



**Te Tāhuhu o
te Mātauranga**
Ministry of Education



**Tertiary Education
Commission**
Te Amorangi Mātauranga Matua

Redesign of the vocational education and training system

Proposals for targeted consultation

January 2025



**Te Kāwanatanga
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New Zealand Government

Cabinet has made some key decisions

- Dis-establish Te Pūkenga and Workforce Development Councils
- Set up agile network of ITPs from 2026
- Establish up to eight industry led Industry Skills Boards (ISBs) to support a more industry responsive and resilient model to support work-based learning
- Seek targeted industry consultation on two potential models for work-based learning (WBL)

Industry Skills Boards will....

- be funded separately for standard setting functions
- develop qualifications and standards
- provide quality assurance
- endorse vocational programmes developed by providers
- provide the Tertiary Education Commission with investment advice
- undertake strategic workforce analysis and planning

...and may have additional functions depending on the option chosen for work-based learning



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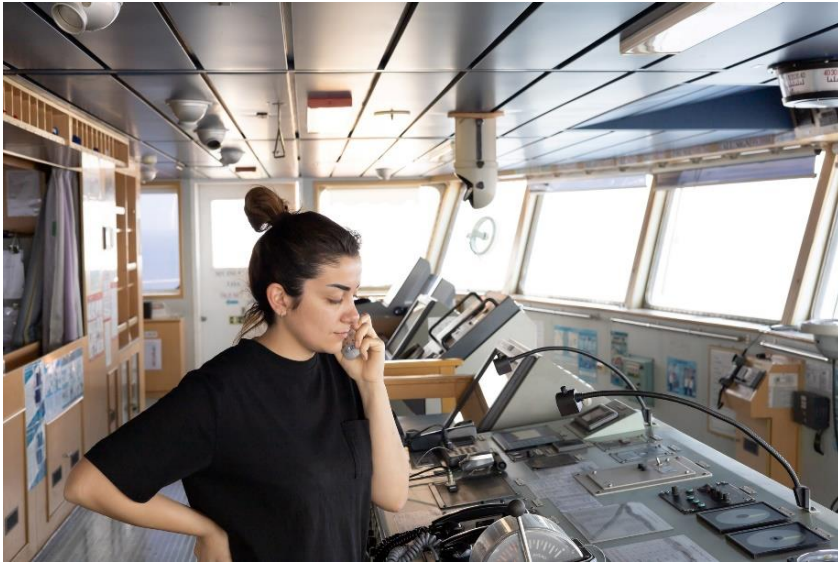
Two proposals for work-based learning

- Independent entity model
- Collaborative entity model



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Independent work-based learning



Key features of independent work-based learning model

- Focus for Industry Skills Boards' is independent standard-setting (including endorsing provider programmes)
- Work-based learning is managed by providers
- Providers will enrol learners, provide pastoral care, arrange education and assessment
- Providers are responsible for learner success
- Providers receive tuition subsidies and charge enrolment fees

Collaborative work-based learning



Key features of collaborative work-based learning model

- Industry Skills Boards' functions will expand to include pastoral care of learners and co-ordination with employers
- Any provider can offer work-based learning
- Providers will enrol learners, arrange education and assessment
- Industry Skills Boards provide pastoral care to learners
- Shared responsibility for learner success
- Tuition subsidy funding is split between providers and Industry Skills Boards (split to be decided)
- Industry Skills Boards cannot charge fees to learners or employers

What are the changes for existing WBL providers...

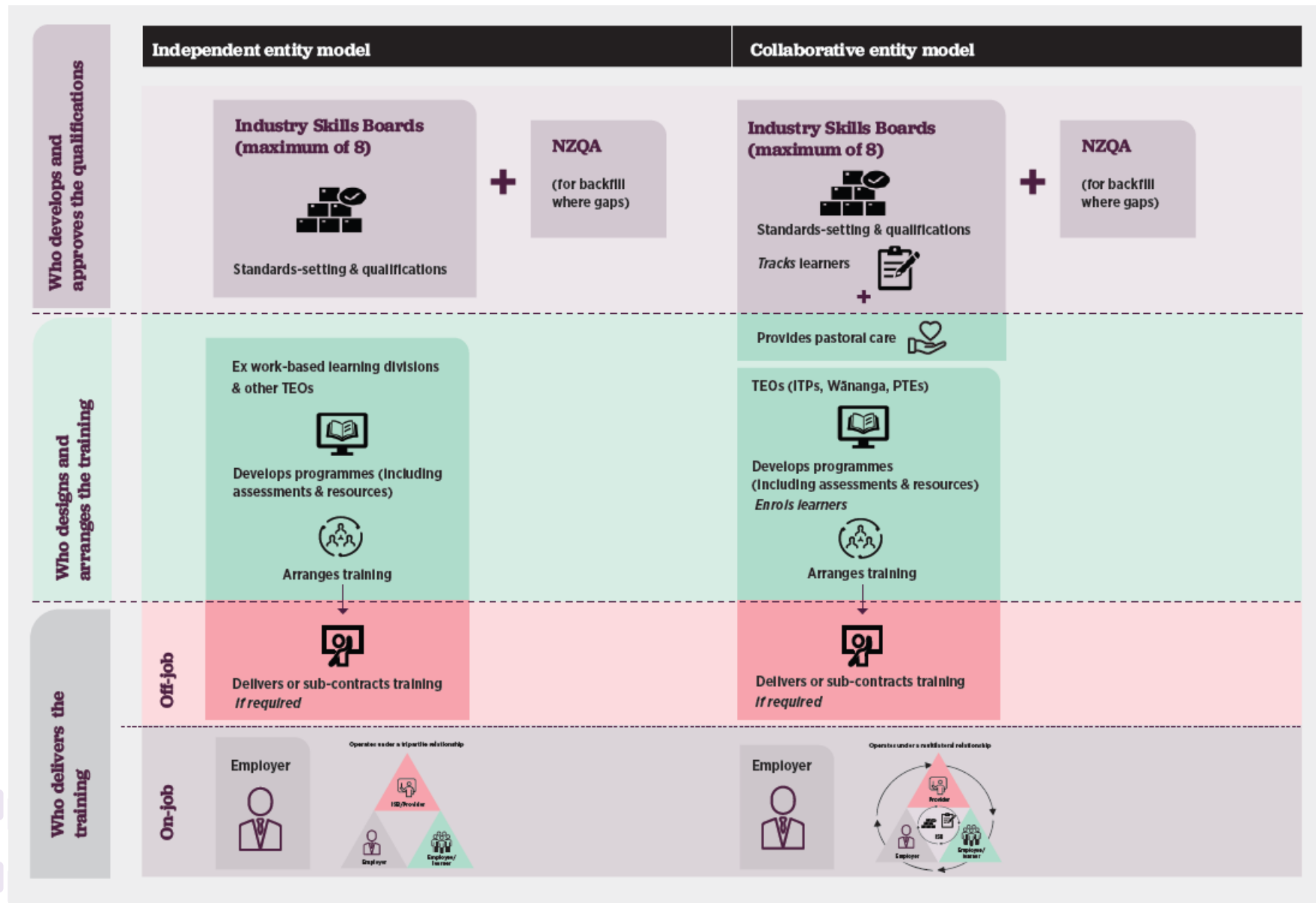
Under the Independent model

- No change for current providers of work-based learning other than Te Pūkenga
- Two step change process for work-based learning divisions of Te Pūkenga which will see WBL divisions initially move to an independent entity outside of the ITP network
- Government can then work with industries to set up a small number of independent PTE providers which would take responsibility for their respective industry learners
- Learners and employers stay with their current work-based learning divisions through the transition

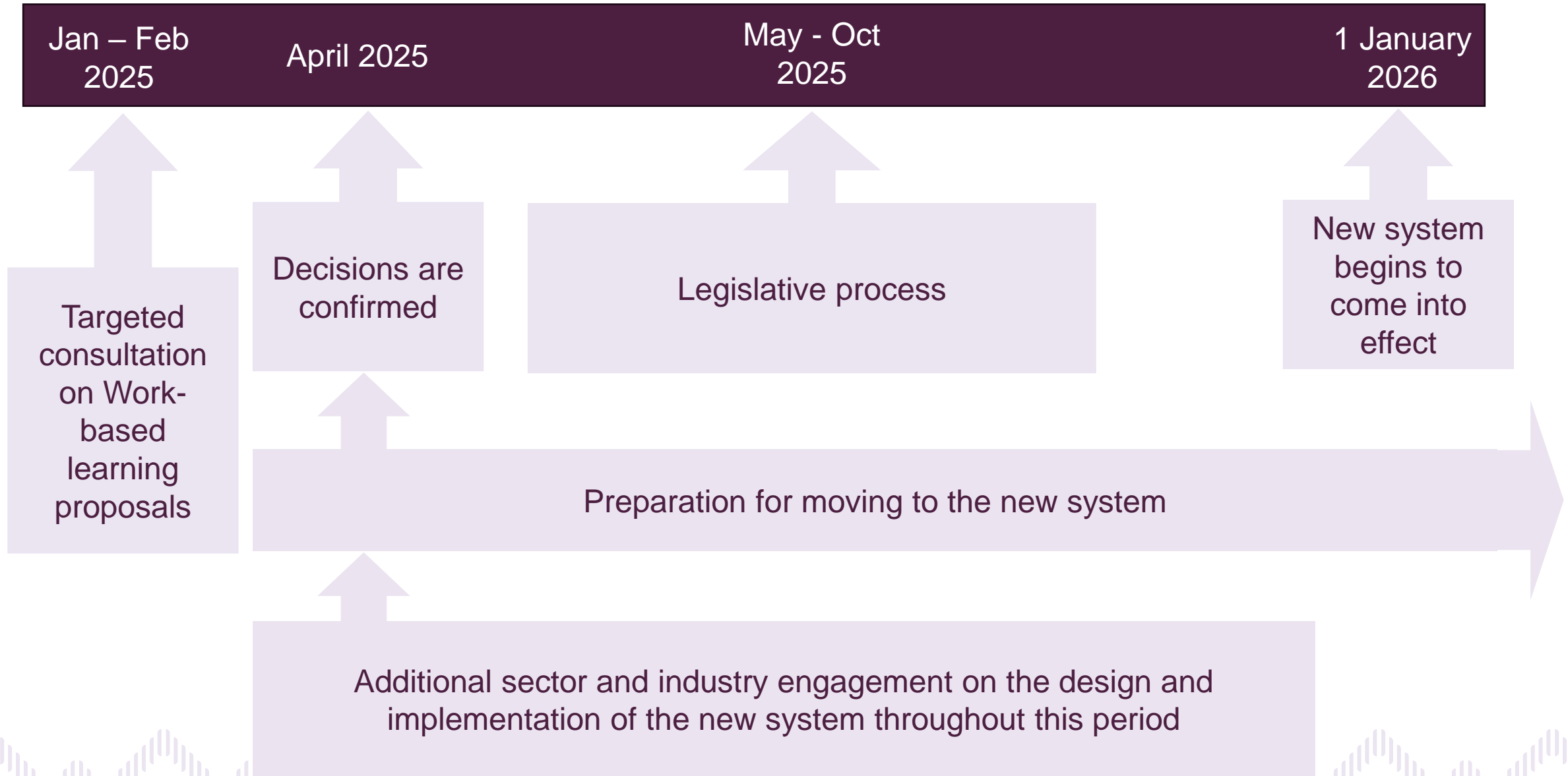
Under the Collaborative model

- WBL funding is split between ISBs (pastoral care) and providers
- WBL PTEs will need to adapt their model as Industry Skills Boards will provide pastoral care and receive some of the tuition funding
- Te Pūkenga's WBL divisions transfer learners, programmes and assets to regional institutes of technology and polytechnics, or other providers in some cases (i.e. existing WBL divisions e.g. BCITO no longer exist)
- Work-based learning would remain within Te Pūkenga until transitions occur

The two proposed options for work-based learning



Current estimated timelines



How you can give your opinion

The Government wants to hear your preferred option for work-based learning.

It is important to get this decision right.

A consultation document with further information is available on the Ministry of Education's website.

Targeted consultation runs from **January 27 – February 21 2025**.

You can make a submission by emailing: vocationaleducation.reforms@education.govt.nz

Consultation closes 5.00pm Friday 21 February 2025.

Questions



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He mea tārai e mātou te mātauranga
kia rangatira ai, kia mana taurite ai ōna huanga.

We shape an education system that delivers
equitable and excellent outcomes.



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