programmes. Local Academic Committees to review and approve changes to existing courses and programmes and approve the withdrawal/closure or suspension of existing courses or programmes.
3.	Courses/ Programmes of Study (including work-based learning)	To approve variations to an individual learner's course/programme of study outside programme regulations.	Provide assurance and confidence: a. of the effectiveness of teaching, learning and research within the organisation with a focus on outcomes. b. that work-based learning is applied throughout packages of learning developed and delivered by Te Pūkenga (where relevant), contribute to a partnership approach to policies and decisions affecting work-based learning and create space for employers.	Yes	This delegation is sub-delegated to Local Academic Committees in its entirety.
4.	Quality Assurance	To set and monitor the application of Te Pūkenga quality assurance processes for the development and delivery of all courses and programmes (including with respect to learning, teaching, assessment, learner support and learner performance) through quality evaluation, review and reporting processes.	As above	Yes	Te Ohu Whakahaere Academic Quality Co-Chairs of Te Ohu Whakahaere Academic Quality to approve minor changes to academic procedures, within academic policy.
5.	Assessment	To approve and release learner results and recognise credit for assessment (including assessment of prior learning) in accordance with approved academic regulations.	Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus.	Yes	This delegation is sub-delegated to Local Academic Committees in its entirety.
6.	Research	To set and promote quality standards for research and approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.	To conduct research, with a focus on applied and technological research (section 315 of the Act). Teaching and learning is supported by research, evidence, and best practice (Charter, Schedule 13 of the Act)	Yes	Te Ohu Whakahaere Rangahau Research and Postgraduate to review and monitor: a. the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research. b. rangahau and research capacity and capability across Te Pūkenga c. the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement across business divisions. Local Academic Committees approve proposals for research from Te Pūkenga kaimahi and learners involving human subjects (including learner course work research) and a Māori or Te Tiriti/Treaty of Waitangi dimension.

Ref	Subject	Description	Objective	Yes/No	Sub-delegation
	Appeals		<i>(a) receive unresolved learner complaints or appeals that have already been determined (in line with relevant appeals policies and processes); (b) support the resolution, settlement and/or withdrawal of such unresolved complaints or appeals; and (c) if necessary, make recommendations about policies, procedures, or the provision of services.</i>	Yes Limited to ohu whakahaere	Te Ohu Whakahaere Appeals
7.	Ohu whakahaere: Sub-Committees	To establish any ohu whakahaere (sub- committees) as are deemed necessary for the efficient and effective operation of Te Poari Akoranga and to make appointments to the same.	Establish and provide assurance and confidence that ohu whakahaere, (national subcommittees of Te Poari Akoranga) strengthen academic leadership in key areas of focus.	No	
8.	Incidental	To do anything incidental to the exercise of any of the powers or functions delegated by the Council to the Academic Board.	The Council delegates to Te Poari Akoranga "matters relating to work-based learning, courses of study or training, awards, and other academic matters", to "exercise powers delegated to it by the council." (Section 324 (2) of the Act)	No	

In line with the powers to sub-delegate in the table above, from time to time, Te Poari Akoranga may formally sub-delegate specific tasks and/or responsibilities to nominated groups, committees and/or ohu whakahaere. In doing so, it requires:

- i) Any policies related to the responsibilities are approved by Te Poari Akoranga;
- ii) Minor changes to academic procedures, within academic policy, are sub-delegated to the Chair, Ohu Whakahaere Academic Quality;
- iii) Major decisions made by the body receiving the sub-delegation are reported to Te Poari Akoranga through reporting template.

All formal sub-delegations will be included in the Academic Delegations Register which will be updated each time a power is sub-delegated.

Hon Penny Simmonds

Minister for the Environment
Minister for Tertiary Education and Skills
Associate Minister for Social Development and Employment



5.1

20 May 2024

Sue McCormack
Acting Chair
Te Pūkenga
PO Box 19400
Hamilton 3244

By email: sue.mccormack@tepukenga.ac.nz

Dear Sue

Progressing financial sustainability initiatives

You have sought clarification over aspects of the letter of expectations I issued in December 2023. This letter seeks to address those, and in particular clarifies my performance expectations for Te Pūkenga as they pertain to the council's duties and the financial viability of the network and individual business divisions.

Overall, my high-level expectations for Te Pūkenga have not changed – I still expect it to operate in a manner consistent with the Government's plans; support as much regional decision-making as possible; ensure the continuation of vocational education and training and support staff and learners; and to work closely with me and officials as I progress reform of the sector.

However, in my work with officials on designing the future of the vocational education system, the extent of the financial challenges facing some of Te Pūkenga's former institute of technology and polytechnic (ITP) business divisions, and therefore the sustainability of the network as a whole, has become clear. My recent discussions with you have also highlighted that Te Pūkenga has put on hold some plans to improve the financial sustainability of the network until the Government has taken decisions on the future of the system.

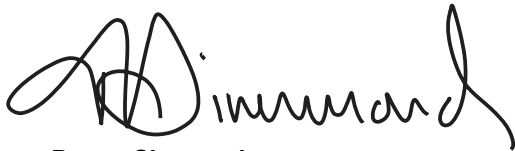
While I appreciate that there is uncertainty regarding the future design of the system, it is the duty of Te Pūkenga's council to ensure the institution operates in a financially sustainable manner. Te Pūkenga's charter also requires that it meets the needs of regions throughout New Zealand. Taken together, these requirements in my view mean it is important that Te Pūkenga takes whatever actions it considers necessary to improve the financial performance of the network as a whole, through ensuring each of the individual business divisions can become financially sustainable.

Given that many of the former ITP business divisions are currently not financially sustainable, urgent work is needed to preserve the viability of regional provision. While Te Pūkenga must be guided by its statutory functions and charter, I expect the council to consider all options available to it and I am aware that some difficult choices may need to be made to right-size operations and their associated capital assets. For some business divisions, this may require significant change to how they operate and deliver into their communities.

For the avoidance of doubt, I do not consider that actions to improve the financial position of the network, or of individual business divisions, would be inconsistent with the Government's plans or with my letter of expectation. While my proposals for the new vocational education and training system remain subject to further Cabinet decisions, consultation, and, ultimately, legislative changes, actions to improve financial performance will be needed for any future design of the system (including if Te Pūkenga had remained in its current form).

I have appreciated Te Pūkenga council and management's regular engagement with myself and officials, and I look forward to this continuing.

Yours sincerely



Penny Simmonds
Minister for Tertiary Education and Skills

Cc

Gus Gilmore, Chief Executive, Te Pūkenga
Tim Fowler, Chief Executive, Tertiary Education Commission

Te Pūkenga Council Meeting

7. Resolution to exclude the public

It will be moved by the Acting Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) (noting Te Pūkenga Council is specified, in Schedule 2 of LGOIMA, as a body to which LGOIMA applies) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

The general subject of each matter to be considered while the public is excluded and the reason for passing the resolution in relation to each matter are as follows:

Item	General subject of each matter to be considered	Section(s)
8.	Administration	
8.1.	Minutes of the closed portion of the meeting held 9 May 2024	Section 9(2)(g)(ii) OIA
8.2.	Minutes of the closed portion of the extraordinary meeting held 22-24 May 2024	Section 9(2)(g)(ii) OIA
8.3.	Ngā mahi hei Actions	Section 9(2)(g)(ii) OIA
9.	Future of vocational education and training in New Zealand	Section 9(2)(i) OIA
10.	Meeting with Minister for Tertiary Education and Skills	Section 9(2)(f)(iv) Section 9(2)(g)(ii)
11.	Regular reporting	
11.1.	Chief Executive's closed report	Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA
11.2.	Wellbeing and safety report	Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA
12.	Strategy	
12.1.	2023 Educational Performance Indicators	Section 9(2)(b)(ii) OIA

Item	General subject of each matter to be considered	Section(s)
13.	Risk and compliance	
13.1.	2025 Investment Plan	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
13.2.	2023 Pastoral Care self-review	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA
13.3.	Annual report	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
14.	Reports from and relating to Committees	
14.1.	Report from closed portion of Te Poari Akoranga held 24 May and 18 June 2024	Section 9(2)(g)(ii) OIA
14.2.	Report from Interim Kaimahi Advisory Committee held 24 May and 17 June 2024	Section 9(2)(g)(ii) OIA
14.3.	Report from Finance Risk and Audit Committee meeting held 27 May and 1 July 2024	Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA
14.4.	Minutes from extraordinary e-meeting of Appointment and Remuneration Committee held 6-11 June 2024	Section 9(2)(a) OIA Section 9(2)(g)(ii) OIA
14.5.	Report from Health Safety and Wellbeing Committee meeting held 21 June 2024	Section 9(2)(g)(ii) OIA
14.6.	Report from Interim Māori Advisory Committee meeting held 24 June 2024	Section 9(2)(g)(ii) OIA
14.7.	Report from Interim Learner Advisory Committee meeting held 24 June 2024	Section 9(2)(g)(ii) OIA
15.	Inwards correspondence (confidential)	
15.1.	Letter from Ōkahu- Inuāwai me ētēhi atu Hapū 21 May 2024	Section 9(2)(b)(ii) OIA

Item	General subject of each matter to be considered	Section(s)
15.2.	Letter from Tertiary Education Commission 28 May 2024	Section 9(2)(a) OIA Section 9(2)(i) OIA
15.3.	Letter from Tertiary Education Union 12 June 2024	Section 9(2)(b)(ii) OIA
15.4.	Letter from Tertiary Education Commission 14 June 2024	Section 9(2)(i) OIA
15.5.	Letter from Tertiary Education Commission 9 July 2024	Section 9(2)(i) OIA
16.	Outwards correspondence (confidential)	
16.1.	Letter to the Minister 27 May 2024	Section 9(2)(b)(ii) OIA
16.2.	Letter to the Minister for Tertiary Education Commission 4 June 2024	Section 9(2)(a) OIA Section 9(2)(b)(ii) OIA Section 9(2)(h) OIA
16.3.	Letter to Vero Liability Insurance Limited and Marsh Limited 11 June 2024	Section 9(2)(a) OIA Section 9(2)(b)(ii) OIA
16.4.	Letter to Tertiary Education Commission 26 June 2024	Section 9(2)(b)(ii) OIA
17.	He take atu anō Any other business	Section 9(2)(a) OIA Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA

Interests

Section	Interest
Section 9(2)(a) OIA	To protect the privacy of natural persons, including that of deceased natural persons.
Section 9(2)(b)(ii) OIA	To protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.

Section	Interest
Section 9(2)(ba)(i) OIA	protect information which is subject to an obligation of confidence or which any person has been or could be compelled to provide under the authority of any enactment, where the making available of the information would be likely otherwise to damage the public interest.
Section 9(2)(f)(iv)	To maintain the constitutional conventions for the time being which protect the confidentiality of advice tendered by Ministers of the Crown and officials.
Section 9(2)(g)(ii) OIA	To maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment.
Section 9(2)(h) OIA	To maintain legal professional privilege.
Section 9(2)(i) OIA	To enable a Minister of the Crown or any public service agency or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities.
Section 9(2)(j) OIA	To enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).

The Chair will also move that the following persons be permitted to remain at the meeting, after the public has been excluded:

- Certain employees from Te Pūkenga, namely
 - Ziena Jalil
 - Paora Ammunson
 - Johnny Tramoundanas-Can
 - Garth Gulley
 - Patrick Jones
 - Diana Law
 - Clarke Raymond
 - Katherine Harbrow
 - Kieran Hewitson

because of their specific knowledge in relation to the above items. This knowledge, which will be of assistance in relation to the matters above to be discussed, is relevant to those matters because they have assisted in the progression of such matters.

- Hon Penny Simmonds, Jo Smaill (Audit NZ), and Dahrian Watene because those persons have knowledge that will assist the Council.