

National and Regional Skills Priorities (1-7)

Areas of focus

(updated from the WDC/RLSG June 2022 advice)

Example initiatives

(note: these are only selected examples, and may form only part of a proposal, or milestones within an initiative)

1 *Enhancing career pathways, upskilling, and mobility for employees*

- Employability skills and work readiness
- Core essential and transferrable skills as part of wider learning – literacy, numeracy, problem-solving, team building, collaboration and communication – particularly for those most vulnerable in the workforce
- Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry and learner needs, as well as rapid changes in skill requirements
- Improved advanced pathways to enable employees to easily add to their skills base while in employment, supporting lifelong learning in all sectors
- Ways of supporting people to transition into new areas of work
- Addressing skills mismatches where there is a disconnect between the skills industries need and the skills being taught in the vocational education and training system more broadly
- Supporting rural communities and small-scale delivery to encourage and enable access to learning
- Recruit, retain and retrain workers into industries experiencing difficulties due to skills gaps and/or an aging workforce.

- Increase in delivery or sustainability of provision that meets this priority, e.g. in smaller regions, is rural and/or small-scale
- More delivery of provision that provides good pathways and flexibility for learners
- Work with industry and employers to adapt learning to suit changing needs of the workforce, industry and learners
- Review skills in existing provision that can be transferred between programmes or within the workforce
- Evidence from employers or industry showing pathways or ways in which upskilling will take place.

2 *Enabling youth transitions from school through to training at work and/or tertiary study and into employment*

- Access to high quality careers advice, information and guidance services, together with easily navigable pathways into work and/or study
- Ensuring delivery of employability and career skills within training
- Supporting relationships and learning pathways in schools and into employment for youth
- Providing quality pastoral care and wrap-around support for learners and employees to succeed.

- Increase in delivery or sustainability of provision that meets this priority, e.g. in smaller regions, is rural and/or small-scale
- Undertake a review and implement a refreshed careers service for learners, with learner voice used to inform changes
- Establish a mechanism for learners to provide feedback in a way that is meaningful for them.

3 *Reinforcing employer capability and business resilience skills in emergent environments*

- Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability
- Assisting small and medium enterprises, including the self-employed, to develop skills in management, including good employment practices
- Building business capability to respond effectively to external uncertainty and changes (eg, COVID, political change), with the ability to pivot to take advantage of new opportunities.

- Increase in delivery or sustainability of provision that meets this priority, e.g. in smaller regions, is rural and/or small-scale
- Review business and management provision and connect with local employers and Subject Matter Experts and get feedback on how provision could be adapted to better suit their needs
- Adapt existing provision to add a focus on business continuity in the face of change and uncertainty.

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4 *Grounding the system in Te Tiriti and responding to Māori aspirations*

- Learning that is grounded in Te Tiriti
- Learning that supports capability development in te ao Māori and te reo Māori, recognising their status as taonga
- Strengthening and integrating mātauranga Māori across all disciplines
- Developing initiatives, projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of both Māori learners and employers
- Enhancing equitable outcomes for all learners, supporting the aspirations of Māori learners, and improving outcomes for both learners and their whānau/family
- Developing a greater understanding of Māori learner pathways, including barriers, and identifying and implementing solutions to those barriers
- Building a Māori workforce and the realisation of mō te Māori, mā te Māori.

- Deliver increased provision in areas that supports capability development in te ao Māori and te reo Māori
- Review and modify provision to better ground it in Te Tiriti and ensure that it responds to Māori aspirations
- Develop an initiative or partnerships to enhance learner outcomes for Māori learners
- Develop an initiative in partnership with Māori to respond to the needs of Māori learners and employers
- Ensure explicit alignment on skill needs priorities between the TEO and local iwi hapū strategic plans
- Start an ongoing relationship with local iwi and/or hapū to better understand the needs and aspirations of local community.

5 *Improving skills to support a focus on health and safety, including mental health and wellbeing*

- Building the skills to focus on wellness, both in learning environments and in the workplace
- Lifting capability of health and safety practitioners and specialists, including the use of supporting tools, such as risk management and mitigation
- Ensuring that training enables industries to address serious health and safety challenges within industries, including mental health
- Ensuring training has a focus on improving health and safety outcomes and encouraging leadership in this space
- **Note:** *in line with the funding conditions, programmes that are designed primarily to equip a learner to comply with health and safety or regulatory compliance requirements remain **ineligible for funding** especially where they take on health and safety training responsibilities which belong to an employer.*

- Review and modify provision with a lens on health and safety, looking for gaps and areas for improvement.
- Develop and implement initiatives that focus on wellness in the learning environment
- Review and modify current provision to focus on improving health and safety outcomes, such as through capability building and tool use and familiarisation
- Review and modify current provision to ensure that it is flexible and adaptable, from a health and safety perspective, to respond to changing workforce, industry and learner needs.

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6 Improving, and building on, digital literacy to keep pace with technological developments

- Supporting accessibility and increasing digital literacy and upskilling in new technologies (technology for all), including the inclusion of an intentional literacy component as part of training.
- Building industry-specific technology capability e.g. agritech and biotech.
- Equipping learners with the appropriate skills for tech-in-tech roles, such as cyber security, software engineers, telecommunication technicians, ICT customer support, multimedia specialist, developer programmer, ICT business analysts, software developers, data analysts
- Equipping learners with the new skills created by rapid digital transformation. This upskilling spans the spectrum of basic technology advances through to the development of specialised skills (e.g. training in cybersecurity)
- Supporting key skills development for future roles, such as systems thinking, programming mindset, active learning, strong Science, Technology, Engineering and Mathematics (STEM) background, data-driven decision-making, and complex problem-solving with excellent communication skills.

- Review and modify current or future programmes to better incorporate technology and build learner capability
- Review existing provision for areas for improvement and updating to ensure all programmes are keeping pace with technological developments.

7 Supporting climate change adaptation and the shift towards a carbon-neutral economy

- Equipping learners with the skills and resilience needed to respond to climate change in their respective vocation and support New Zealand's move towards being carbon-neutral
- Equipping learners to support sector adaptation to climate change and the transition to a low-emissions and climate-resilient New Zealand.

- Review provision and identify gaps where programmes need to be updated with new climate change information, work with industry to ensure this is industry-specific
- Develop comprehensive information for learners on how different industries have impacts on climate change, and their ability to adapt to a carbon-neutral future.

Programme Development and Maintenance

Purpose

(see [Supplementary Plan Guidance](#) p. 23)

Example initiatives

(note: these are only selected examples, and may form only part of a proposal)

Developing new programmes

- Develop a new programme to meet specific regional or national needs
 - Develop a new programme to follow on from other programmes delivered by the TEO, allowing learners to pathway easily
 - Develop a new programme that has been identified by industry/employers/other sector voices as being needed
 - Develop a new online/extramural programme
 - Establish micro credentials that meet the needs of industries and regions.
- Some priorities signaled by WDCs include:
- Micro-credential qualifications to suit people working in iwi and regional radio stations
 - A pre-choreographed group training instructor qualification/micro-credential could be developed in response to the rapid growth of the ‘circuit sector’ (choreographed fitness exercises)
 - Cyber-security and digital technologies.

Maintaining existing programmes

- Update a programme so that it can be delivered extramurally to more learners, or upgrading IT systems for existing extramural programme(s)
- Respond to industry/employer/sector feedback about one or more programmes, maintaining these to better meet sector need
- Refresh a programme in response to learner feedback.

RELEVANCE

ASSESSMENT CRITERIA: The extent to which the proposal meets the criteria of the strategic component.

When assessing the RELEVANCE criteria, assessors will consider how well the proposal addresses each of the following questions:

- Does the proposal outline one or more of the NRSPs or categories of PDMF funding, and are the selection(s) relevant?
- Does the proposal have a coherent story from identifying an issue, stating the approach to be taken, through to anticipated results? i.e. does the proposed approach link logically to addressing the issue?
- Does the issue outlined require additional funding to be addressed?
- Does the proposal benefit learners?

1

Insufficient

Does not meet criteria

The proposal outlines one or more NRSPs or categories of PDMF funding, but the proposal shows limited relevance to these.

The proposal design is not fit for purpose, does not have a logical flow, there is little or no link between the approach and proposed results/outcomes.

The proposed approach shows no evidence of why additional funding is required for this purpose.

The proposal does not provide any obvious benefits for learners.

3

Acceptable

Meets criteria

The proposal outlines one or more NRSPs or categories of PDMF funding and the proposal shows good relevance to these.

The proposal design is suitable and makes logical sense from issue through to results/outcomes.

The approach outlined is suitable, and there is acceptable evidence of why additional funding is required for this purpose.

The proposal presents good evidence of benefits for learners.

5

Strong

Excellent proposal

The proposal outlines one or more NRSPs or categories of PDMF funding and the proposal shows definite, clear relevance to these.

The proposal design is exemplary and shows excellent logic from issue through to results/outcomes.

The approach outlined is excellent and includes clear rationale for additional funding in order to achieve its aims.

The proposal presents desirable and excellent benefits for learners.

ALIGNMENT

ASSESSMENT CRITERIA: The extent to which the proposal aligns with the PTE’s wider operations, including delivery and learner cohorts.

When assessing the ALIGNMENT criteria, assessors will consider how well the proposal addresses each of the following questions:

- Does the proposal fit with current provision and planned future operations?
- Does the proposal align with existing delivery and learner needs?
- If applicable (proposing to develop a new programme), does the proposal outline any considerations for new geographical or subject areas?
- Does the proposal show clear alignment with advice from WDCs, RSLGs, and show links to the TES?

1 Insufficient <i>Does not meet criteria</i>	3 Acceptable <i>Meets criteria</i>	5 Strong <i>Excellent proposal</i>
The proposal does not include evidence of alignment to existing and future operations.	The proposal clearly considers and provides good evidence of alignment to existing and future operations.	There is excellent evidence that the proposal considers and provides comprehensive alignment with existing and future operations.
The proposal does not provide any evidence of relationships to existing delivery and learner needs.	The proposal provides clear and acceptable evidence of relationships to existing delivery and learner needs.	The proposal provides excellent evidence of relationships to existing delivery and learner needs.
If applicable (proposing to develop a new programme), does not consider current geographical or subject delivery.	If applicable (proposing to develop a new programme), clearly considers and explains links with current geographical or subject delivery, and identifies some risks.	If applicable (proposing to develop a new programme), evidently considers and explains links with current geographical or subject delivery, and identifies any risks and possible mitigations for these.
The proposal outlines little or no alignment with advice from WDCs, RLSGs, and links to the TES.	The proposal details multiple areas of alignment with advice from WDCs, RLSGs, and links to the TES, and these are explained.	The proposal has multiple, strong links and areas of alignment with advice from WDCs, RLSGs, and links to the TES, and these are explained clearly.

NEED

ASSESSMENT CRITERIA: the extent to which the proposal will address identified need, including how key partners and stakeholders (e.g. WDCs, industry, Māori and Iwi) have and will be involved, and the extent to which it will complement and enable the network of provision.

When assessing the NEED criteria, assessors will consider how well the proposal addresses each of the following questions:

- Does the proposal outline an evidence base of need?
- For NRSP: Does the proposal explain relevance to regional/national area(s) of delivery, and to regional and national needs?
- For PDMF: Does the proposal support the development and review of programmes that reflect industry and community need?
- Does the proposal have support from relevant stakeholders, including industry, community, businesses and employers?
- Does the proposal include sufficient input from Māori and/or Iwi?
- If applicable, does the proposal outline how any collaborations, partnerships or joint application will benefit the approach?

<p>1 Insufficient <i>Does not meet criteria</i></p>	<p>3 Acceptable <i>Meets criteria</i></p>	<p>5 Strong <i>Excellent proposal</i></p>
<p>The proposal includes no evidence of need.</p>	<p>The proposal clearly considers and explains an evidence base of need.</p>	<p>The proposal includes an extensive evidence base of need.</p>
<p>For NRSP: the proposal does not show any relevance to regional/national delivery or needs.</p>	<p>For NRSP: the proposal shows clear links to need at a regional/national delivery level.</p>	<p>For NRSP: the proposal shows excellent and strong links to need at a regional/national delivery level.</p>
<p>For PDMF: the proposal does not explain any links to industry or community need for the programme(s).</p>	<p>For PDMF: the proposal explains some links to industry or community need for the programme(s).</p>	<p>For PDMF: the proposal has strong and clearly developed links to industry or community need for the programme(s).</p>
<p>The proposal shows no evidence of input from stakeholders at any stage.</p>	<p>The proposal includes adequate input and evidence of support from one or more stakeholders.</p>	<p>The proposal shows strong relationships with a range of stakeholders, and clearly evidences support from relevant industry, businesses or employers.</p>
<p>The proposal does not include appropriate input from Māori.</p>	<p>The proposal has adequate input from Māori at the appropriate stage(s) for the approach.</p>	<p>The proposal includes outstanding engagement with Māori at the appropriate stage(s) for the approach.</p>
<p>If applicable, the proposal does not outline how collaborations, partnerships or joint application will be of benefit.</p>	<p>If applicable, the proposal clearly outlines how collaborations, partnerships or joint application will be of benefit.</p>	<p>If applicable, the proposal gives an excellent explanation of how collaborations, partnerships or joint application will be of benefit.</p>

CAPABILITY AND VALUE

ASSESSMENT CRITERIA: whether the PTE is able to deliver the proposal and its intended outcomes, including the extent to which the proposed funding demonstrates value for money comparable to similar proposals.

When assessing the CAPABILITY AND VALUE criteria, assessors will consider how well the proposal addresses each of the following questions:

- Does the proposal demonstrate relevant capability and previous delivery history and relationships to give confidence the PTE can successfully implement it?
- Does the proposal outline how the PTE plans to measure outcomes/benefits?
- Are at least three milestones, key deliverables, and payments outlined?
- Is there a high-level breakdown of proposed costs, including the total funding requested?
- Do the activities and amounts show effective prioritisation and use of resources?

<p>1 Low quality <i>Does not meet criteria</i></p>	<p>3 Acceptable <i>Meets criteria</i></p>	<p>5 Strong <i>Excellent proposal</i></p>
<p>The proposal does not demonstrate relevant capability to deliver and implement.</p>	<p>The proposal clearly demonstrates relevant capability to deliver and implement.</p>	<p>The proposal show exemplary demonstration of relevant capability to deliver and implement.</p>
<p>The proposal does not outline how the PTE plans to measure outcomes/benefits?</p>	<p>The proposal clearly outlines how the PTE plans to measure outcomes/benefits?</p>	<p>There is excellent evidence that show how the PTE plans to measure outcomes/benefits?</p>
<p>The proposal does not include milestones, deliverables or payments.</p>	<p>The proposal includes adequate milestones, with deliverables and payments.</p>	<p>The proposal clearly outlines at least three milestones, with deliverables and payments.</p>
<p>The proposal does not include a high-level breakdown of costs.</p>	<p>The proposal clearly outlines high-level costs, and total funding requested.</p>	<p>The proposal provides an excellent outline of high-level costs, and total funding requested.</p>
<p>The activities and amounts listed (if any) do not show effective prioritisation and use of resources.</p>	<p>The activities and amounts are reasonable, and show effective prioritisation and use of resources.</p>	<p>The activities and amounts are desirable, and show excellent prioritisation and use of resources.</p>