

Te Poari Akoranga

AGENDA – Open

Date	11 August 2021
Time	10.00am – 10.45am
Venue	BCITO, Wellington / Online via Zoom
Te Poari Akoranga Members	Dr Angela Beaton (Co-Chair), Jeanette Grace (Co-Chair), Greg Durkin, Lorna Gillespie, Kieran Hewitson, Sue Smart, Deborah Young, Glynnis Brook, Natalie Waran, Neil Carroll, Dahrian Watene, Jordan Gush.

Karakia timatanga Welcome and apologies Whanaungatanga		
OPEN SESSIONS		
1	10.05am – 10.10am Open Minutes of Previous Meeting Scheduled Meeting – 14 July 2021	<i>Attachment 1</i>
2	10.10am – 10.20am Angela Beaton July Academic Report to Te Pūkenga August council meeting Verbal update – Te Pūkenga August council meeting For noting	<i>Attachment 2</i>
3	10.20am – 10.30am Angela Beaton Key themes from the simplifying New Zealand qualifications and other credentials workshops For noting	<i>Attachment 3</i>
4	10.30am – 10.45am Kieran Hewitson Regional Skills Leadership Groups (RSLGs) / MBIE reports For discussion	
Next meeting – 8 September 2021 (Online via Microsoft Teams)		

Te Poari Akoranga MINUTES – Open **14 July 2021 from 10.00am – 12.05pm, online via Microsoft Teams**

WELCOME AND ATTENDANCE

Karakia timatanga

Chair welcomed everyone to the meeting. Special welcome to the Learner Representative Members.
Whanaungatanga

Present

Dr Angela Beaton (Co-Chair), Jeanette Grace (Co-Chair), Greg Durkin, Lorna Gillespie, Kieran Hewitson, Sue Smart, Deborah Young, Natalie Waran, Neil Carroll, Dahrian Watene, Jordan Gush.

In Attendance

Tania Winslade (DCE Learner Journey and Experience, Te Pūkenga), Debbie Preston (Learner Innovation Manager, Te Pūkenga), Kelly-Anne Panapa (Ākonga at the Centre, Te Pūkenga) - *from 10.30am to 11.20am.*
Kelly Hynes (Minute taker).

Observing

Chris Williams (Wintec), Heather Hamerton (Toi Ohomai), Jonathan Sibley (EIT).

Apologies

Glynnis Brook

1. Open Minutes of the Previous Meeting

Scheduled Meeting

Scheduled Meeting – 9 June 2021

Resolution

Moved by Greg Durkin, seconded by Deborah Young

Te Poari Akoranga resolved that the minutes of Te Poari Akoranga meeting held on 9 June 2021 were approved as a true and accurate record.

2. June Academic Report to Te Pūkenga July Council Meeting

- Council received the June Te Poari Akoranga report. The key updates for Council from the June Te Poari Akoranga meeting were noted.
- Council endorsed Te Poari Akoranga's recommendation for Te Pūkenga to be an inaugural signatory to the Openness Agreement on the use of Animals in Research and Teaching in New Zealand, and accordingly make a public pledge to meet the Commitments of the Agreement.
- The feedback provided by Te Pūkenga on the NZQA consultation, Simplifying New Zealand qualifications and other credentials was noted.



3. Regional Skills Leadership Groups – update

Angela Beaton provided an update on the Regional Skills Leadership Groups (RSLGs), established as part of ROVE.

- RSLGs are independent, regionally based advisory bodies. The groups aim to identify better ways of meeting future skills and workforce needs and improving labour market planning to help our welfare, education and immigration systems work better together.
- There are 15 groups across New Zealand, broadly aligned to regional council boundaries.
- Interim groups were stood up in 2020 in response to Covid-19, to investigate impacts on regional workforces.
- The interim groups have produced a variety of reports over the past 12 months, including Local Insights. Reports are publicly available on the MBIE website and include both sector deep-dive analysis on key industries and labour market factors, and broader regional insights on employment/skills/training matters.
- The permanent RSLGs are in the process of being formed, and will include local membership from iwi/ Māori, industry, employers, workers/Unions, education providers, local government, economic development agencies and central government. Each RSLG will be led by two Co-Chairs, one of whom is nominated by local iwi/Māori.
- A primary task of each RSLG is to produce a Regional Workforce Plan by mid-2022. These plans will project labour supply needs, help workforce planning, and ensure the right skills are available for each region. The plans will address both opportunities and barriers and identify a clear action plan to achieve better outcomes for both workers/learners and employers/industry.
- The permanent RSLGs will be key partners for Te Pūkenga, through sharing regional labour market and skills information and insights, needs and aspirations, and barriers/challenges for both learners and industry. This relationship will evolve as both Te Pūkenga and the RSLGs develop; based on a shared need to ensure open flow of information, advice and insights between both parties. It is expected that the RSLG will inform Te Pūkenga planning at both a regional and national level.

Action: Review available MBIE reports to determine what information is made available and how these could inform Te Poari Akoranga and Te Pūkenga going forward.

4. Learner Journey and Experience:

- **Te Rito: Insights from our learners and staff including Māori learners**
- **Te Pūkenga learner personas**

Presented by members of Te Pūkenga learner journey and experience team, Tania Winslade (DCE Learner Journey and Experience), Debbie Preston (Learner Innovation Manager) and Kelly-Anne Panapa (Ākonga at the Centre).

- Te Rito report has been launched, focusing on insights from learners and staff and particularly Māori learners. Further reports to come, including insights from Pasifika and disabled learners. The reports are inclusive of opportunity statements
- Te Pūkenga Council workshopped 5 priority learner personas that are believed to be those with the greatest opportunity
- Important for learners to be at the heart of Te Pūkenga investment and the operating model work going forward
- 5 priority learner personas presented: Creating a legacy for my whānau, Realising my strength, Passionate apprentice, Pioneering a new horizon, He kākano ahau i ruia mai i Rangiātea, with an outline of each persona, their motivations, and what success looks like for them

Discussion included:

- Value of the insights, and building on this work through the delivery and academic



workstreams

- Insights highlighting the need for system-wide change
- Importance of flexibility in delivery
- Noting of complexities associated with multiple persona types in one learner cohort
- Exploring options and leveraging across the network
- Challenging space to traverse to create shared learning spaces where everyone in the room contributes
- Work being completed to identify employer personas
- Insights will be valuable going into the upcoming Ako Teaching and Learning co-design sessions

5. Te Poari Akoranga Endorsed: Signatory to the Openness Agreement on the use of Animals in Research and Teaching in New Zealand

Te Poari Akoranga endorsement for Te Pūkenga to become an inaugural signatory of the Openness Agreement on Animal Research and Teaching in New Zealand, and accordingly make a public pledge to meet the Commitments of the Agreement reported. Confirming endorsement by Te Poari Akoranga, out of cycle, and then by Council at the July Council meeting.

6. Revised Drafts – Terms of Reference:

- **He Ohu Whakahaere Quality**
- **He Ohu Whakahaere Approvals**
- **He Ohu Whakahaere Rangahau Māori, Research and Postgraduate**

Revised drafts tabled. Appreciation to the working group for the further work on the terms of reference documents, and acknowledgement to the Rangahau and Research Forum for their work and valuable input used to inform the Rangahau Māori, Research and Postgraduate Terms of Reference Amendments have been made further to feedback from the previous meeting, including reviewing and reducing of memberships and separation between governance and operational.

Discussion and feedback included:

- Across all terms of references
 - Section 3 Mematanga | Membership: with reference to attendance of non-voting observers/understudies from within the network, would be good to note the purpose, for example: including with a focus on capability development
 - Ensure alignment with Te Poari Akoranga Terms of Reference, including Ohu Whakahaere purpose statements, delegations
 - Section numbering and formatting to be checked and tidied up
 - Chairs will be identified through an expression of interest process
 - Mix of skills/expertise required will be included in expressions of interest documentation for each Ohu Whakahaere, including clarification that membership is skills-based rather than subsidiary representative-based
 - Review delegations, and confirm with Council
- He Ohu Whakahaere Quality
 - Where appropriate, 'quality' utilised instead of 'academic quality' throughout. Academic retained where relevant/necessary
 - Tuku mana | Delegations (as per Te Poari Akoranga Terms of Reference): criteria around minor and major changes to be included in the related policy document
- He Ohu Whakahaere Approvals
 - Role: Remove bullet point with reference to OFF (operational). Outcome



- approvals/declines from the OFP process could be reported to the committee periodically
- Role: Suggestion to merge bullet points regarding approvals of products, committee to recommend for approval for Te Poari Akoranga ratification. Ensure alignment to delegation policy to confirm where delegation to approve sits. Noted that these will need to be confirmed with the operating model also
- Role: Reword bullet point #5 to reflect required external processes/approvals. Suggestion to amend to: review and recommend for external accreditation and consent to assess
- Mematanga | Membership: Replace use of 'Academic Quality Managers' title with senior managers
- He Ohu Whakahaere Rangahau Māori, Research and Postgraduate
 - Check 'pro-equity strategy' terminology aligns with Te Pūkenga partnership and equity work, for consistency purposes
 - Add Biological Safety Committee, along with ethics committees
 - Role section: Considerations around the term 'oversee' – suggested change to 'review and monitor'
 - Role: Bullet point #2 – add 'and recommend for approval'
 - Feedback passed on from the Rangahau and Research Forum that they felt listened to and were grateful for the revisions and recognition that their feedback will be incorporated into the Rangahau and Research Strategy.

Actions:

Additions/amendments to incorporate the feedback from this meeting to be made to Terms of Reference documents. Finalised documents to be reported at a subsequent meeting.

Confirm if Ohu Whakahaere Terms of Reference need to be approved by Te Pūkenga Council.

Resolution

Moved by Natalie Waran, seconded by Kieran Hewitson

Subject to the noted additions/amendments, Te Poari Akoranga resolved to approve the Ohu Whakahaere Terms of Reference: He Ohu Whakahaere Quality, He Ohu Whakahaere Approvals, and He Ohu Whakahaere Rangahau Māori, Research and Postgraduate.

Closed sessions

Moved by Greg Durkin, seconded by Lorna Gillespie

Te Poari Akoranga resolved to move to the closed agenda.

IT WAS RESOLVED THAT TO THE EXTENT THAT THE LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987 (LGOIMA) MAY APPLY, THE PUBLIC BE EXCLUDED FROM THE CLOSED SESSION OF THE MEETING IN ACCORDANCE WITH SECTION 48(1) OF LGOIMA AND THE PARTICULAR INTERESTS PROTECTED BY SECTION 9 OF THE OFFICIAL INFORMATION ACT 1982 (SPECIFICALLY, TO PROTECT THE PRIVACY OF NATURAL PERSONS AND TO PROTECT INFORMATION WHERE THE MAKING AVAILABLE OF SUCH INFORMATION WOULD BE LIKELY UNREASONABLY TO PREJUDICE THE COMMERCIAL POSITION OF TE PŪKENGA, WHICH WOULD BE PREJUDICED BY THE HOLDING OF THE RELEVANT PARTS OF THE PROCEEDINGS OF THE MEETING IN PUBLIC.



Pūrongo Kaunihera a Te Pūkenga

Council Report

3 August 2021

Title	Te Poari Akoranga Report
Provided by	Angela Beaton, DCE Delivery and Academic
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Council:

a.	receive the academic report from Te Poari Akoranga meeting held online via Teams 14 July 2021 (minutes attached)
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Te Tāhuhu Kōrero | Background

Key points from the Te Poari Akoranga meeting held on 14 July 2021

- Update provided on the Regional Skills Leadership Groups. Te Poari Akoranga will review related MBIE reports to determine what information is made available and how these could inform Te Poari Akoranga and Te Pūkenga going forward.
- Members of Te Pūkenga learner journey and experience team presented 5 priority learner personas, including an outline of each persona, their motivations, and what success looks like for them. The personas (learner, employer and staff) will underpin the co-design of the Ako Teaching and Learning Directions Framework.
- Subject to some noted additions/amendments, Te Poari Akoranga resolved to approve the Terms of Reference (TOR) revised drafts for three Ohu Whakahaere (Subcommittees of the Academic Board) – specifically: (1) Quality, (2) Approvals, and (3) Rangahau, Research and Postgraduate.
- Update provided on the Regulating for Excellence workstream. Noted good progress against plan, and helpful feedback coming from the Academic Regulations Kōtūi Kōrero sessions.
- Update provided on the insights from Te Pae Tawhiti subsidiary reports and actions linked to practice with potential with a view to drawing on these practices in the delivery and academic workstreams.
- He Pou A Rangi Climate Commission report – excerpt: 20.2 The Education System and Future Workforce tabled. Ehsan Yaeghoobi, Sustainability Lead, Te Pūkenga, to present at a future Te Poari Akoranga meeting to support consideration of product portfolio management requirements.

Simplifying the design of New Zealand vocational qualifications

Workshop Summary 29 and 30 June 2021

He Whakamārama - Background

Formal consultation into simplifying New Zealand qualifications and other credentials concluded on 16 June 2021. The consultation resulted in 428 responses through the online survey and emailed submissions. We also heard questions and comments from the 325 participants at our online information sessions and the 49 in-person meetings held during the consultation period.

The consultation feedback provided good support for option 1A (around 35%), good support for option 1B (around 50%), and either no definitive view or alternative ideas from around 15% of respondents. Overall, there was very strong support for qualification simplification, but there was a diversity of views about how this should be achieved.

To understand these views in greater depth NZQA invited 270 stakeholders to hear a more detailed view of the feedback received and to explore variants to the options. 122 stakeholders participated in the two workshops held on 29 and 30

Ngā Pātai - Discussion questions

Participants discussed three questions.

Discussion question 1

The vision for a more collaborative system could be achieved by shifting the WDC / TEO zone of collaboration from a 'national curriculum' to the development of Skill Standards.

That would mean:

Skill Standards would have fuller or more detailed expectations about the 'what' (knowledge, skills, attributes).

WDCs would still lead the development of Skill Standards but would need to get meaningful TEO input into the content of those skill standards.

Programmes would be developed in response to each New Zealand Qualification by providers and WDCs would endorse programmes.

It would not be necessary for WDCs to develop Training Packages if Skill Standards were full and clear. Training Packages could therefore be removed from the legislation.

Discussion question 2

Since we heard there is a need for more consistency in some industries and that a national curriculum idea could work well, but may not work well in all industries, could the use of a national curriculum be optional?

WDCs could decide whether to endorse multiple programmes leading to a New Zealand qualification or whether to use a national curriculum (with no unique programmes). Training Packages would be removed from the legislation.

Discussion question 3

Do you have any other suggestions for a different configuration of qualification components that can achieve the goal of:

- Simplification of the qualification system
- Learner mobility



He rāpopototanga o ngā hua - Key point summary

The following summarises the key themes from the two workshops:

Trust in the system and trust in the qualifications is critical.

Simplification of the current system is required. Employers and learners need to be able to understand it.

Sufficient/pragmatic flexibility is required (using the right tool for the job e.g. skills standards and flexible programmes in the creative sector or national curriculum where needed i.e. where there is regulation).

Use of skills standards and/or national curriculum for consistency, quality, development, endorsement, management, and timely delivery of the new education products across all industries.

- lots of potential in skills standards if they are fuller and more detailed - well written with learning outcomes and assessment standards clear
- some industries need more flexibility e.g. the arts sector and ICT
- development of skills standards and national curriculum would require robust collaboration and co-design with stakeholders
- how will skills standards work in the school environment (vs unit standards)
- training packages not needed if skills standards are full and clear
- national curriculum not needed in all areas, develop where there is a clear benefit.

Genuine collaboration and co-creation across the sector, including industry, TEOs, schools, regulatory bodies, professional bodies, and learners is critical for longer term success and operationalisation of the new vocational education system.

- collaboration is key whether it occurs at skill standard or national curriculum level. It is not just about involving the TEOs but also schools, regulatory bodies, professional bodies
- all voices across the system need to be considered in the reform of vocational education. Achieving this will require effective transparent engagement processes to ensure that all stakeholders are able to provide feedback, and this will help to build trust and confidence in the new educational products
- understanding the end to end process and components of the new system is required to help

understand the decision points, pain blocks and opportunities, so that quality educational products can get to market faster.

WDCs have a key role in the development, approval, and endorsement of the new educational products, and will require significant technical knowledge to ensure the overall integrity of the qualifications system is enhanced.

- not all industries are represented in the 'membership' of WDCs and there will need to be a supporting layer of industry advisory groups to develop new training products
- WDCs will require transparent and robust mechanisms to genuinely engage with TEOs, big and small businesses to ensure the new educational products meet industry and regional needs
- WDC endorsement of products is needed going forward.

Further engagement is required with Māori partners and stakeholders to understand how mātauranga Māori could be more strongly included in vocational qualifications and education products. A one-size fits all regional approach to mātauranga Māori is not useful.

Understanding of learner pathways is key to ensuring that the educational products delivered will produce the desired outcomes for learners and industry. We need to prevent 'cul-de-sacs' in the system.

Ensure learner interests are protected in whatever approach is adopted.

Employers want to be involved in the development of educational products to ensure that they are fit for purpose, and delivered in a timely, cost-effective way, so that graduates are able meet current and future demand for their businesses.

Consideration of funding and resourcing implications for the development and delivery of the new educational products across the system needs to more fully understood and scoped.

There is some hesitation about potential changes in the system before we have started.

