About this document

The Government has asked the Productivity Commission to carry out an inquiry into "new models of tertiary education"

The Commission has published an **issues paper** on its website to assist individuals and organisations to participate in the inquiry. The issues paper outlines the background to the inquiry, the Commission's intended approach, and the matters about which the Commission is seeking comment and information. It also contains 78 specific questions to which responses are invited.

This document sets out **just the 78 questions from the issues paper.** Submitters are welcome to use this document as the basis of their submissions. Submissions are also welcome in many other forms, as outlined in the issues paper.

Making a submission via this document

All submissions should include the submitter's name and contact details, and the details of any organisation represented. This information can be entered below.

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Submissions may be lodged at www.productivity.govt.nz or emailed to info@productivity.govt.nz. Word or searchable PDF format is preferred. Submissions may also be posted. Please email an electronic copy as well, if possible.

The Commission will not accept submissions that, in its opinion, contain inappropriate or defamatory content.

What the Commission will do with submissions

The Commission seeks to have as much information as possible on the public record. Submissions will become publicly available documents on the Commission's website shortly after receipt unless accompanied by a request to delay release for a short period.

The Commission is subject to the Official Information Act 1982, and can accept material in confidence only under special circumstances. Please contact the Commission before submitting such material.

Key inquiry dates

Receipt of terms of reference: 3 November 2015

Due date for initial submissions: 4 May 2016

Release of draft report: September 2016

Draft report submissions due: November 2016

Final report to Government: 28 February 2017

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Questions

Below are the 78 questions contained in the issues paper. These questions are not intended to limit comment. The Commission welcomes information and comment on all issues that participants consider relevant to the inquiry's terms of reference.

Submitters should choose which (if any) questions are relevant to them, and leave or delete those they do not wish to answer. Many questions will not make sense without the accompanying discussion provided in the issues paper; submitters should refer to the issues paper to clarify the meaning of the question.

Question number	Question text	Where the question
Q1	**What are the advantages and disadvantages of administering multiple types of post-compulsory education as a single system?**	**Page 3**

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Q2	**Do prospective students have good enough information to enable them to make informed choices about providers and courses? What additional information should be provided? Who should provide it?**	**Page 8**

We are confident that learners have adequate information on us through a number of tools: Our Website; Face Book; Press advertisements; Learner Information Sheets; Local, National and International reputations; NZQA's EER Report of February 2016; Word of mouth testimonies; of past learners; Industry satisfaction with our learners; Industry satisfaction with the results of training for their staff.

Q3	**Is the business model of universities published by Universities New Zealand a good characterisation? Are there aspects of the business model of universities that it does not explain?**	**Page 11**

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Q4	**What is the business model of ITPs? Do the business models of ITPs vary significantly? In what ways?**	**Page 12**

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Q5	**What are the business models of the three wānanga?**	**Page 12**

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| Q6 | Do the business models of PTEs have common characteristics? | Page 12 |

We have not seen the business models of other PTEs but imagine they will be similar to our's, having passed through same ongoing influencings and steerings by the TEC and NZQA and independent research for organisational knowledge and systems building...

| Q7 | What are the implications of economies of scale in teaching (and the government funding of student numbers) for the delivery of tertiary education in different types of providers and for different types of courses and subjects? | Page 12 |

Our level 4 Welding programme is highly effective because of the theory elements being covered in the first few weeks followed by the remainder of the 22 week programme in intensive practical skills training, all building and expanding on the theory content. Welding machinery is costly to operate and welding consumables are costly to buy. Most of our learners also achieve international qualifications that are outside the NZQF. Practical programmes should be funded at rates higher than for theory programmes.

| Q8 | How does competition for student enrolments influence provider behaviour? Over what attributes do providers compete? Do New Zealand providers compete with one another more or less than in other countries? | Page 12 |

We do not focus on what other provider are doing; seeing only that our task is to turn out the best welders possible, given the natural abilities that each brings. With the local ITP closing its Level 4 Welding course our's in now the only one being offered in Taranaki.

| Q9 | What are the implications of fixed capital costs for the business of tertiary education? Do differences in the capital structure of different tertiary institutions have important implications for the delivery of tertiary education? | Page 13 |

We are a family-owned and operated company that had its beginning in 1984. Our Family Trust owns the buildings and one acre site. Ie the early days of targetted training our buildings were filled to capacity with trainees. With smaller numbers today we must also operate a separate engineering fabrication and motor vehicle restoration business to justify and fund our large land and building holdings.

| Q10 | What are the implications of the multiple activities of tertiary education for its delivery? What outputs are best produced together? What outputs are best produced separately? | Page 13 |

In our early days we ran courses covering eight different branches of industry. Tasks entailed in maintaining industry contacts and meeting the ever growing obligations to regulatory, funding and industry training bodies were becoming heavy. We are now focussing on fabrication and manufacturing engineering; with a present strict focus on welding that is common to Engineering, Manufacturing, Industrial maintenance and repair, Building, Construction, Ship & boat-building, Aeronautical, Bridge construction, Motor vehicle, Oil and gas, Power Generation, Transportation, Agriculture, Farming and allied industries.

Q11 | What are the benefits and disadvantages, in terms of students' learning outcomes, of bundling together research and teaching at universities in New Zealand? | **Page 14**

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Q12 | What value is attached to excellence in teaching compared to excellence in research when universities recruit or promote staff? | **Page 14**

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Q13 | Do New Zealand TEIs cross-subsidise research with teaching income? | **Page 14**

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Q14 | What other evidence is there about what makes for effective teaching in a tertiary environment? Is it different for different types of learning or student? How can teaching effectiveness be best measured and improved? | **Page 17**

We are convinced that all learning must have a practical outlet that can be seen by all parties and justifies both time and cost. All that is done with our welding programmes is based on this belief. Hearing a very senior officer in a certain branch of science saying that some 80% of what is taught at the science's schools will never be used in working practice shows that tutors must be required to focus on essentials and not deviate onto non-essentials through boredom or other negatives.

Q15 | How do tertiary providers assess, recognise and reward teaching quality in recruitment and career progression? To what extent do tertiary providers support the professional learning of teachers? | **Page 19**

We are here for the learners and their future employers. Rewards for meeting their needs are to pay the maximum salaries we can afford; give paid leave of one week during each of two school holiday breaks and five weeks paid leave over the Christmas period; treat staff as we want to be treated. In our earlier days with Targetted Training we involved staff in professional development learning of all aspects of our courses, especially evaluative self-assessment and the literacy and numeracy components. Current staff are family members from engineering office and workshop environments and who are part of our family succession planning for our property and company.

Q16 | How do New Zealand tertiary providers use student evaluations? How does this influence provider behaviour? | **Page 19**

Completion of student evaluation sheets is requested from a number of learners each year. Comments are usually brief but almost all are positive and encouraging. Suggestions are discussed among staff. The most effective way of gauging learner opinion is through the informal toolbox meetings that are a vital part of our programme during which all and any matters relating to the programme and employment are raised by staff or learners. Learners will say things at these meetings that they would not put in writing.

| Q17 | **In what ways and to what extent do employers interact with tertiary providers in New Zealand? Are there practical ways to encourage employers to have greater or more productive involvement in the tertiary education system?** | **Page 21** |

Employers we are in contact with are mostly reticent about committing their thoughts in writing, preferring to chat informally, and briefly, on matters raised. They want know what do we want? What are we selling? Is that all? In the early days of attempts at running industry advisory groups the needs of the firm were always paramount over the needs of the group. Our approach is bringing firms to come to us for their staff's training and qualification needs. One firm has offered to pass its manufacturing work on to us because they are to focus on the sales branch of their business.

| Q18 | **What are the similarities and differences among ITOs, or between ITOs and other tertiary subsectors, in how they operate?** | **Page 21** |

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| Q19 | **What makes for a successful ITO in terms of meeting the needs of firms for skilled staff?** | **Page 21** |

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| Q20 | **How effective is the ITO model in meeting the needs of learners and firms?** | **Page 21** |

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| Q21 | **What arrangements for arranging workplace training and apprenticeships in other countries could New Zealand usefully learn from?** | **Page 21** |

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| Q22 | **Is the current architecture a good fit for a tertiary education system? What are its advantages and disadvantages? Are there good alternatives?** | **Page 24** |

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| Q23 | **How effective is the TES instrument at giving government education agencies direction about prioritising resources and making trade-offs in carrying out their roles? What are the benefits and risks, in terms of fostering an innovative system, of a more or less directive TES?** | **Page 24** |

The TES sets out what our education, regulatory, funding and industry bodies are thinking at the time of publication and provides starting points to direct our thinking on them and allied matters that are

specific to our organisation's character and aims. The instrument's effectiveness depends on how much independent thought we give to it as an individual and unique organisation serving specific wants and needs.

| Q24 | How do other instruments (eg, funding mechanisms, letters of expectation, budget initiatives) influence government agencies' behaviour? How do these align with the TES instrument? | Page 24 |

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| Q25 | When do the TEC's independent funding role and its Crown monitoring role align, and when are they in tension? | Page 25 |

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| Q26 | What are the pros and cons of different quality assurance arrangements for universities to those for ITPs, wānanga, and PTEs? | Page 26 |

This is all a matter of size. Greater demands require greater staff time. How much can be afforded in relation to organisational size. In a trade organisation does expenditure get applied to the office, or to the training workshop?

| Q27 | How do New Zealand's government institutional arrangements for tertiary education compare to those in other jurisdictions? | Page 27 |

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| Q28 | In what ways does a focus on educating international students complement or undermine the other goals of tertiary education providers? | Page 31 |

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| Q29 | What factors best explain the discrepancy between growing levels of tertiary education attainment without a significant productivity dividend? | Page 34 |

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| Q30 | What are the best measures to determine whether the tertiary education system is working well? | Page 36 |

Are students learning the essentials for successful life and work? Do students enjoy their schooling experience? Does teaching cover not only the procedures for doing a job but also a set of values for producing that job? Are employers, families and communities happy with the school's products?

Q31 **What other evidence is there about the influence of tertiary education system performance on graduate income premia in New Zealand?** **Page 38**

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Q32 **To what extent are graduates meeting employers' expectations with respect to hard or technical skills? What about soft skills and capabilities?** **Page 47**

Hard skills on our level 4 welding programme are covered in the welding bay with ongoing oversight, repeated practice, encouragement and corrections and formative assessments. Evidence of their acquisition is proved by over 90% achieving international welding qualifications after summative assessments by an external firm.

Soft skills and values for the engineering and welding workplaces, and others in general, are covered in toolbox meetings around a work bench as practiced in any industrial workshop.

Employers have stated their satisfaction with our learners' abilities; and success is evidenced, inter alia, by one gaining employment overseas on $170,000 p.a. and two gaining management positions within months of finishing our programme.

Q33 **What are the significant trends in employer demand for tertiary-educated employees, and in student demand for tertiary education? How is the system responding?** **Page 50**

Persons with our level 4 Certificate in Welding and AS/NZS2980 welding qualifications find employment in New Zealand and Australia.

Q34 **What is being done to develop, assess and certify non-cognitive skills in tertiary education in New Zealand? Do approaches vary across provider types, or between higher, vocational, and foundation education?** **Page 51**

Our programme is mainly practical for learners who want to qualify as welders. Instilling, or improving, attitude and behaviour skills that are also critical for successful employment is best handled informally through toolbox meetings involving all or most learners together. Achieving the Unit Standards content and international welding qualifications through the 22 weeks programme requires rigid devotion to the theory and practice of welding.

Q35 **What are the implications of new technologies that are predicted to make many currently valuable skills obsolete? Will this change the role of the tertiary education system?** **Page 53**

New technologies and automation may bring in many changes but to assume that automation will impact on all aspects of an otherwise affected industry is naïve. Many aspects of engineering, welding and manufacturing etc could be automated but improvements and repairs to such things as farm machinery, buildings, bridges, cars, trucks, construction machinery, boats and ships, etc, of a one-off nature, will always require the attention of direct human involvement. Wrongly applied, concerns about the future technology changes could create uncertainty and panic among the unemployed and workers and hinder their seeking training for their futures.

| Q36 | **What challenges and opportunities do demographic changes present for the tertiary education system?** | **Page 55** |

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| Q37 | **What evidence is there on the effect of tuition fees on student access to, or the demand for, tertiary education in New Zealand?** | **Page 60** |

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| Q38 | **What are the likely impacts of domestic student fees increasing faster than inflation?** | **Page 60** |

This will depend on the industry type and activities involved. Our highly effective welding programme is largely practical (and thus costly) after the theory content has been handled in the first few weeks. The practical content is used to endorse the theory elements and to equip learners for the reality of the workplace. When being interviewed for a typical welding job the boss will say "There is some steel; go into that bay and do a such and such procedure". He will not engage the applicant in a discussion on welding theory. The welding quality will illustrate the grasp of the theory and the ability to put it into practice. Converting our programme to more of a theory one would lower its costs but greatly reduce its effectiveness.

| Q39 | **What impact has the pattern of government spending on tertiary education had on the tertiary education provided?** | **Page 61** |

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| Q40 | **How have providers' input costs and revenue changed over time? What are the implications of these changes?** | **Page 62** |

In the early days of our previous identity as a Trust set up in 1984 to engage in interventional training (TAPS, STEPs, ACCESS etc), we had some 100 trainees on several courses. As time elapsed and we matured to higher levels of training our trainee numbers dropped. We were renting an acre site with buildings of 1,029 m2 but when our identity changed to a company in 1998 we accepted the landlord's invitation to purchase the property. With far fewer trainee numbers now we started a companion engineering and motor vehicle restoration company to bring in extra income, to provide motivation for family staff members and inspiration for learners.

It did not make sense commercially to continue to pay rent which had already repaid the landlord *"some three times over what I paid for the property"*. Also, the uncertainty of ongoing contracts for dealing with learners who had so much drug use and criminal and prison baggage that courses closed due to poor outcomes made it essential that we would survive if government funding was insufficient.

| Q41 | How might Baumol's cost disease or Bowen's law (discussion of which tends to focus on providers like universities) apply in other parts of the tertiary education system? | Page 64 |

We don't feel quite ready to answer this question. Our training for welding Standards and international welding qualifications is through the use of industrial workshop machines and not through a computer-based simulation system that are coming on the market. We would have to be convinced that the simulation system would produce the results we are achieving now. The simulation systems were expensive when we last checked and this would add to costs anyway, even if they do reduce use of costly consumables.

| Q42 | What specific technologies should the inquiry investigate? Why? | Page 67 |

The effectiveness and cost factors involved with using Virtual / Reality-Based Training Systems as opposed to using the traditional factory-purpose plant approach.

| Q43 | What parts of the tertiary education system are challenged by ongoing technological change? What parts can exploit the opportunities created? | Page 67 |

Our comments in Q42 may relate to this question also but we have not researched them to know.

| Q44 | How has internationalisation affected New Zealand's tertiary education system? What are the ongoing challenges and opportunities from internationalisation of the tertiary education system? | Page 71 |

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| Q45 | Is the "New Zealand" brand an important part of international competition for students, staff, and education products and services? What should providers and government do to manage or enhance this brand? | Page 71 |

We strongly believe it is important. Recently, the Corporate Welding Specialist of the USA's Bechtel Group (the largest engineering, construction and project management company in the world) wanted us to handle all the New Zealand applicants for welding jobs in Australia. The proposal was declined by the Head Office solely because of the costs of applicants having to travel to Taranaki from around the country.

| Q46 | What other trends provide challenges and opportunities for the tertiary education system? | Page 71 |

The need to recognise that while advances in technology might reduce some labour needs there will always be jobs that cannot be automated. For example; in welding a machine cannot be programmed to perform the multitude of tasks that are called on from a welder: Building "one-offs". Adding to existing items. Repairs to existing items. Work on sites, farms, boats and ships etc. Recent publicity about possible changes in the coming 20 years can have had a negative effect in that learners have

fears and uncertainties about their future. Great care must be taken to avoid any negative aspects of such forecasts.

| Q47 | **What trends are likely to be most influential for the tertiary education system over the next 20 years?** | **Page 71** |

The need to develop the whole person, as much as infusing skills and attitudes. The need for providers to have checklists that can be completed and handed to professionals to analyse for any suggested learning disabilities, conduct disorders and other hindrances to achievement.

| Q48 | **Are there other important types of new model that should be included within the scope of this inquiry?** | **Page 74** |

Providers will know if learners are affected by foetal alcohol, drug `or adult life-gained hindrances to their success.

| Q49 | **What new models of tertiary education are being implemented in universities, ITPs, PTEs and wānanga? How successful have they been?** | **Page 74** |

This question is answered in Q38. If more detail is required please refer to NZQA's External Evaluation Review Report dated 11 February 2016.

| Q50 | **Are current quality assurance and accountability arrangements robust enough to support a wide range of new models?** | **Page 75** |

Over the past three decades both NZQA and the TEC have been prompting providers with models and ideas to get us started and moving in researching and developing our own quality management systems with the provided models as the minimums to meet official expectations. While it might be acceptable to sit with what has been fed to us we see it as far more essential to build on them to create our unique systems to properly reflect who we are and how we form part of our nation's education and industry systems.

| Q51 | **How might new models of tertiary education affect the New Zealand brand in the international market for tertiary educations, students, education products and services?** | |

New models must be built around theory and the maximums of practical activities to confirm absorption of, and build on, the theory in terms of workplace applications. To be shown only one example of a maths problem is not teaching maths; no matter how well it was copied in an exam.

| Q52 | **What can be learnt from the tertiary education systems of other countries? Are there models that could be usefully applied here?** | **Page 77** |

Finland's education system is different, innovative and effective. Is it to be trialled in some suitable location / s here?

What measures have been successful in improving access, participation, achievement and outcomes for Māori? What measures have been less successful? Why?

Maori learners on our welding programme have achieved equally with those of other ethnicities because we treat all the same. Our engineering and welding industry links involve us with members from some 80 countries around the globe. Welding is thus universal, and we treat it as such, with excellent outcomes for all.

What measures have been successful in improving access, participation, achievement and outcomes for Pasifika? What measures have been less successful? Why?

Pasifika learners on our welding programme have achieved equally with those of other ethnicities because we treat all the same. Our engineering and welding industry links involve us with members from some 80 countries around the globe. Welding is thus universal and we treat it as such, with excellent outcomes for all.

What measures have been successful in improving access, participation, achievement and outcomes for at-risk youth? What measures have been less successful? Why?

We found that heavily-focussed trade courses, based around practical activities, were most effective for males. Literacy and numeracy is best built into the day to day activities because if set up to take place on a named day many learners will not attend that day. Drug use was an ongoing trouble that would need to be worked around. Because the number of learning and behavioural difficulties seems to be growing we have suggested to the TEC that check lists be supplied for educators to record observations that would be analysed by professionals for possible interventions.

What measures have been successful in improving access, participation, achievement and outcomes for those with limited access to traditional campus-based provision? What measures have been less successful? Why?

We do not feel competent to answer this question.

What measures have been successful in improving access, participation, achievement and outcomes for people with disabilities? What measures have been less successful? Why?

Our courses have all been for practical trades, making them not really suitable for persons with disabilities.

What measures have been successful in improving access, participation, achievement and outcomes for adults with low levels of literacy or numeracy? What measures have been less successful? Why?

The activities must be connected to, and an essential part of, the training. Most needs to be delivered on a one to one basis.

<table>
<tr><td>**Q59**</td><td>**How innovative do you consider the New Zealand tertiary education system is? Do you agree that there is "considerable inertia" in the system compared to other countries? If so, in what way and why?**</td><td>**Page 81**</td></tr>
</table>

The Reading War and Maths War must be investigated and the causes disclosed and resolved. Researches in the USA have revealed that following introductions of new ways of teaching, and well after there had been ample time for the new ways to have taken root, the teachers revert back to the way they had been taught in their own school days. Proverbs 22: 6 says "to train up a child in the way he should go: and when he is old, he will not depart from it".

On 28 June 2015 we watched TV One's Q & A session with Clinical Psychologist, Dr Ian Lambie and former health minister, Paul East. Ian spoke of *"the 4,500 ticking time bomb youths around the country who had been birthed, brain-damaged and raised by their drug and drink soaked parents"*. This was a reminder of our drug-taking and drug-pushing youth trainees; the mother of one facing court appearances in Auckland for "Supplying"; one really wanting to succeed on our carpentry course but finally being worn down by his uncle's persistent pushing to join his drinking sessions every night, and soon becoming a gang prospect while still on our course; and four trainees being in gaol when the post-course statistics were compiled. Ian stressed that *"work must start as early in a child's life as possible"*. Proverbs 22, eh? Paul spoke of *"the useless parents who bear the responsibility for their family's failures and are the real ones who should be dealt with"*.

<table>
<tr><td>**Q60**</td><td>**What are the factors associated with successful innovation in the tertiary education system?**</td><td>**Page 81**</td></tr>
</table>

NZQA's EER Report of 11 February 2016 highlights many factors that are giving our learners success. If I have time I will summarise key points as seen through the eyes of the two Lead Evaluators.

Recently we came across the following, but have not read or download it.

Study on innovation in higher education - LSE...

http://eprints.lse.ac.uk/55819/1/__lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_Durazzi,%20N_Study%20innovation_Durazzi_Study%20innovation_2014.pdf

<table>
<tr><td>**Q61**</td><td>**What are the benefits to innovators in the tertiary education system? What challenges do they face in capturing these benefits?**</td><td>**Page 81**</td></tr>
</table>

They take risks that can either succeed or fail. If they succeed, as our's have, their programmes will also be successful.

<table>
<tr><td>**Q62**</td><td>**What are the barriers to innovation in the tertiary education system? What might happen if those barriers are lowered?**</td><td>**Page 81**</td></tr>
</table>

Barriers are time and money and trying to fully understand and implement the ongoing and progressive leadings of the regulatory and funding bodies to which we must account.

Regardless of the level of learning involved there must still be goals to be achieved; but getting there must allow for freshness in approach as we have taken with our welding programme.

Q63	**How well do innovations spread in the tertiary education system? What helps or hinders their diffusion?**	**Page 81**

Although providers may no mix that well, especially at all staff levels, there are still ways of learning from each other; word of mouth, NZQA's EER Reports, etc.

Q64	**How successful was the Encouraging and Supporting Innovation fund in promoting innovation in the tertiary sector? What evidence supports your view?**	**Page 83**

We were not involved with this fund.

Q65	**Are there examples where the New Zealand Government has directly purchased innovation or innovative capacity in tertiary education? If so, was it successful?**	**Page 83**

Our level 4 welding programme has been purchased by the TEC over many years; with the local ITP closing its similar course in favour of our one and the TEC offering us additional student places for this year.

Q66	**How easy or hard is it for a new provider or ITO to access TEC funding?**	**Page 84**

We submitted a proposal for a new course and received a rejection based on the low levels awarded for a number of facets. It was not easy to see how we had failed to satisfy.

Q67	**Does the programme or qualification approval process via NZQA or CUAP enable or hinder innovation? Why?**	**Page 85**

We have not experienced any hindrances in our dealings with NZQA since 1992; only warm cooperation and encouragement by all persons at all times.

Q68	**What impact has Performance-Linked Funding had on providers' incentives to innovate?**	**Page 86**

We applied for a level 2 targetted training programme based on our experiences that have cumulated in our highly successful welding programme which is based on one to two weeks of theory and twenty weeks of practice to confirm the theory and develop skills and attitudes in a workplace setting. The practical content adds much to costs. A factor in declining our application was cost without any leading as to how we failed by.

Q69	**How much does funding shift between PTEs based on assessments of performance? Whose assessments are they, and what are they based on?**	**Page 88**

Not able to make comment here.

| Q70 | **How much does funding shift inside a TEI (eg, between courses, academics, or faculties) based on assessments of performance? Whose assessments are they, and what are they based on?** | **Page 89** |

Not able to make comment here.

| Q71 | **What influences tertiary providers towards offering a broad or narrow range of course offerings? What are the advantages and disadvantages (for providers, students, and the sector as a whole) of a relatively homogenous system?** | **Page 89** |

We were offering a wide range of courses at lower levels for the educationally disadvantaged. Because numbers of trainees had life issues that our courses were not funded to deal with our reputation became tarnished in the eyes of neighbours and employers with bad experiences with them. With natural and expected growth over the years enquirers for higher level courses did not enroll when they saw other learners at our site who they knew had real problems. Should we choose to expand it would only be at higher levels. Q59 has relevance to our comments here.

| Q72 | **Do New Zealand's tertiary policy and regulatory frameworks enable or hinder innovation? What might happen if existing constraints are loosened?** | **Page 90** |

We think it is possible to submit any proposal that we want to. This is especially so with the current Government. It is up to us to prove that our proposal would be successful.

| Q73 | **How do intellectual property protections in tertiary education foster or hinder innovation? Are the effects different in different parts of the system or for different kinds of provider?** | **Page 91** |

In our understanding intellectual property for education sets out standards to be achieved by learners. Innovation would apply only to how we were to equip learners to meet those standards.

| Q74 | **How does the Crown's approach to its ownership role affect TEI behaviour? Is it conducive to innovation?** | **Page 92** |

Not able to make comment here.

| Q75 | **Do regulatory or funding settings encourage or discourage providers from engaging in joint ventures? If so, how?** | **Page 93** |

This has not yet been an issue for us so we are not able to make comment here.

| Q76 | **How do regulatory or funding settings encourage or discourage providers from seeking external investment?** | **Page 93** |

This has not yet been an issue for us so we are not able to make comment here.

| Q77 | How do tertiary providers create incentives for internal participants to innovate? What kinds of choices by providers have the biggest "downstream effects" on their level of innovation? | Page 93 |

While natural management oversights apply we have always given our staff complete freedom to operate as they see fit to achieve their course's aims. Bonuses were paid annually for successes achieved. Difficulties can arise through external influences from regulatory and funding bodies that must be trialled by both management and staff and getting adequate feed-back on progress made. Staff departures have meant that knowledge also departed

| Q78 | What incentives do government education agencies have to innovate in the way they carry out their functions, both within and across agencies? What constraints do they face? | Page 94 |

This has not yet been an issue for us so we are not able to make comment here.