



## CHANGING LIVES

*Commitments the government must make on the future of ITPs*

**Tertiary Education Union  
Te Hautū Kahurangi**

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**TERTIARY EDUCATION UNION**  
Te Hautū Kahurangi o Aotearoa

The Tertiary Education Union Te Hautū Kahurangi o Aotearoa (TEU) is a movement of people working collectively to defend and promote quality public tertiary education that is accessible to all.

We work to address a wide range of issues affecting students and staff. We do this because we know staff conditions of work are students' conditions of learning.

**Together, we have achieved so much.** These successes were not just about ensuring everyone has access to tertiary education that is public, local and focused on learning – but about securing pay and conditions that recognise our members' commitment to quality tertiary education, and the time, energy and skill they put into their work.

**TŪ KOTAHI | TŪ KAHA**

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## AN ITP SECTOR THAT WORKS FOR ALL NEW ZEALANDERS

Earlier this year, the Tertiary Education Commission (TEC) was instructed by the Education Minister, Chris Hipkins to review the institutes of technology and polytechnics sector. At the same time the Ministry of Education was charged with reviewing vocational education and training.

The TEU worked with the TEC to ensure there was an open process of consultation around the ITP Roadmap 2020. This included all-staff meetings at every ITP across Aotearoa New Zealand. Management was asked not to attend these meetings to allow for an open and candid discussion about what is, and what is not, working in the sector.

The TEU also joined a co-design working group made up of unions, students, policymakers and senior institutional leaders. Despite TEU requests, the TEC has opted not to reconvene the co-design working group to discuss the recommendations it recently made to the Minister, as would be normal practice with any co-designed process.

The TEU has had a number of process meetings with the MoE about the VET review and been involved in a discussion with other unions under the auspices of the CTU. However, the consultation with staff of the tertiary education sector on the VET review has been limited up to this point.

Cabinet is expected to discuss the Minister's final recommendations for the future of the ITP sector and VET early next year. Detailed below is what the TEU has set as its bottom lines for the outcome of the ITP roadmap.

### Minister Hipkins and his Cabinet colleagues must:

1. Demonstrate the reforms proposed for the ITP sector foster the Tiriti relationship expressed in Te Tiriti o Waitangi.
2. Agree a statement as part of the next Tertiary Education Strategy that says explicitly that ITPs must be at the heart of a successful vocational education system, which in turn is part of a nationwide tiered network of provision. Such a statement should also make clear the benefits of vocational education to all New Zealanders.
3. Ensure that if they agree to consolidate parts of the ITP sector, the following commitments are made:
  - Decisions about the future of the sector should be taken at the appropriate level, but Ministers have a responsibility for ensuring these decisions fit within a nationally agreed vision for a nationwide tiered network of provision, where every community has access to learning opportunities
  - A 'just transition' approach must be used to support all staff affected by consolidation
  - Preserve and enhance the regional distinctiveness of all campuses and courses, without exception. This should be delivered ensuring each institution retains its local autonomy
  - Every campus, regardless of its location or proximity to other campuses, must have an academic leader appointed who will work with staff to make decisions that will improve teaching, learning and research
  - All regions must have access to tertiary level learning opportunities, including

- ensuring the provision of levels 1 – 4 in every community
  - Every campus should be supported to meet the specific and unique needs of the local area
  - Levels of management are reduced significantly, ensuring a flatter hierarchy right across the sector
  - Applications for out of region provision are ended (unless there has been a case made for distinctiveness of provision nationally)
  - Decisions about modes of delivery are made by teaching staff to ensure that they can meet the needs of all learners
4. Ensure that if they agree to the centralisation of some core services, the following commitments are made:
    - There will be mix of decent jobs to support the tertiary education sector in all regions
    - Jobs that support Māori students must not be cut, without exception
  5. Ensure governance of the ITP sector is connected with the communities and iwi/hapū of the areas they deliver to. This will allow for a locally-relevant decisions to be made within in a nationwide tiered network of provision. It also means a much stronger role for students and staff in strategic decision-making.
  6. End all competitive funding and adopt the recommendations in the TEU's recent report Funding the Future. These include:
    - Increasing funding to the sector
    - Baseline funding to make sure the real costs of running a network of public tertiary education institutions can be met. This must be augmented with regional loadings that recognise different costs to different communities
  7. Recognise that the staff conditions of work are students' conditions of learning. This should be built into the next Tertiary Education Strategy and all mission statements relating to the sector.
  8. Ensure all governing bodies and institutional leaders have an obligation to preserve and enhance the autonomy of staff over their jobs, to provide opportunities for professional development, and to collaborative decision-making.
  9. Agree that the Finance Minister's new wellbeing budget includes measures to ensure student and staff wellbeing. The Finance Minister must work with the sector to discuss what these measures should be.
  10. Agree to reform accountability measures, including ending the Performance-Based Research Fund and Education Performance Indicators. These should be replaced with three yearly programme reviews; peer review of scholarly work; annual reports, including lists

of publications; and three yearly investment plans that are reported against in annual reports.

11. Ensure a strong student voice on every campus, by supporting students to train and develop student representatives and student associations.

**ITPs make a huge contribution to New Zealand. To meet nearly all of the commitments this government has made for building a better New Zealand we need a vibrant, accessible and equitable ITP sector. If the Roadmap is to conclude in a way that benefits students, staff and all New Zealanders then each of the requirements above must be met.**

