

2- New Zealand Productivity Commission: New Models of Tertiary Education

Student Education Account (SEA) - model questions & answers:

Q12.6: The Commission's draft shows considerable thought, imagination, vision and down-right honesty; and should be trialled. Government's response is awaited; but especially on the matters still in doubt.

A concern would be that ever-greater volumes of compliance materials may be called for and adversely affect the smaller providers which are the ones ideally suited to specialise in meeting specific areas of industry need; such as our focus on welding and engineering.

Q12.7: Implications for students: The freedom for students to choose the area of skills acquisition required for their career choice echoes the deep concern of an engineering industry contact in south Taranaki that his firm and industry were suffering because the requirement to gain Unit Standards was deterring persons from applying for jobs that required few, simple and repetitive mechanical skills, without any academic requirements. The initial intent of the National Qualifications Framework was that each Unit Standard represented a building block that, along with any others needed, created the "wall of knowledge and skills" needed for each individual employment position.

Implications for providers: To help us as we continue to move into the future we have downloaded materials from Callaghan Innovation and from similar sources and have bought Jim Collin's books: "*Great by Choice – Uncertainty, chaos, and luck - Why some companies thrive despite them all*", "*Built to Last – Successful habits of visionary companies*", "*Good to Great: Why Some Companies Make the Leap - And Others Don't*", "*How the Mighty Fall - And why some companies never give in*"; and Clayton Christiansen's book: "*The Innovator's Dilemma – When new technologies cause great firms to fail*".

A difficulty could arise for small providers when competing against ITPs; one of which employs seven persons in its marketing division and a further one for job placements in a certain key industry. Small providers find it hard to compete against this state-funded competition.

We agree that providers must be free to decide whether the wants of a learner are workable and acceptable.

A small number of past learners have proved unreliable on financial matters. Studylink will need to set up contract systems to prevent any such unreliability from affecting providers.

Implications for industry: See above comments under Implications for students.

Q12.8: We hold a wide range of accreditations and experience across several industries which gives scope for enhancement of our operation. Although almost all accreditations are our's through payment of staff wages and fees Government has decided by Order in Council that accreditations may be withdrawn if not used during the previous 12 months. It is hoped

that this decision will be withdrawn as part of the adoption of a new and innovative tertiary education system requiring us all to take our part.

Q12.9: Through its level 4 welding course our company was rated Highly Confident in Governance, Management, Strategy, Educational Performance and Evaluative Self-assessment and Excellent in all 16 focus areas in the EER Report by NZQA in early 2016. Course completions and optional international welding qualifications that are external to the NZQF, are consistently in the high 90%’s, across the entire range of ethnicities enrolled. It operates on open entry, with the theory sections being covered in the first few weeks. The remaining weeks are spent in one-to one and group tutor/learner activities in ingraining the theory and practical elements through conversations, demonstrations, observations, reviews and practices, and industry-type toolbox sessions around a workbench encouraging and directing discussions on any matters connected with welding, engineering and general industry practices and employer and fellow worker expectations. Assessments of Standards are made through the formative model to expose and deal with weaknesses as soon, and as often, as they emerge. Summative assessments are only those made by an external body of test plates for the international welding qualifications. We are thus confident that our methods overcome any weakness in the learner-centric model.

Table 12.4 - Implications of an SEA:

R12.1: Agreed. Also that Studylink must be involved. This would be especially so with mixed-provider possibilities to ensure that learner contract agreements are matched by guaranteed funding for the learning period set up with each provider.

R12.2: Agreed. This confirms our current practices.

R12.3: Agreed. In Q12.7, under Implications for Providers, we listed materials we have downloaded and acquired to help us navigate through any uncertainties ahead.

R12.4: Agreed.

R12.5: Agreed.

R12.6: Providers must be free to decide whether the wants of a learner are workable and acceptable.

R12.7: Noted.

R12.8: Noted.

R12.9: Noted.

R12.10: Noted.

R12.11: Providers should be able to show evidence of independent research into, and application of, quality education systems and evaluative self-assessment practices in addition

to any imposed nationally. A nation of followers, doing just the minimum to stay in business, will never be as effective as a nation of leaders.

R12.12: Noted.

R12.13: Agreed.

R12.14: Agreed.

R12.15: Noted.

R12.16: Agreed.

R12.17: Noted.

R12.18: Agreed.

R12.19: Noted.

R12.20: Agreed.

R12.21: Agreed.

R12.22: Agreed.

R12.23: Noted.

R12.24: Noted.

R12.25: Agreed.

R12.26: Agreed.

R12.27: Agreed.

R12.28: Agreed.

R12.29: Agreed.

R12.30: Agreed.

R12.31: Noted.

R12.32: Agreed.

R12.33: Agreed.