



Tertiary Education
Commission
Te Amorangi Mātauranga Matua



Plan Guidance

For providers submitting Investment Plans
for funding from 1 January 2026

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44 The Terrace

PO Box 27048

Wellington, New Zealand

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Authors

The Tertiary Education Commission

Every effort is made to provide accurate and factual content. The TEC, however, cannot accept responsibility for any inadvertent errors or omissions that may occur.



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Chief Executive's foreword

The investment process is a critical one for all who participate in it – the Government, which sets the funding priorities; the Tertiary Education Commission (TEC), which manages the process; and you, the tertiary education organisations (TEOs), which are responsible for delivering tertiary education and training that benefits New Zealanders and the country.

The Government has said its focus this year is on economic growth and boosting productivity. While recognising the contribution the tertiary education and training system can make to economic growth, the Government expects to see value for money from its investment in the sector and has clearly signalled that its spending will be carefully managed.

We will continue to make strategic investment decisions that meet the Government's direction and priorities, and achieve system-wide improvements in educational outcomes for all learners.

As in recent years, there is still some specific funding direction that we are unable to give at this time, but we will inform you through Supplementary Plan Guidance and our other engagement. As we note within this document, the Government is intending to draft a new Tertiary Education Strategy to reflect its priorities for tertiary education. We will continue to provide further guidance on funding or priorities as decisions are made.

I can say already that I expect the demand for funding will be greater than what we have available, and that means TEC will need to make some tough decisions about where and what to invest in. We will expect to see a continued focus on delivery within your plan. The appetite for risk is going to be lower, so those with strong track records of delivery will be well placed, particularly when it comes to growth. We are continuing to closely look at other factors, such as your demonstrated commitment to improving learner outcomes. It will be difficult to justify funding teaching that doesn't lead to a pipeline of graduates entering work that is in demand or a government priority.

The Plan Guidance sets out TEC's requirements and expectations for the investment round. Please use this to guide the content of your Investment Plans and to understand how we assess them. The information here and in Supplementary Plan Guidance on our priorities for investment will help you develop and design tertiary education and training programmes that equip your learners and support the industries and communities that you serve.

While you prepare your plans for funding in 2026, planning is under way for investment for 2027. In our planning we continue to look at ways to improve the investment process and reduce compliance requirements. This year, we will discuss and work with you on proposed changes for investment in 2027.

Please continue to engage with your TEC Relationship Manager or our Customer Contact Group. We look forward to continuing working with you to deliver lifelong learning that equips learners, employers and communities to succeed.

Tim Fowler
Chief Executive

This Plan Guidance supports your planning from 2026

Plan Guidance describes the outcomes we want from our investment in tertiary education across higher, vocational and foundation education. It outlines what we need to see in your Investment Plan (Plan) and how we will assess that information. Your Plan should give us confidence in your ability to deliver the outcomes we want.

Plan Guidance covers all Plan components and is relevant to all providers regardless of whether you must submit a full Plan or just some components.

We are interested in what you have achieved over your previous Plan period and what you intend to do over your proposed Plan period using a three-year planning horizon.

Your Plan should:

- › **set out your strategic intent and explain any significant changes to your mission over the period of your Plan**
- › **describe your role in the network of provision and any proposed changes**
- › **show how you have addressed, and will address, the needs of learners and other stakeholders**
- › **describe the activities and programmes you will carry out over the period of your Plan, including where these differ significantly from your previous Plan**
- › **detail your performance outcomes over your previous Plan period and describe how you will measure your performance over your proposed Plan period, and**
- › **describe how your organisation has given, and will give, effect to the [Tertiary Education Strategy \(TES\) \(PDF 1.3 MB\)](#).**

Your Plan is a critical public accountability document for your learners, communities, stakeholders and us.

See p. 40 for information on *What you need to do for the investment round*.

Funding from 2026 will be limited and will focus on economic growth

The Government is focused on building economic growth, including through skills development that leads to better employment outcomes and business productivity. That means continuing to invest in high-performing and priority provision. Total funding available for Vote Tertiary Education will be limited and we will need to reprioritise our investment in a fiscally constrained environment. This will mean disinvesting from lower-performing and/or some non-priority provision to ensure funding is directed towards the Government's priority areas. **When planning for 2026, you should not assume your funding will be increased or maintained. We expect you to reprioritise your funding, where relevant, to respond to our priorities.**

There is unlikely to be additional funding available in 2026. **We recommend you plan on the basis that additional funding will not be available to your organisation.**

Supplementary Plan Guidance, published in June, will:

- › provide further information following Budget 2025, and

- › advise our process for additional funding, if available, for 2026 investment.

We encourage you to engage early with us for effective planning

Engaging early with us helps you understand where and what we want to invest in. It helps us to provide advice and support more effectively, particularly in a fiscally constrained environment. If you have a Relationship Manager, they will provide ongoing advice and up-to-date information as part of our engagement process starting in March 2025.

We expect you to discuss any changes you intend to make before you submit anything, including but not limited to:

- › any new areas of provision you have entered or plan to enter
- › your regional breakdown of provision, how this has changed since your last Plan and what changes you intend to make over this Plan period, and
- › your provision of investment priorities, how they have changed since your last Plan and what changes you intend to make during this Plan period.

Any significant changes should be included in your Plan.

You must submit information to us by the due date

You must meet the Plan submission deadlines. If we do not receive all completed documents on time this may delay your funding or make you ineligible for funding.

Activity	Timing
TEC publishes a notice in the <i>New Zealand Gazette</i> setting out requirements for Plan content, timetable, assessment and Plan summaries	Early March 2025
TEC releases Plan Guidance and Plan engagement begins	Early March 2025
Government announces Budget 2025	May 2025
TEC provides indicative allocations	From 3 June 2025
TEC releases Plan-related templates	From 9 June 2025
TEC releases Supplementary Plan Guidance to reflect any policy or Budget changes	June 2025
Providers submit proposed Plans	By 4 July 2025
TEC reviews proposed Plans and has further discussion with providers as needed	July–October 2025
Providers are notified of decisions in writing	From November 2025
First payments made against Plans; Plan delivery begins	January 2026

We have three key focus areas from 2026

From 2026, our key focus areas are:

- › an increased focus on investing in high performing and high priority provision to support economic growth (see performance expectations, pp. 16–22 and the targeted priorities, pp. 24–38)
- › our continued approach to improved educational outcomes, and
- › supporting the vocational education and training (VET) sector as it transitions towards a stronger regional focus.



We will prioritise our investment for greatest economic impact within a tight budget

We will reduce funding or disinvest from low-performing provision

The Government is focused on building economic growth through skills development. With a finite amount of funding available, we carefully consider how we allocate our funds. We invest in provision that maintains an appropriate network of provision, achieves the best outcomes for learners, and responds to stakeholder needs and priorities.

When making investment decisions, we consider quality, relevance and access. We will:

- › reduce or disinvest in provision that is lower performing and/or non-priority, consistently under-delivers or is not meeting wider stakeholder needs,
- › only maintain or reallocate our investment where we have confidence providers are delivering well and can support good learner outcomes,
- › maintain learner numbers in some areas, and
- › consider where our investment can be consolidated while ensuring people considering study have opportunities to participate.

We expect you to reprioritise your provision to respond to our investment priorities, where relevant. You will need to show how this provision has been, or will be, successful in achieving good outcomes for learners and industry.

Our investment decisions factor in the network of provision

Each investment round, we make decisions to maintain and shape an appropriate network of provision across higher, vocational and foundation education. These decisions align to the Government's strategic aims and priorities. The network of provision is the pattern of education and training on offer across New Zealand nationally, regionally and locally. It includes the type of provision offered, the level, and who provides it and to whom, as well as the volume and cost of that provision. The network of provision includes provision that is consistently stable and provision that changes regularly to respond to the needs of stakeholders, such as employers and learners. When we make decisions relating to new or changed provision, we consider how the proposed provision responds to regional needs and gaps in current provision.

Your mission and role for the Plan period should:

- › **describe your organisation's contribution to the network of provision, and**
- › **explain if you are intending to make any changes over the next three years, for example, changing regions you deliver in or offering new qualifications.**

If you are not Plan required but want to make changes to your Mix of Provision (MoP), we will consider whether to approve these changes when assessing your MoP.

Financial performance is a key consideration in our investment decisions

It is critical that tertiary education providers are financially sustainable. We monitor the financial performance of all providers, and monitor those at risk, very closely. Our monitoring informs all investment decisions, including:

- › whether to approve an Investment Plan
- › whether to accept or decline repayment plans
- › whether to accept or decline requests for additional funding.

We may disinvest in providers that are not financially sustainable to minimise risks to learners and public funding. We will consider other factors (including the strategic value of provision and educational performance) before we make any decisions.

Providers experiencing financial challenges should engage with us as early as possible. We need to understand your plan to return to financial sustainability so we can factor this into our decision making.

For private training establishments (PTEs), we also require information to determine whether you are meeting our Prudential Financial Standards for PTEs.

See the following section of the Plan assessment table:

- › Additional criterion for PTEs, p. 51.

NB: We have included the relevant sections of the Plan assessment table throughout this document so you can refer to these when drafting your Plan. This will help you understand what we are looking for when we assess your Plan.

We also consider an organisation's capability

Well-informed and engaged governance and management are essential for a well-functioning organisation.

We will look for evidence of how you plan to build and maintain your organisation's capability through strong governance, management and academic leadership. **We are interested in your organisation's capability compared to your previous Plan period. We want to know if you have proactively made changes to your governance and leadership since your previous Plan or are considering making any changes to these.**

See the following sections of the Plan assessment table:

- › Mission and role, pp. 47
- › Learner Success Plans, p. 48.

We invest strategically to support our priorities

As well as maintaining the network of provision, we take advice from key government, industry and regional stakeholders to create investment priorities. The investment priorities include the [TES priorities \(PDF 1.3 MB\)](#), the targeted priorities which respond to labour market and skill needs, and any other priorities mentioned. Our investment priorities should help guide how you plan and prioritise provision.

The Government is intending to draft a new TES to reflect its priorities for tertiary education.

We expect you to:

- › **explain in your mission and role your provision of investment priorities, how they have changed since your last Plan and what changes you intend to make during this Plan period,**
- › **adjust your provision toward the investment priorities where they are relevant to your current programmes and role in the network, and**
- › **focus on continuous improvement of existing provision that aligns to your Learner Success and Disability Action Plans, where relevant.**

Your understanding of our investment priorities should be evident in your leadership, strategies and policies as well as the programmes you create and deliver.

We expect that by successfully delivering your proposed Plan you will contribute to achieving the Government's priorities, including the objectives and priorities described in the TES.

Targeted priorities for higher and vocational education highlight specific industries and skills

Higher and vocational education should deliver the skills that employers, industries and regions need. Our targeted priorities focus on specific industries and areas of provision where there is an identified need for:

- › growth in graduates,
- › increased diversity of graduates, and/or
- › improvements in retention and qualification completion rates.

Industry provides us with advice on workforce needs that can be met through education and training.

The higher education targeted priorities cover:

- › Science, Technology, Engineering and Maths (STEM)
- › Health (a range of qualifications and approaches to growth based on needs outlined in the [Health Workforce Plan](#) and profession-specific analyses)
- › Teacher education (specifically in STEM and te reo Māori subject areas)
- › Food and Fibre, and
- › Construction and Infrastructure.

For further information on the higher education targeted priorities, see pp. 24 - 26.

The vocational education targeted priorities are currently based on advice from WDCs. See further information from WDCs in the vocational education section (pp. 28–36).

See the following sections of the Plan assessment table:

- › Mission and role, p. 47
- › Responding to the TES and our investment priorities, pp. 47–48
- › Programmes and activities, including Mix(es) of Provision, p. 49
- › Outcomes and performance indicators, pp. 49–50.

We are also interested in other provision you deliver

Good quality provision should be designed and delivered to support learners and industry

We are interested in investing in good quality provision at all levels. This provision should be designed and delivered to support flexibility for learners and employers (where relevant) and respond to industry, employer and regional needs.

Efficient delivery models support learners to complete their qualification. It means that employers have quality graduates coming through the system. This is particularly relevant for the targeted priorities.

Good quality provision also contributes to good post-study outcomes through employment or transitions to higher-level education.

We need to know about provision for the Department of Corrections

If you are delivering programmes for learners in Department of Corrections' (Corrections) care, we need to know the details of this provision (below degree level). For any Corrections provision we need to know in your Mix of Provision:

- › the programme
- › the delivery site(s)
- › if it is face-to-face or extramural.

We need this information to ensure we are funding a good range of provision across the Corrections network. Corrections will verify with us how the proposed provision in your Plans matches its expectations for the year ahead.

We want to know if you are delivering te reo Māori or Pacific languages

As part of the Māori Language in Education Strategy, [Tau Mai Te Reo](#), we will focus investment on immersion/Māori-medium provision that leads to fluency. Our focus is enrolment growth at Level 4 and above.

If you are a kaupapa Māori education organisation, we expect you will have unique characteristics and approaches to support your ākonga.

If you deliver provision that supports Pacific languages in education as well as Pacific bilingual and immersion education, we want to know.



Achieving system-wide improvements in educational outcomes for economic growth

Tertiary education delivers the skills and knowledge that our economy needs, improving the lives of students and contributing to a skilled workforce. When learners fail to complete their qualification, they experience significant lost opportunities. Nationally, it affects skills shortages, productivity and economic growth. We need to ensure that more learners complete their qualifications. This will ensure a better return on investment in tertiary education for individuals and New Zealand.

Providers can benefit financially and reputationally from improved learner outcomes. We expect to see year-on-year improved educational outcomes for learners across the whole tertiary education system. Where providers make progress with their learner success approaches, we are more likely to maintain or, in some cases, grow their provision. Where positive shifts are not occurring at the rate or scale we expect, this can affect our future investment decisions.

The Learner Success Framework supports educational outcomes and aligns to our performance expectations

We developed the Learner Success Framework to help you develop and implement learner-centric operating models. It provides you with tools to understand your learners and address why and how your organisational model supports (or does not support) learner success.

Having effective and safe mechanisms for capturing the learner voice, and using your performance data effectively, is central to informing your learner success approach. You need to continually evaluate learner performance to ensure you are responding to current learners' needs.

We expect to see evidence of how your learner success work aligns with the core components of the [Learner Success Framework and capabilities](#).

Your Learner Success Plan and Disability Action Plan describe progress towards educational outcomes

All providers submitting an Investment Plan, and receiving \$5 million or more in TEC funding, must have a Council or Board-approved Learner Success Plan (LSP) and a Disability Action Plan (DAP). Progress towards achieving LSP and DAP milestones forms an important part of our regular engagement with you. If you already have a current LSP, you need to submit an LSP progress update to outline the progress you are making. This, and any DAP updates, must be approved by your Council or Board.

Disability Action Plans (DAPs) outline how you are supporting disabled learners to improve educational outcomes. **A DAP must include clear evidence you have used the [Kia Ōrite Toolkit](#) and its best practice standards.** For more information see the [Kia Ōrite Toolkit](#). If you already have a current DAP, you must publish it and any progress updates on your website.

The learner success approach will be further embedded into future investment rounds, starting from the 2027 investment year. This will streamline the Plan components and reduce compliance. We will work with the sector to discuss a proposed approach during the 2025 calendar year.

For information on who needs to submit an LSP or DAP refer to Appendix B: Plan Components. We encourage you to use the guidance and templates to develop your LSP and [DAP](#), as well as any required progress updates. We have developed a [DAP progress update template](#).



We expect sector performance to improve at all levels and for all learner groups

The contribution of the tertiary education sector to economic growth and productivity is maximised when all learners are supported to progress through and complete their qualifications. There is significant room for improvement, with most outcomes declining or continuing to plateau at current levels. For example, it is not acceptable that less than two-thirds of learners at Level 7-degree level (and even less for some groups) complete their qualification. The Government has a strong interest in increasing completion and retention rates.

While there have been disruptions in recent years, many trends over time show that current performance has still not exceeded pre-COVID highs. Only two of the key areas are showing improvement above historical levels. Outcomes for some groups continue to remain lower than others. This is concerning, particularly given that by 2043, around a third of New Zealand's population will be Māori or Pacific.

We expect to see sector-wide outcomes improving year on year for all learners, recent declines reversing, and previous peaks being exceeded. We also expect lower outcomes for particular groups to be addressed. Your LSPs and DAPs should show how you are improving outcomes for learners. Achieving significantly better outcomes is critical to meeting New Zealand's future skills needs.

The data below shows patterns of sector performance at various levels over time. It focuses on sector performance where we are especially concerned, and performance that is improving but this needs to continue. In a tight fiscal environment, we will be paying close attention to poor performance and will look to disinvest from this provision. This section is different to last year's Plan Guidance, where we provided our performance expectations based on the level of education (foundation, vocational and higher). We report trends here dating back to 2016.¹

¹ Prior to 2016 a different methodology for Educational Performance Indicators was used, so the results are not directly comparable.

We are especially concerned about declines and plateaus over time, and lower outcomes for some learner groups

At Levels 1–2, declining course and qualification completion rates are of concern for all learner groups; these trends must reverse and rates for Māori and Pacific learners need to improve even further

Figure 1: Course completion rates, DQ Levels 1 and 2 (excluding Youth Guarantee)

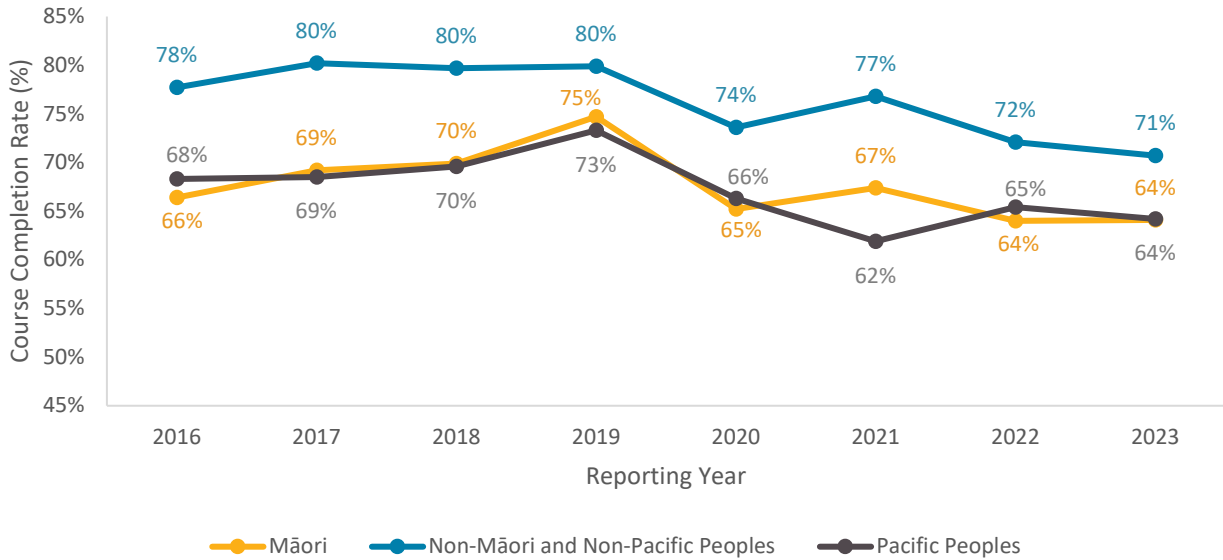
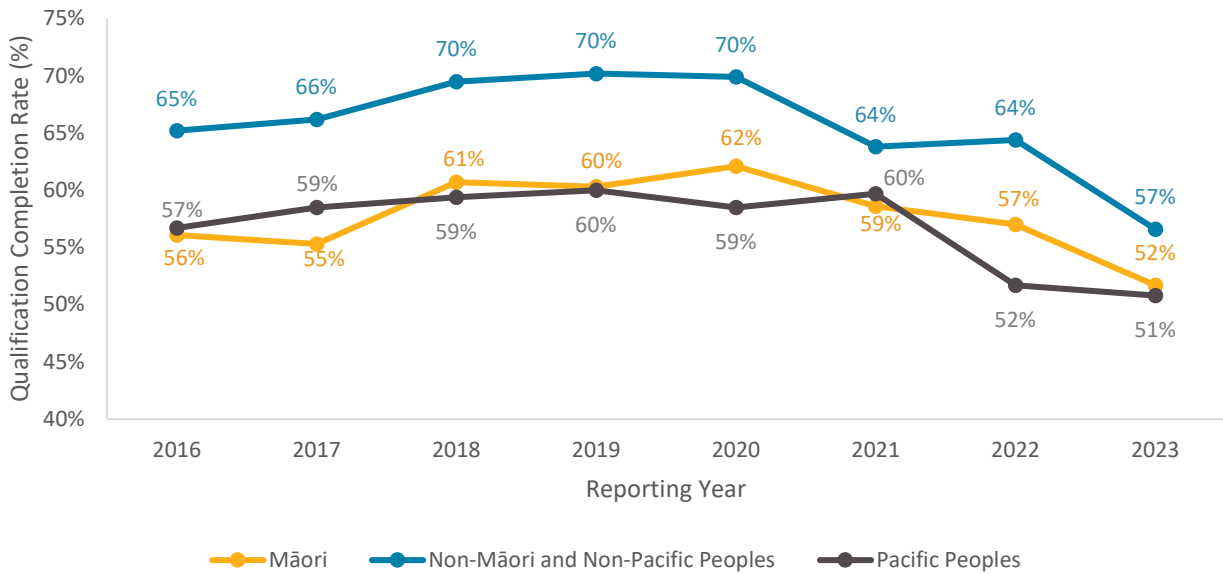


Figure 2: Qualification completion rates, DQ Levels 1 and 2 (excluding Youth Guarantee)



In vocational education, we expect outcomes for all provider-based learner groups to improve, and declines in work-based programme completion rates to reverse immediately

Figure 3: Course completion rates, provider-based provision Levels 3–7 (non-degree)

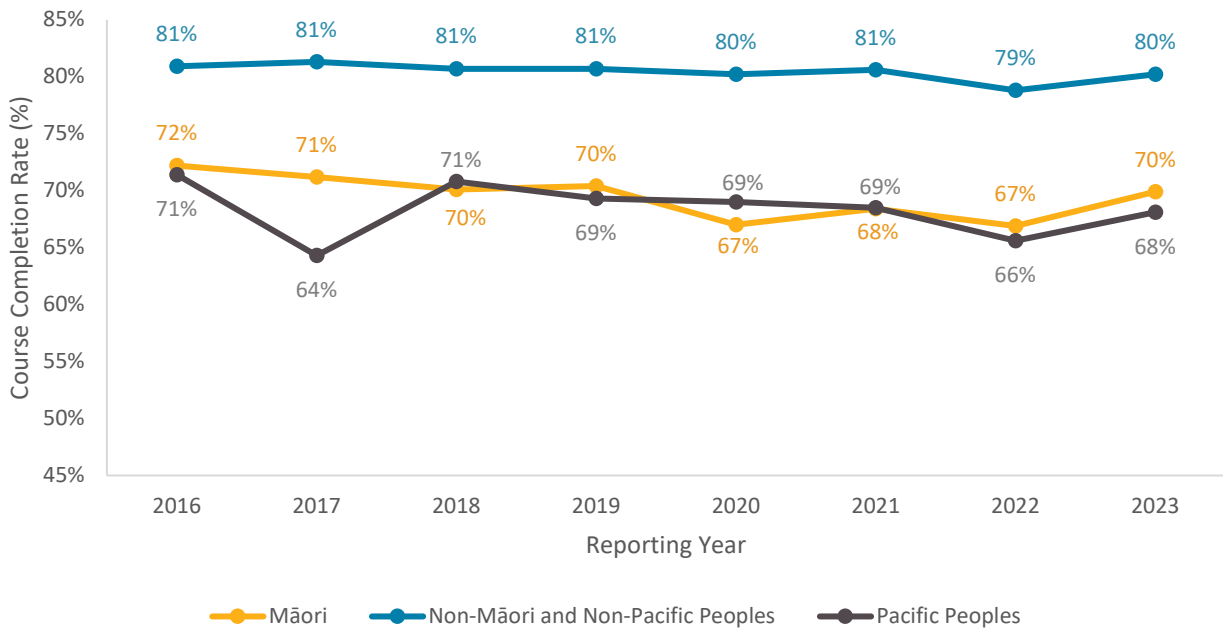
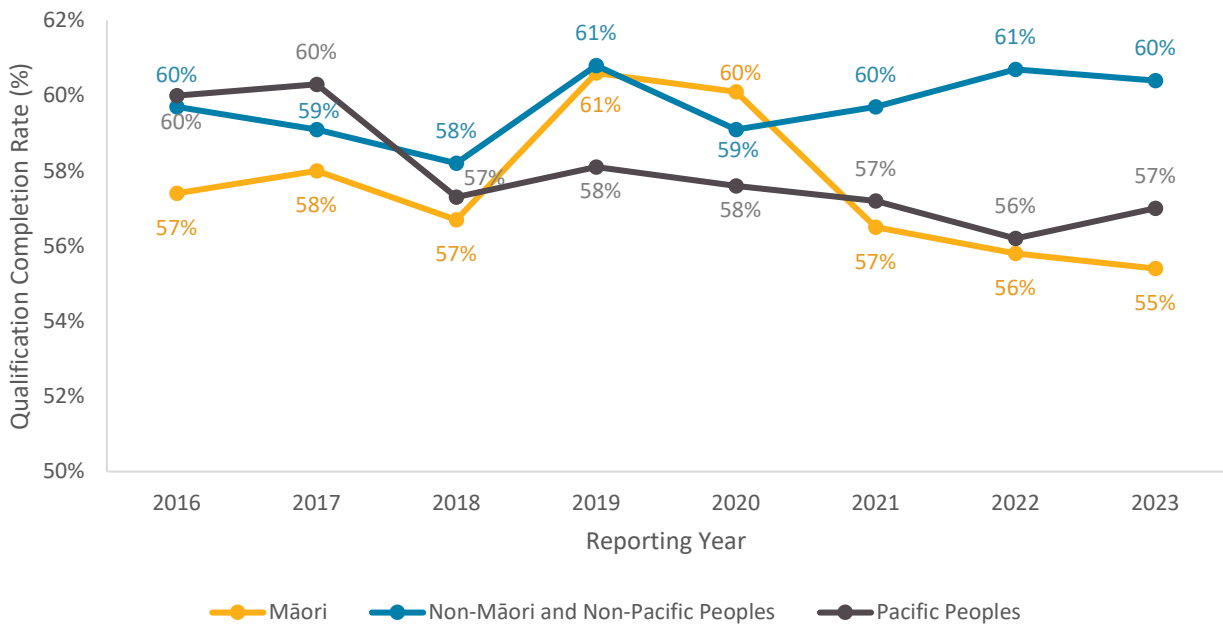


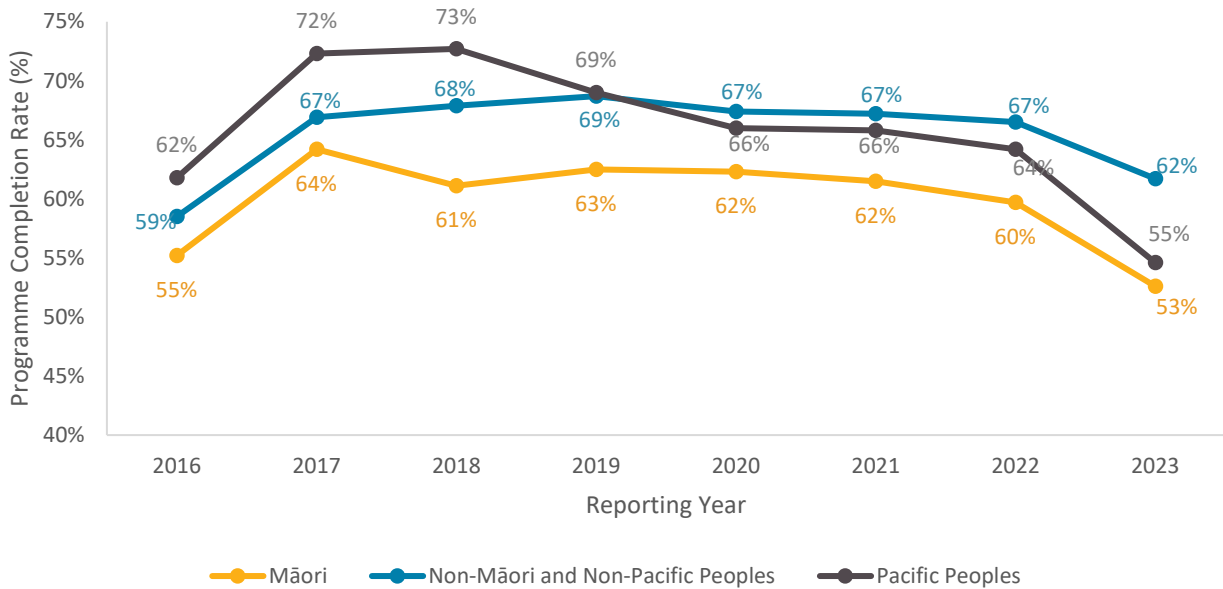
Figure 4: Qualification completion rates, provider-based provision Levels 3–7 (non-degree)



Programme completion rates are affected in 2021–2022 by learners moving from transitional industry training organisations to new organisations. Nevertheless, we expect providers to be focused on supporting learners to successfully complete their programmes and for this to be

reflected in future data. Improvements in credit achievement rates (see below) will help in attaining this goal.

Figure 5: Programme completion rates, work-based learning Levels 1–7



In higher education, we expect outcomes for all learner groups to improve, particularly retention and qualification completion rates

Figure 6: First-year retention rates, Level 7 degree

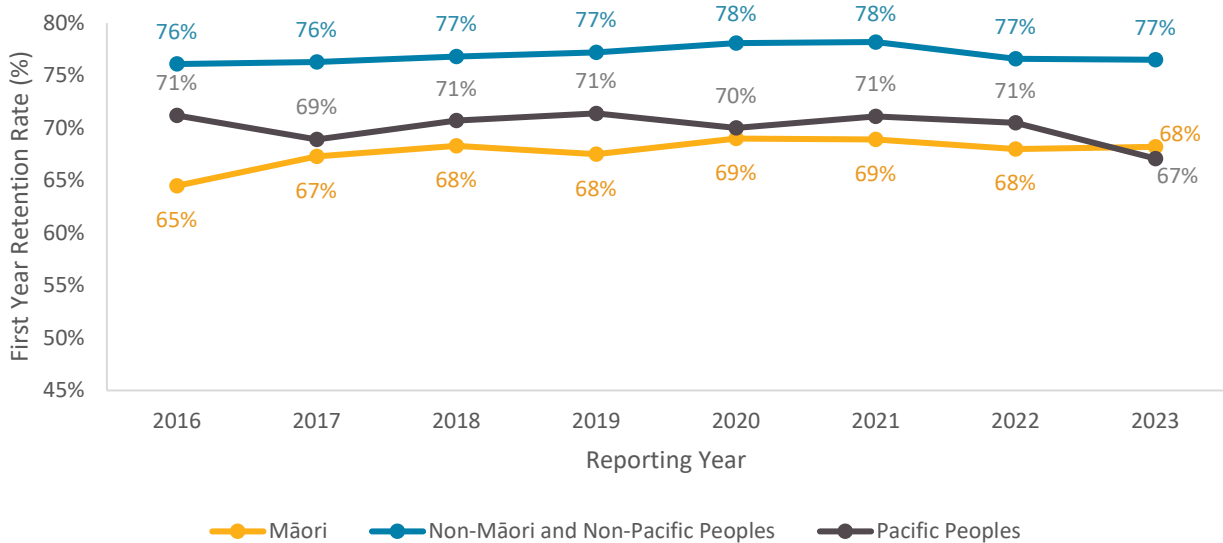


Figure 7: Qualification completion rates, Level 7 degree

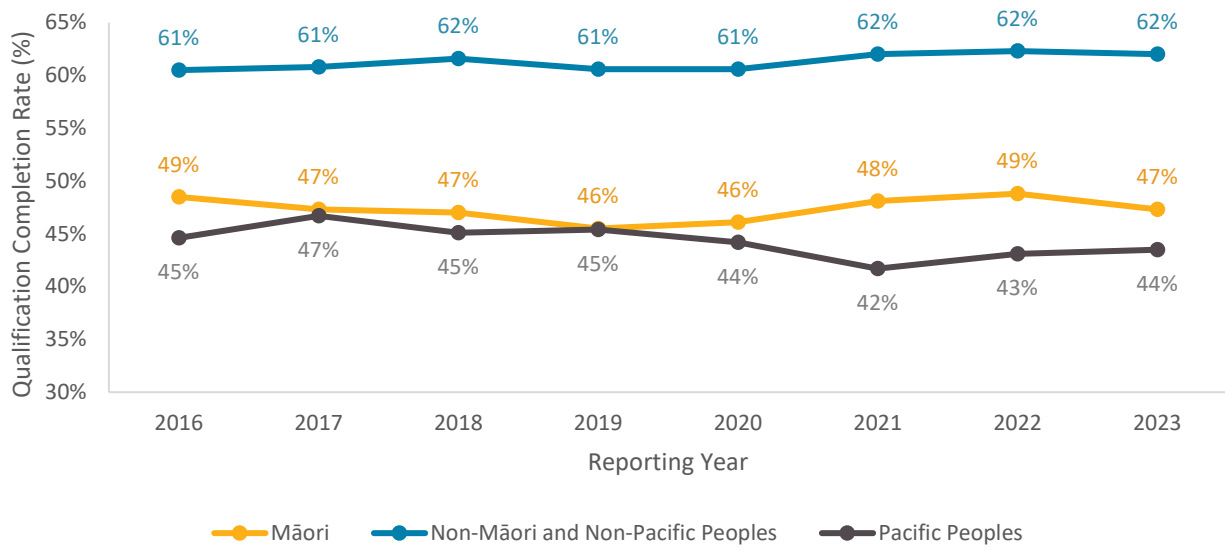
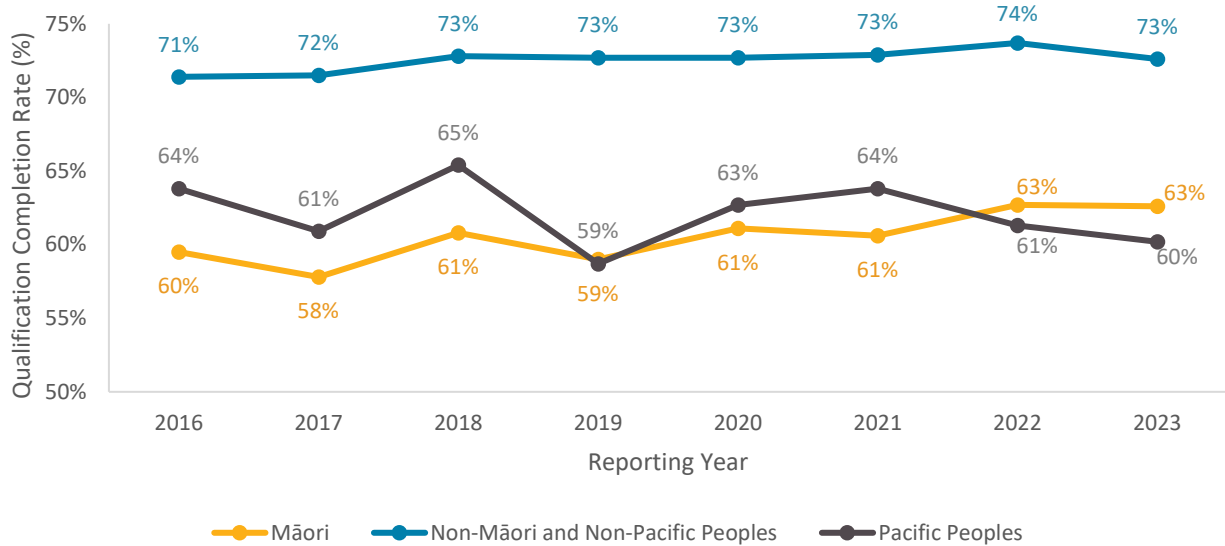


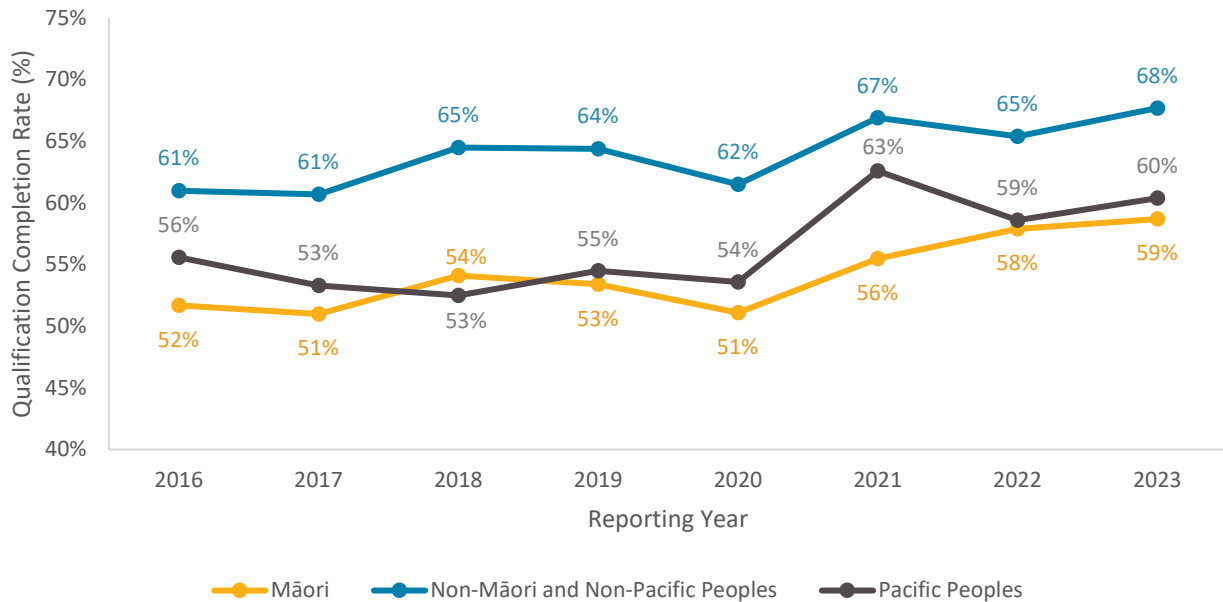
Figure 8: Qualification completion rates, Levels 8–10



We also expect further progress in areas that are improving

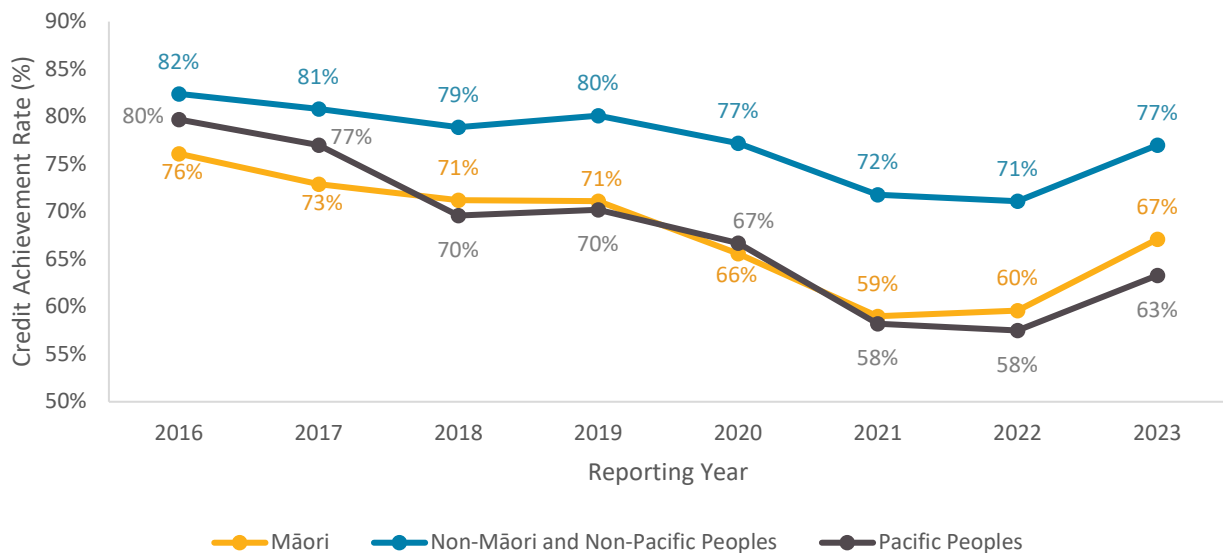
We expect increases in Youth Guarantee qualification completion rates to continue, and further increases for Māori and Pacific learners

Figure 9: Qualification completion rates, Youth Guarantee fund



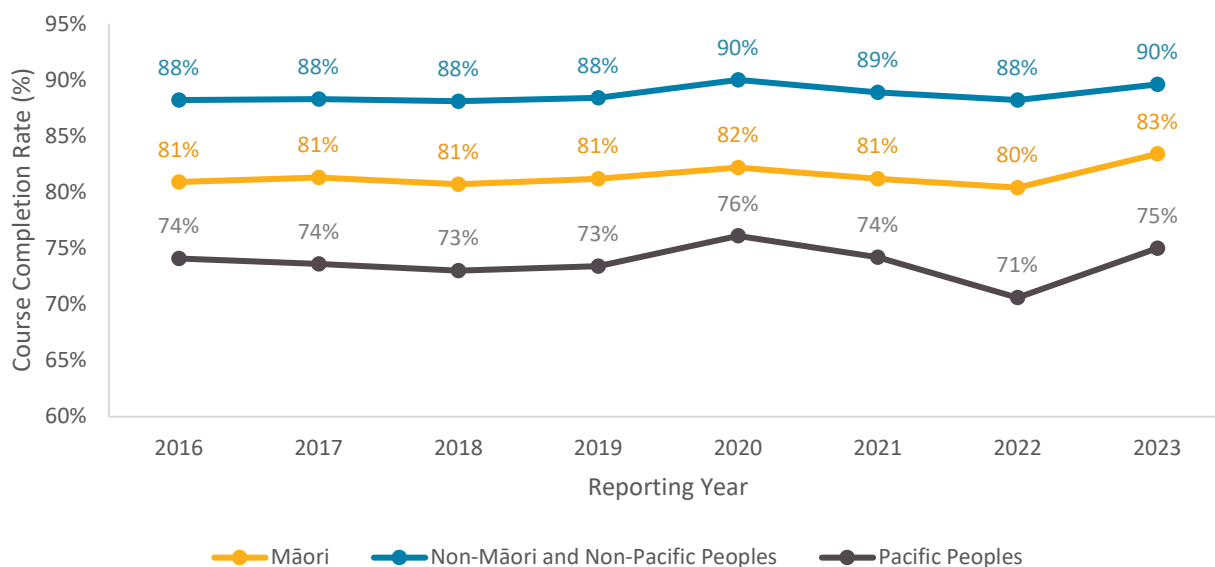
Improvements in work-based credit achievement rates are encouraging but we expect further improvement to return to and exceed previous highs

Figure 10: Credit achievement rates, work-based learning Levels 1–7



Degree-level course completion rates have recently improved; we especially want the rates for Māori and Pacific learners to improve further

Figure 11: Course completion rates, Level 7 degree



Tell us how you are contributing to tertiary education sector outcomes and what your organisation is doing to improve them

Your Plan should discuss the performance of your learners and what drives the performance of your organisation with respect to the tertiary education sector patterns covered here. Tell us how your organisation is contributing to improving sector-wide performance. Refer to the section *Achieving system-wide improvements in educational outcomes for economic growth* on p. 13.

If you are setting Educational Performance Indicator Commitments, consider your current performance, capability, and stage of your learner success journey.

If we have specific concerns about your educational performance, you will need to provide a robust plan to address these in your Plan. Our Response Framework provides further information about how we manage performance when it needs to improve. We also want to know if you are making any changes to your organisation that could have a significant impact on your future performance.

See the following sections of the Plan assessment table:

- › Learner Success Plans and Disability Action Plans, pp. 48–49
- › Outcomes and performance indicators, pp. 49–50
- › Response to performance issues, p. 50



We invest in higher education to generate skills, knowledge and productivity

Higher education plays a key role in advanced learning which, in turn, contributes to economic growth and productivity through innovation. It creates highly skilled people, generates research and supports knowledge transfer and application. This can have valuable commercial benefits which the Government wants to grow.

Higher education has national and international benefits. It:

- › prepares learners for successful careers, through connecting learning to better employment outcomes and developing work-ready skills
- › contributes to a highly skilled workforce to meet business and other needs
- › supports education and research in important economic, social and cultural areas
- › builds the future academic and research workforce through postgraduate pathways.

The Government is focused on higher education and research that is well integrated with businesses and New Zealand's public scientific research institutes² to deliver benefits to New Zealand.

We invest in degree and postgraduate provision to help ensure New Zealand has a highly skilled and productive workforce that contributes to economic growth through research, innovation and its commercialisation.

Targeted priorities for higher education reflect national skills needs

Much undergraduate-level higher education offers general qualifications which support a range of sectors, for example, management. To recognise this, we are using a different format for these targeted priorities this year.

For most higher education targeted priorities, we expect you to discuss changes in your provision with us before you submit your Plan for 2026. Most providers in these key sectors have regular engagement with Relationship Managers who support your responses to these targeted priorities. For those who don't, please contact us on 0800 601 301 or customerservice@tec.govt.nz.

Considerations for all higher education priorities

For all higher education we will consider how you are offering:

- › innovative modes of delivery (eg, work-integrated learning or employment-based learning) that support good learner outcomes, increase workforce diversity, and recognise the financial pressures on learners
- › flexible options for learners (eg, part-time options that accommodate work and family commitments)
- › ability for learners to make use of the skills and knowledge they already have and complete shorter/transition qualifications (eg, micro credentials)
- › innovative ways of merging disciplines to reflect the reality of work in a sector (eg, composite degrees such as combining science with up-to-date technology skills).

In a fiscally constrained environment, delivering provision that aligns to our priorities may require you to change your Mix of Provision within your existing allocation.

² The Government is currently reviewing advice from the Science System Advisory Group on strengthening the science, innovation and technology system.

When you make significant changes to your Mix of Provision, move into new areas of provision, or seek additional funding (if available), we want to see a narrative that explains how the provision reflects the priorities for higher education we describe in this section.

In addition to the considerations above, sector-specific priorities are detailed on the next page.

See the following sections of the Plan assessment table:

- › Responding to the TES and our investment priorities, pp. 47–48
- › Addressing the needs of key stakeholders, p. 48
- › Programmes and activities, including Mix(es) of Provision, p. 49

Sector-specific higher education targeted priorities

Sector	Approach to growth
Science, Technology, Engineering and Maths (STEM)	<p>The science and technology sector covers a wide range of roles, some of which overlap with our priorities for food and fibre, and construction and infrastructure.</p> <p>Workforce demands span STEM disciplines including software engineering (eg, safety-critical software, signal processing, autonomous operations), avionics/electronic engineering (eg, remote sensing systems, communication systems, radar engineering), rocketry, and test and evaluation/quality assurance. Including space topics or courses in areas of existing educational strengths (eg, biotechnology) will also support maturing the domestic sector.</p> <p>While STEM provision remains a priority for tertiary education investment, we will look more closely for 2026 at the outcomes learners gain from the provision they access. Where we cannot see good outcomes for learners, we will not grow investment.</p> <p>Engineering remains an investment priority and we are interested in new provision that supports further upskilling and movement between engineering disciplines without complete retraining. Relevant providers should talk to their Relationship Manager about their engineering provision and how it will meet sector needs. We also want to grow the number of graduates with skills in the latest technology including artificial intelligence and machine learning.</p>
Health	<p>We are working closely with Health New Zealand in line with the Health Workforce Plan.³ We will prioritise provision for investment that reflects this work. We will continue to work directly with providers delivering the key skills needed for the health workforce. We are looking for provision that supports:</p> <ul style="list-style-type: none"> › transition between health professions (including moving to advanced or extended scopes of practice within a profession or gaining registration in a different profession, as well as staircasing options from non-regulated to registered professions) › part-time learning options and the ability to earn while you learn › flexible and innovative learning delivery which may also include simulation, blended learning › learning pathways that build on existing experience › learning in regional areas to deliver skills locally › diversifying the workforce › student retention and course completion (eg, via joint first and subsequent year courses to enable students to change the major from one health profession to another). <p>We will only fund new providers in this sector in exceptional circumstances and where we can see they will meet a currently unmet need.</p>
Teacher Education	<p>We are seeking growth in initial teacher education (ITE) (provision that leads to teacher registration) for Early Childhood, Primary and Secondary education. For a full list of qualifications that will lead to registration, see the Teaching Council.</p> <p>For ITE we are interested in innovative delivery models that support practice-based or employment-based initial teacher education.</p> <p>For Secondary ITE, we want to see overall growth in graduates, and growth that supports subject areas with the greatest demand:</p> <ul style="list-style-type: none"> › science, technology, engineering and maths › te reo Māori.
Food and Fibre	<p>The food and fibre sector is critical to New Zealand’s economy. We know that this sector has struggled to attract and retain the skills needed. We will prioritise provision that supports skill development including:</p> <ul style="list-style-type: none"> › leadership and financial management skills that specifically support this sector › agritech, biotech and other innovative technology › broad, cross-discipline skill development that supports this sector. <p>We are interested in provision that targets attracting and retaining learners for this sector who may not have otherwise engaged in higher education.</p>
Construction and Infrastructure	<p>There are significant projects planned for New Zealand that will need graduates with skills in construction and infrastructure. We will look to support provision that is connected to these projects and delivers work-ready graduates. There is a particular need for sector-specific training that supports project management, leadership, financial management, engineering and technological advancement.</p>

³ The actions in the plan are those that Health NZ will start to progress in FY24/25. We will continue to work with Health NZ on education and training investment prioritisation for delivery that will occur in 2026.



Vocational education delivers skills to regional economies, industries and communities

Vocational education is crucial to support regional economic development through skills that lead to better employment outcomes and business productivity. It gives people the opportunity and flexibility to gain an education directly relevant to specific occupations and retains young people and workers within regions.

We invest in vocational education and training to deliver the skills that regions, industries, employers, learners and communities need.

The Government is committed to greater regional decision-making as it disestablishes Te Pūkenga/the New Zealand Institute of Skills and Technology (Te Pūkenga) and allows institutes of technology and polytechnics (ITPs) to be established as autonomous entities. These may be standalone or part of a federation, with some stand-alone ITPs intended to be in place on 1 January 2026.

The Government will also establish Industry Skills Boards (ISBs), which will have a standards-setting and quality assurance role. WDCs will continue to operate until ISBs are established.

We will release further guidance as implementation decisions are made, and publish any fund-specific updates and changes on our website.

Delivering apprenticeships and other work-based learning

If you are delivering apprenticeships, you need specific content in your Plan to show how you are supporting good practice and meeting legislative requirements. Your Plan needs to specifically describe how you will meet the following apprenticeship training requirements to:

- › promote apprenticeship training
- › identify prospective apprentices and employers
- › provide or arrange training or employment that may lead to apprenticeship training for prospective apprentices
- › help prospective apprentices enter into apprenticeship training agreements
- › produce individual training plans and facilitate their implementation
- › monitor individual apprentices
- › ensure that the [Code of Good Practice for New Zealand Apprenticeships \(PDF 1.3 MB\)](#) is applied to apprenticeship training and every apprenticeship training agreement, and
- › provide or procure appropriate pastoral care and support for apprentices.

While these activities are requirements for apprenticeships, we consider them best practice for all work-based learning and expect to see similar approaches for all work-based learners.

If you are a PTE that currently offers work-based learning and are looking to expand your offering, you will need to:

- › reprioritise within your existing funding in the first instance, and
- › stay in close contact with your Relationship Manager or us on 0800 601 301 or customerservice@tec.govt.nz for the latest information.

Vocational education targeted priorities identify changes needed to provision

The vocational education targeted priorities identify areas where a change in provision is needed to meet industry workforce needs. We want you to consider these priorities when planning the programmes you will deliver from 2026.

In a fiscally constrained environment, ensuring you deliver the qualifications and skills that industry needs may require you to change your Mix of Provision within your existing allocation.

Some priority provision only has a small number of providers. In these cases, we will engage directly with the provider(s) rather than publishing the detail in Plan Guidance.

See the following sections of the Plan assessment table:

- › Responding to the TES and our investment priorities, pp. 47–48
- › Addressing the needs of key stakeholders, p. 48
- › Apprenticeships, p. 49
- › Programmes and activities, including Mix(es) of Provision, p. 49.

Vocational education targeted priorities



HANGA-ARO-RAU

**Manufacturing, Engineering
and Logistics**

Workforce Development Council

This section identifies provision that the WDC has identified would benefit from a change in delivery. This may be an increase, a decrease or a change (eg the mode).

Category	Qualification or credential	Type of change
Automotive	New Zealand Certificate in Automotive Electrical Engineering (Level 4) (3460)	Increase
	New Zealand Certificate in Automotive Engineering (Level 3) (3097)	Maintain 2024 levels of delivery
	New Zealand Certificate in Collision Repair and Automotive Refinishing (Level 3) (3008), to be replaced by two new qualifications: a) New Zealand Certificate in Automotive Collision Repair (Level 3) (4858) b) New Zealand Certificate in Automotive Refinishing (Level 3) (4859)	Replace and increase
	New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5) (3915)	Increase
	New Zealand Certificate in Heavy Automotive Engineering (Level 4) with strands in Road Transport, Plant and Equipment, Agricultural Equipment, and Materials Handling (3118)	Increase
	New Zealand Certificate in Light Automotive Engineering (Level 4) (3450)	Increase
Maritime	New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4) (2505)	Increase – particular focus on Northland and Marlborough
	New Zealand Certificate in Maritime Crewing (Level 3) with strands in Deck Crewing, Engineering, Passenger Services, and Superyacht Crewing (2506)	Increase – particular focus on Northland and Marlborough
	New Zealand Certificate in Maritime Operations (Level 4) with strands in Fishing, and Watchkeeping (2513)	Increase – particular focus on Northland and Marlborough
Transportation	New Zealand Certificate in Commercial Road Transport (Heavy Vehicle Operator) (Level 3) (3089)	Increase – preference for work-based learning (WBL)

This section identifies new qualifications and credentials the WDCs have developed to meet industry needs. We want providers to consider delivering this provision.

Category	Qualification or credential	Type of change
Automotive	New Zealand Certificate in Automotive Parts and Accessories (Level 4) (5104)	New delivery sought
Engineering	New Zealand Certificate in Transport Engineering (Trade) (Level 4) (5054)	New delivery sought – preference for WBL
Manufacturing	Digital Systems for Productivity Improvement in Manufacturing (Micro-credential) (5011)	New delivery sought – preference for WBL
Mining/Quarrying	Extractive Industries Standard Operating Procedures (4848)	New delivery sought – preference for WBL. Focus on West Coast, Otago, Taranaki and Waikato
	Extractive Industries Site Construction and Maintenance (Micro-credential) (4849)	
Plastics	New Zealand Certificate in Plastics Engineering and Fabrication (Level 4) (5015)	New delivery sought – preference for WBL
	Onsite polymer welding (Micro-credential) (5013)	New delivery sought – preference for WBL
	Plastic fabrication workshop and welding (Micro-credential) (5014)	New delivery sought – preference for WBL
	Plastics acrylics fabrication and assembly (Micro-credential) (5012)	New delivery sought – preference for WBL

Print	Assist a Print Operator (Micro-credential) (4884)	New delivery sought – preference for WBL
	Guillotine Operations for Print Production (Micro-credential) (4861)	New delivery sought – preference for WBL
	Print Industry Foundation Knowledge (Micro-credential) (4881)	New delivery sought – preference for WBL
Textiles	Industrial Textile Fabrication On-site Installation (Micro-credential) (5074)	New delivery sought – preference for WBL
	New Zealand Certificate in Advanced Textiles (Level 4) with strands in Industrial Textiles Fabrication, and Industrial Trimming (5060) <i>replacing 2544</i>	New delivery sought – preference for WBL
	New Zealand Certificate in Industrial Sewing (Level 3) (5081)	New delivery sought
Transportation	Communicate to improve safety, compliance and performance in commercial road transport (Micro-credential) (5109)	New delivery sought
	Data Collection and Analysis to Improve Performance in Commercial Road Transport (Micro-credential) (5106)	New delivery sought
	Heavy vehicle recovery skills (Micro-credential) (4862)	New delivery sought – preference for WBL
	Introduction to Dispatch Operations for Commercial Road Transport (Micro-credential) (5108)	New delivery sought – preference for WBL
	Off-road heavy vehicle driving skills (Micro-credential) (4865)	New delivery sought – preference for WBL
	Waste transport driver operations and safety (Micro-credential) (4863)	New delivery sought – preference for WBL
	Waste transport driver operations and safety using a left-hand waste collection vehicle (Micro-credential) (4864)	New delivery sought – preference for WBL
	Workplace Driver Trainer Skills for Commercial Road Transport (Micro-credential) (5110)	New delivery sought – preference for WBL



This section identifies provision that the WDC has identified would benefit from a change in delivery. This may be an increase, a decrease or a change (eg, the mode).

Category	Qualification or credential	Type of change
ECE	New Zealand Certificate in Early Childhood Education and Care (Level 4) (2850)	Increase
	New Zealand Diploma in Early Childhood Education and Care (Level 5) (2851)	Increase
	New Zealand Diploma in Early Childhood Education and Care (Level 6) (2852)	Increase
Health	New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) (2989)	Increase
	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) (2992)	Increase
Youth work	Te Tiwhikete Kaiarahi Taiohi – Aotearoa (Taumata 4) (2449)	Increase

This section identifies new qualifications and credentials the WDCs have developed to meet industry needs. We want providers to consider delivering this provision.

Category	Qualification or credential	Type of change
Health	Conduct Cervical Screening (Level 6) (Micro-credential) (5037)	New delivery sought
	Health of the older person – Kaiāwhina-led non-complex support plan review (Level 3) (Micro-credential) (5038)	New delivery sought
	Support a person with Fetal Alcohol Spectrum Disorder (Level 4) (Micro-credential) (5076)	New delivery sought

Health New Zealand has published the [Health Workforce Plan](#). This plan highlights priorities in education and training at Level 3 and 4 for health workers (including peer support) and kaiāwhina training that provides pathways into nursing and allied health roles. The actions in the plan are those that Health NZ will start to progress in FY24/25. We will continue to work with Health NZ on education and training investment prioritisation for delivery that will occur in 2026.



MUKA TANGATA

People, Food and Fibre

Workforce Development Council

This section identifies provision that the WDC has identified would benefit from a change in delivery. This may be an increase, a decrease or a change (eg, the mode).

Category	Qualification or credential	Type of change
Agriculture	New Zealand Certificate in Agriculture (Farming Systems) (Level 3) (2220)	Increase
	New Zealand Certificate in Agriculture (Level 3) (3869)	Increase
	New Zealand Certificate in Agriculture (Level 4) (Stranded) (2212)	Increase
	New Zealand Certificate in Pest Operations (Level 3): Rural Pest Control, Rural Pest Monitoring, and Urban Pest Control (2443)	Increase
Apiculture	New Zealand Certificate in Apiculture (Level 3) (2223)	Change of mode to focus on work-based training
Forestry	New Zealand Certificate in Forest Harvesting Operations (Level 3): Basic Machine Operation, Breaking Out - Cable, Landing Operations, and Tree Felling (2326)	Increase
	New Zealand Certificate in Forestry Operations (Level 3): Basic Machine Operations, Mensuration, Production Thinning, Planting, Pruning, and Thin to Waste (2334)	Increase
Horticulture	New Zealand Certificate in Horticulture (General) (Level 3) (2677)	Decrease
	New Zealand Certificate in Horticulture (Level 3) (Stranded) (2678)	Increase
	New Zealand Certificate in Horticulture Production (Level 4) (Stranded) (2676)	Increase
	New Zealand Certificate in Horticulture Services (Level 4) (Stranded) (2674)	Increase
	New Zealand Diploma in Horticulture Production (Level 5) (Stranded) (2666)	Increase
Pan-sector	New Zealand Certificate in Primary Industry Operational Skills (Level 3): Optional strands in Specialist Equipment, and Infrastructure (2215)	Increase
	New Zealand Certificate in Primary Industry Production Management (Level 5) (Stranded) (2211)	Increase
	New Zealand Certificate in Primary Industry Skills (Level 2): Optional strand in Self-Management and Employability Skills (2218)	Increase
	New Zealand Diploma in Primary Industry Business Management (Level 5) (2221)	Increase

Seafood	New Zealand Certificate in Seafood Processing (Level 3): Fish and Fish Products, Live Holding, Cleaning and Sanitation, and Seafood Logistics (3130)	Increase
Veterinary	New Zealand Certificate in Animal Healthcare Assisting (Level 4): Companion Animal Healthcare, Equine Healthcare, and Rural Animal Healthcare (4388)	Increase
	New Zealand Diploma in Veterinary Nursing (level 6): Companion Animal Veterinary Nursing, and Equine Veterinary Nursing (4389)	Increase

This section identifies new qualifications and credentials the WDCs have developed to meet industry needs. We want providers to consider delivering this provision.

Category	Qualification or credential	Type of change
Equine/Racing	New Zealand Certificate in Assistant Trainer (Level 4) (4825)	New delivery sought
Forestry	Business Forestry Leadership (Micro-credential) (Level 5) (4979)	New delivery sought
	Core Construction of Forestry Roads (Micro-credential) (Level 3) (4980)	New delivery sought
	Core Forestry Leadership (Micro-credential) (Level 5) (4977)	New delivery sought
	Forestry Deadman Installation (Micro-credential) (Level 3) (4981)	New delivery sought
	Forestry Earthworks Plant Operation (Micro-credential) (Level 3) (4975)	New delivery sought
	Forestry Foundation Skills (Micro-credential) (Level 2) (5040) <i>aligns with 4918</i>	New delivery sought
	Forestry Operations: Log Scaling (Micro-credential) (Level 4) (4925)	New delivery sought
	Forestry River Crossing Construction (Micro-credential) (Level 3) (4974)	New delivery sought
	Forestry Road Pavement (Micro-credential) (Level 3) (4973)	New delivery sought
	Geotextile Installation in Forestry Infrastructure (Micro-credential) (Level 3) (4982)	New delivery sought
	Maintenance and Rehabilitation of Forestry Roads (Micro-credential) (Level 3) (4976)	New delivery sought
	New Zealand Certificate in Forest Industry Foundation Skills (Level 2) (4918) <i>replaces 2325</i>	New delivery sought
	New Zealand Certificate in Forestry Leadership (Level 5) (4826)	New delivery sought
	Operational Forestry Leadership (Micro-credential) (Level 5) (4978)	New delivery sought
Horticulture	Assess and manage risks to freshwater from horticultural production (Micro-credential) (Level 4) (5055)	New delivery sought
Seafood	Introduction to Aquaculture (Micro-credential) (Level 2) (5036)	New delivery sought
	Introduction to Commercial Fishing (Micro-credential) (Level 2) (5052)	New delivery sought
Sheep/Deer/ Beef/Wool	Introduction to Shearing (Micro-credential) (Level 3) (5068)	New delivery sought
Sheep/Deer/ Beef/Wool Other	Shearing Essentials (Junior) (Micro-credential) (Level 3) (5066)	New delivery sought
	Wool Handling Fundamentals (Micro-credential) (Level 3) (5067)	New delivery sought
	Wool Pressing Skills (Micro-credential) (Level 3) (5065)	New delivery sought
	Emerging Leadership in People, Food and Fibre Industries (Micro-credential) (Level 4) (5044)	New delivery sought
Other Irrigation	Groundspread Nutrient Application for Primary Industry (Micro-credential) (Level 3) (4914)	New delivery sought
	Irrigation – Full pipe water measurement device installation and commission (Micro-credential) (Level 5) (5004)	New delivery sought
Irrigation	Irrigation – Full pipe water measurement device verification (Micro-credential) (Level 5) (5002)	New delivery sought



RINGA HORA

Services

Workforce Development Council

This section identifies provision that the WDC has identified would benefit from a change in delivery. This may be an increase, a decrease or a change (eg, the mode).

Category	Qualification or credential	Type of change
Business	New Zealand Certificate in Business (Accounting Support Services) (Level 4) (2455)	Maintain 2024 levels
	New Zealand Certificate in Business (First Line Management) (Level 4) (2456)	Increase
	New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) (2453)	Increase
	New Zealand Certificate in Business (Small Business) (Level 4) (2457)	Increase
Cookery	New Zealand Certificate in Cookery (Level 4) (2101)	Increase – preference for face-to-face delivery
	New Zealand Diploma in Cookery (Advanced) (Level 5) with strands in Cookery, and Patisserie (2102)	Increase – preference for face-to-face delivery
Security	New Zealand Certificate in Security (Foundation) (Level 3) (3642)	Increase
Tourism	New Zealand Certificate in Tourism (Level 4) (2202)	Increase
Travel	New Zealand Certificate in Travel (Level 4) (2204)	Increase

This section identifies new qualifications and credentials the WDCs have developed to meet industry needs. We want providers to consider delivering this provision.

Category	Qualification or credential	Type of change
Pan sector	Core Service Sector Skills Micro-credential (Level 3) (5101)	New delivery sought
	New Zealand Certificate in Service Sector Skills (Level 3) (5025)	New delivery sought



TOI MAI

Workforce
Development
Council

This section identifies provision that the WDC has identified would benefit from a change in delivery. This may be an increase, a decrease or a change (eg, the mode).

Category	Qualification or credential	Type of change
Hairdressing	New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4) (2413)	Increase

IT	New Zealand Diploma in Cybersecurity (Level 6) (3837)	Increase – WBL or provider based only. Focus on Waikato and Wellington
	New Zealand Diploma in IT Infrastructure (Level 6) (4129)	Increase
	New Zealand Diploma in Software Development (Level 6) (2604)	Increase
Outdoor	New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4) (3765)	Increase – focus on Auckland
	New Zealand Certificate in Outdoor Leadership (Level 4) (3662)	Increase – focus on Auckland
	New Zealand Diploma in Outdoor and Adventure Education (Multi-skilled) (Level 5) (3766)	Increase – focus on Auckland

This section identifies new qualifications and credentials the WDCs have developed to meet industry needs. We want providers to consider delivering this provision.

Category	Qualification or credential	Type of change
Exercise	Exercise Fundamentals (Micro-credential) (5023)	New delivery sought
Music	New Zealand Certificate in Piano Tuning Technician (Level 4) (4828)	New delivery sought – WBL or provider based only
Screen	Introduction to the Aotearoa New Zealand Screen Industry (Micro-credential) (5045)	New delivery sought – preference for WBL



This section identifies provision that the WDC has identified would benefit from a change in delivery. This may be an increase, a decrease or a change (eg, the mode).

Category	Qualification or credential	Type of change
Access trades	New Zealand Certificate in Industrial Rope Access (Level 5) (2360)	Increase – preference for WBL
	New Zealand Certificate in Rigging (Level 4) with optional strands in Construction Rigging, and Telecommunications Rigging (2356)	Increase – preference for WBL
	New Zealand Certificate in Rigging (Level 5) (2357)	Increase – preference for WBL
	New Zealand Certificate in Scaffolding (Trade) (Level 4) (3710)	Increase – preference for WBL
Civil infrastructure	New Zealand Certificate in Infrastructure Works (Level 2) (2522)	Increase – preference for WBL
Construction and infrastructure	New Zealand Diploma in Architectural Technology (Level 6) (2416)	Increase
	New Zealand Diploma in Construction (Level 6) with strands in Construction Management, and Quantity Surveying (2420)	Increase
	New Zealand Diploma in Engineering (Level 6) with strands in Civil Engineering, Electrical Engineering, Electronics Engineering, Mechanical Engineering, and Fire Engineering (2612)	Increase

Electrical supply	New Zealand Certificate in Electricity Supply (Line Mechanic Distribution) (Level 4) with optional strand in Live Low Voltage Lines (2197)	Increase
Electrotechnology	New Zealand Certificate in Electrical Engineering Theory and Practice (Trade) (Level 4) (2388) <i>gradually replaced by 4204</i>	Replace
	New Zealand Certificate in Electrical Pre-Trade (Level 3) (4316) <i>(replaced 2387)</i>	Replace and increase
Water services	New Zealand Certificate in Drinking-water Treatment (Level 4) with optional strand in Multistage Processes (4138)	Increase
	New Zealand Certificate in Infrastructure Works (Pipeline Construction and Maintenance) (Level 4) with strands in Drinking-Water, Stormwater and Wastewater, and Trenchless Technologies (3858)	Increase
	New Zealand Certificate in Wastewater Treatment (Level 4) with optional strand in Multistage Processes (4142)	Increase
PGD	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3) (2660)	Decrease

This section identifies new qualifications and credentials the WDCs have developed to meet industry needs. We want providers to consider delivering this provision.

Category	Qualification or credential	Type of change
Access trades	Tube and Coupler Scaffolding Under Five Metres (Micro-credential) (5064)	New delivery sought
Civil infrastructure	Temporary Traffic Management Design (Micro-credential) (4922)	New delivery sought – preference for WBL
	Underground Utility Location (Micro-credential) (4924)	New delivery sought – preference for WBL
Construction and infrastructure	New Zealand Diploma in Detailing (Structural) (Level 5) with strands in Light Steel Frame, Steel Reinforcing, Structural Steel, and Precast Concrete (4515)	New delivery sought
Electrotechnology	New Zealand Certificate in Data Cabling (Level 3) (5057)	New delivery sought
Gas infrastructure	Gas CoC Protocol: Excavation for Work on Gas Infrastructure (Micro-credential) (5134)	New delivery sought – focus on Auckland, Wellington, Waikato, Manawatū
	Gas CoC Protocol: Foundation Skills for Working on Gas Infrastructure (Micro-credential) (5063)	New delivery sought – focus on Auckland, Wellington, Waikato, Manawatū
	Gas CoC Protocol: Low-capacity Gas Measurement Systems for Gas Infrastructure (Micro-credential) (5135)	New delivery sought – focus on Auckland, Wellington, Waikato, Manawatū
	New Zealand Certificate in Reticulated Gas Pipelines (Level 4) with strands in Metering and Pressure Control, and Polyethylene Pipeline Construction (3593)	New delivery sought – focus on Auckland, Wellington, Waikato, Manawatū
Offsite construction	New Zealand Diploma in Joinery Detailing (Level 5) (5133)	New delivery sought – preference for WBL
Onsite construction	New Zealand Certificate in Demolition (Level 3) (5058)	New delivery sought – preference for WBL
	Steel Fixing/Reinforcement Installation for Construction and Infrastructure (Entry-Level) (Micro-credential) (4842)	New delivery sought – preference for WBL
	Trades Essentials (Micro-credential) (Level 2) (4971)	New delivery sought – WBL or provider-based only



Investment in foundation education supports core skills

We want every adult in New Zealand to have the opportunity to develop the core foundation skills they need, such as language, literacy and numeracy. Having these skills is linked to better employment opportunities, higher income levels and positive impacts for individuals and community. We invest in foundation education so people can develop these core skills.

Targeted priorities for foundation education focus on learning opportunities

Our targeted priorities for foundation education focus on foundation skills and pathways into other learning opportunities.

Adult and Community Education targeted priorities

Adult and Community Education (ACE) provides learning opportunities that meet community learning needs. Our priorities for ACE investment (ACE in Schools, ACE in Communities and ACE in TEIs) remain unchanged. The priorities of ACE funding are for programmes that:

- › improve employability:
 - › courses focused on employability
 - › life skills such as financial literacy
 - › introductory “taster” courses
- › promote social and cultural inclusion and participation:
 - › languages, including te reo Māori, New Zealand Sign Language, English Language Teaching, Pacific languages (especially Realm languages) and Asian languages
 - › courses supporting digital inclusion
- › raise foundation skills:
 - › courses in literacy, numeracy and/or digital literacy
- › improve health and wellbeing:
 - › courses such as parenting, mental health and resilience, or conflict resolution/anger management.

Foundation education targeted priorities

These priorities focus on developing core skills, including literacy and numeracy, to enable learners to fully participate in life, work and further study. We will consider key principles when prioritising investment in foundation education. These principles include supporting:

- › programmes that reach learners who may not otherwise engage in tertiary education
- › delivery in geographic areas that do not currently have provision available at this level
- › learning and other support that helps learners to move into further education and/or employment
- › providers with strong stakeholder networks which better support learners
- › programmes that deliver good outcomes for learners and show well developed learner success processes.

See the following sections of the Plan assessment table:

- › Responding to the TES and our investment priorities, pp. 47–48
- › Addressing the needs of key stakeholders, p. 48
- › Programmes and activities, including Mix(es) of Provision, p. 49.



Plan components

What you need to do for the investment round

You need to know what Investment Plan components to submit

Not all providers need to submit all Plan components every year. It can vary depending on:

- › the amount of on-Plan funding you receive
- › whether you already have an approved Plan
- › whether there are any performance concerns.

Appendix B explains what each component is and which components you need to submit for 2026 investment. We have also provided a flow chart to help.

Providers, other than TEIs, will receive confirmation of their Plan status for 2026 shortly. If you need more information, contact your Relationship Manager or 0800 601 301 or customerservice@tec.govt.nz.

You must submit all required components of your Plan fully completed by 4 July 2025 via [DXP Ngā Kete](#).

We have different expectations of different TEOs

Our investment covers foundation, vocational and higher education. All tertiary education should support learners to gain knowledge and skills through qualifications.

For **universities**, we expect Plans and associated activities to reflect on what you have achieved over the previous Plan period and explain what you intend to do to:

- › maintain international standards of teaching and learning, and research
- › focus on advanced learning, and
- › generate, apply and transfer knowledge for national and international benefit, including through commercialisation.

For **Te Pūkenga and its divisions**, your Plan should reflect your functions. Given Te Pūkenga and its divisions will be transitioning, business divisions should focus on their own proposed delivery for 2026 through individual sections outlining their intentions. These will be included in the overarching Te Pūkenga Plan. The overarching Plan should include information on regional or national decision-making relating to delivery and operations to support regional needs, where appropriate.

For **wānanga**, your Plans should reflect your unique role in teaching and research that:

- › maintains, advances and disseminates mātauranga Māori (Māori knowledge) and
- › assists in applying knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom).

We will assess how the activities of the wānanga support the functions and purposes of the wānanga. We are interested in what you have achieved over your previous Plan period and your intentions for your proposed Plan period (using a three-year planning horizon).

For **all providers**, we want to see information that helps us understand your contribution to the tertiary education system over your previous Plan period and what you intend to do over your proposed Plan period. This includes:

- › the learners you support
- › your subject specialisations and any regions, industries or sectors you support
- › your modes of provision, and
- › your research intensity and specialisation (where relevant)

We are also interested in understanding how you have met, and are meeting, legislative requirements to honour te Tiriti o Waitangi. For **TEIs**, we want to see evidence of how your Council acknowledges and supports the principles of te Tiriti o Waitangi in the performance of its functions and in the exercise of its powers. For **PTEs**, we want to see how, as a government-funded organisation, you are considering te Tiriti and working to change your approaches and provision as appropriate.

We will look for evidence that your mission and role over the Plan period have shaped your proposed activities. We are also interested in any significant changes that you are planning that may impact on your proposed activities compared to your previous Plan period.

If you are a **smaller provider**,⁴ you may not need to submit a Strategic Intent as part of your Plan. However, we will look for an understanding of our priorities and approach in:

- › the Mix(es) of Provision you submit, and
- › the Educational Performance Indicator Commitments (EPICs) you set, if required (see below for further information).

We will limit new providers invited to apply for funding

You must contact us to discuss your situation before applying for on-Plan funding. If you are invited to apply, we will send you the relevant application form and you will be required to provide evidence that you meet one or more of the criteria.

We only invite and approve a small portion of new providers that meet our criteria every year. New providers⁵ need to be proposing to deliver provision aligned with our strategic priorities for investment and meeting unmet needs. Our approach to new provider applications is informed by funding availability, network of provision considerations and evidence of demand as well as good financial viability and educational capability. See [Application to receive TEC funding for more information](#).

TEIs must provide us with a range of information

TEIs (universities, wānanga and Te Pūkenga and their divisions) have the capacity and statutory obligation to make contributions of regional and national importance.⁶ Your Plan should include a forecast Statement of Service Performance (SSP) to enable you to report in your Annual Report on

⁴ Smaller providers are those receiving less than \$5 million in on-Plan funding.

⁵ A new provider is a provider that has not received TEC on-Plan funding in the last 12 months.

⁶ This includes community and employer engagement, knowledge-sharing activities and a focus on understanding and meeting in-demand skill and research needs. For universities, contributions include commercialisation of research activity and integration with businesses and public scientific research institutes.

your performance. The content of your SSP, and other strategic documents should align with your proposed Plan.

Your proposed Plans must also:

- › reflect any TEI outcomes frameworks agreed with us
- › include forecast financial statements, and
- › explain how you will manage your capital assets to support your mission and role over the period of the proposed Plan (including any new significant capital initiatives).

See the following sections of the Plan assessment table:

- › Programmes and activities, including Mix(es) of Provision, p. 49
- › Additional criteria for tertiary education institutions, p. 50.

Not all providers will need to submit Educational Performance Indicator Commitments (EPICs) for 2026 investment

You only need to submit and upload an EPICs template if your current EPICs are out of date, ie, they cover 2023–25. Otherwise, you do not need to submit EPICs.

You may also submit additional information to explain your targets, especially if your current EPICs are below sector averages. Updated EPICs, if required, should cover the following three years, ie, 2026–28.

EPICs will be changing for the 2027 investment year. We will provide more information on this later.

We have resources to help you understand the investment process

We recommend familiarising yourself with the following resources. They explain various elements of the Plan process and how we make decisions:

- › [**Introduction to the TEC’s investment process**](#): Describes TEC’s investment process as well as who’s responsible for each part of the process and what the different stakeholders in the tertiary education system do. It is designed to support you and other stakeholders understand how the investment process works.
- › [**Our Investment Framework for learner \(delivery\) funds**](#): Describes the way we make investment decisions, what goes into our decision-making, and examples of how this works in practice.
- › [**Response framework**](#): Describes how we manage performance where it needs to improve. It describes the information we consider in making a response decision, what other factors affect these decisions, and what options and levers we use. It provides greater transparency about what to expect if your performance needs to improve.
- › [**Gazette notice**](#): The legal instrument where we set criteria for the content of Investment Plans, Plan summaries, the submission process, the timetable, and how Plans will be assessed. We recommend reading the Gazette notice alongside this Plan Guidance. Appendix A further details our assessment criteria.

We have resources that support you to develop your Plan

When you develop your Plan, we encourage you to familiarise yourself with the following Government strategies:

- › [Tertiary Education Strategy \(PDF 1.3 MB\)](#)
- › The Māori Education Strategy: [Ka Hikitia](#)
- › The Māori Language in Education Strategy: [Tau Mai Te Reo](#)

Other essential resources include:

- › Plan Guidance (this document)
- › Supplementary Plan Guidance, when released in June 2025
- › our [Strategic Intent and Learner Success Plan templates](#) (for TEOs to use as desired)
- › Ngā Kete data and information, including:
 - › the Secondary–Tertiary Transitions app on Ngā Kete
 - › the Post-Study Outcomes app on Ngā Kete
- › [our Transitions from Secondary School research](#)
- › [our previous work on the Transition to Tertiary Life \(PDF 1.7 MB\)](#)
- › [Workforce Development Councils](#).

You can access a range of on-Plan funds through the investment round

The on-Plan funds are:

- › Adult and Community Education (Communities) Fund
- › Adult and Community Education (Schools) Fund
- › Adult and Community Education (TEIs) Fund
- › Adult Literacy Educator Fund
- › Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework (NZQCF) Fund (DQ1-2)
- › Delivery at Levels 3 to 7 (non-degree) on the NZQCF and all industry training Fund (DQ3-7)
- › Delivery at Levels 7 (degree) to 10 on the NZQCF Fund (DQ7-10)
- › English Language Teaching – Intensive Literacy and Numeracy (ELT)
- › Equity Fund
- › Intensive Literacy and Numeracy Fund (ILN)
- › English Language Teaching – Refugee English (Refugee English)
- › TEO-led Workplace Literacy and Numeracy Fund (TEO-led WLN)
- › Youth Guarantee Fund (YG).

Information about each of these funds can be found on [Fund Finder](#). The Government is working to finalise its priorities for tertiary education, and these may affect specific funds. Updated information about on-Plan and off-Plan funds will be published later if necessary.



Plan assessment

We take a holistic approach to Plan assessment

This section describes the main things we look for when we assess your Plan. This section is provided as an aid only and we recommend referring to the [Gazette notice](#) itself when developing your Plan.

We invest public funding in a provider, based on our assessment of how effectively its proposed Plan will contribute to meeting stakeholder needs⁷ and investment priorities over the Plan period.

We want to support you to make an informed Plan for your organisation. To do this, you need a good understanding of our goals for the tertiary education system, performance expectations and investment intentions. When assessing proposed Plans against the criteria we will take a holistic approach and may use a range of evidence, including:

- › the information contained in a proposed Plan
- › the TEC's engagement and monitoring information, including:
 - › previous funding allocations
 - › past delivery, including under-delivery and over-delivery (above 105% where relevant)
 - › achievement against previous LSPs and DAPs or progress against existing ones (where applicable)
 - › organisational and financial data
 - › educational performance indicators
 - › other indicators of performance
- › quality assurance bodies' information and reports
- › previous audit results or investigations
- › Plan engagement (where applicable)
- › national and regional demographic and economic data
- › information about the post-study outcomes of learners
- › providers' annual reports and strategic plans
- › providers' previous Plans, commitments, past delivery, past performance and progress against Plans or commitments.

We may also ask for information about your organisation's financial performance and forecasts. We may use this, or information we already have, to assess whether your organisation is likely to have the financial ability to deliver on its Plan.

We also consider other factors in our investment decisions which may be outside of our or your control. This includes, for example, available funding, merit relative to other proposed Plans, skills needs and the network of provision.

⁷ These stakeholders include, but are not limited to, learners, communities, regions, iwi/Māori, employers and industries.

For specified components of your Plan, we will look for certain content to be included and well explained. The table in Appendix A helps you understand our expectations and assessment approach.

Appendix A: Plan assessment table

Plan content	How we will assess the content of your Plan
1. Strategic Intent	<p>Mission and role</p> <p>We want to understand your place in the tertiary education sector, and contribution(s) to the network of provision. Your Plan should tell us about what your mission and role is, focused on the three-year planning timeframe of your proposed Plan. Many of you have long-term strategic plans; we are interested in your intentions for the next three years.</p> <p>We want to see detail that helps us understand your unique contribution to the tertiary education system, including details about:</p> <ul style="list-style-type: none"> › the types of learners you support › your mix of New Zealand Qualifications and Credentials Framework (NZQCF) levels › your subject specialisation and any industries you target › your modes of provision › your research intensity and specialisation (where relevant) <p>Discussion of your mission and role should include:</p> <ul style="list-style-type: none"> › how you are meeting legislative requirements to honour te Tiriti o Waitangi (te Tiriti). We will assess whether, and to what extent, your proposed Plan gives us confidence that you are meeting these requirements. For tertiary education institutions (TEIs), we want to see evidence of how your Council acknowledges and supports the principles of te Tiriti in the performance of its functions and in the exercise of its powers. For private training establishments we want to see how, as a government-funded organisation, you are considering te Tiriti and working to change your approaches and provision as appropriate. › evidence of how you plan to build and maintain your organisation’s capability through strong governance, management and academic leadership. We want to know if you have proactively made changes to your governance and leadership. › evidence that you have improved performance and will continue to improve performance, especially for learners most in need (for example, those from low socio-economic backgrounds, with low prior achievement, or who are disabled, neurodiverse, Māori and/or Pacific). <p>We want to understand how your mission and role is operationalised through the specific programmes and activities you will deliver. Summarise what you deliver.</p> <p>We will look for evidence that your mission and role over the Plan period have shaped your proposed activities. We will assess whether, and to what extent, your proposed Plan gives us confidence that:</p> <ul style="list-style-type: none"> › you have a sustainable plan for fulfilling your mission and role through your programmes and activities › you contribute appropriately to the network of provision, including at a regional level. <p>We want to understand how well you have delivered on the intentions stated in your previous Plan (if relevant), and what will change and be achieved during this Plan period. Tell us what you have achieved since your last Plan and what changes you have made. Also tell us what changes you intend to make over the course of this Plan, including:</p> <ul style="list-style-type: none"> › any new areas of provision you have entered or plan to enter › your regional breakdown of provision, how this has changed since your last Plan and what changes you intend to make over this Plan period › your provision of investment priorities, how they have changed since your last Plan and what changes you intend to make during this Plan period. <p>We will assess whether, and to what extent, your proposed Plan gives us confidence that:</p> <ul style="list-style-type: none"> › you have made appropriate progress since your previous Plan (if relevant) on activities that contribute to your mission and role › you are making appropriate changes to your provision in your Plan, and these are consistent with your mission and role.
	<p>Responding to the Tertiary Education Strategy (TES) and</p> <p>Tell us about how you deliver provision that aligns with priorities, including the government’s priorities as stated in the TES, and investment priorities stated in Plan Guidance and other strategic documents.</p>

	<p>our investment priorities</p> <p>We will assess whether, and to what extent, your proposed Plan gives us confidence that:</p> <ul style="list-style-type: none"> › by successfully delivering your proposed Plan, including MoPs and EPICs, you will contribute to achieving the Government's priorities, including the objectives and priorities described in the TES › you have contributed to achieving the Government's priorities, including the objectives and priorities described in the TES, since your last Plan › you have responded to the investment priorities we have set in Plan Guidance and other strategic documents to implement the TES. These include the targeted priorities and any other priorities mentioned.
	<p>Addressing the needs of key stakeholders</p> <p>We want to understand who your stakeholders are, what their needs are, how you have consulted with them to understand those needs and how you are addressing their needs.</p> <p>We will assess whether, and to what extent, you have identified an appropriate range of stakeholders. We expect this to include enrolled learners, as well as other groups such as:</p> <ul style="list-style-type: none"> › prospective learners › industries, employers, businesses or communities relevant to your areas of delivery › relevant Workforce Development Councils (WDCs) or other relevant industry or professional bodies (including public scientific research institutes for universities) › iwi, hapū and whānau, and › relevant regions and communities, including those that support learners most in need (for example, those from low socio-economic backgrounds, with low prior achievement, or who are disabled, neurodiverse, Māori and/or Pacific). <p>We will assess whether, and to what extent, your proposed Plan gives us confidence that you:</p> <ul style="list-style-type: none"> › have consulted with, and will meet the needs of, your key stakeholders and region, and will meaningfully report your progress to key stakeholders › have prepared your Plan in consultation with your stakeholders.
<p>1b. Learner success</p>	<p>Learner Success Plans (LSPs)</p> <p>If you are receiving \$5 million or more in funding for 2025 and are submitting a Plan, it must include EITHER an LSP OR an LSP progress update (depending on whether you already have a LSP or not). Both LSPs and LSP progress updates must be approved by your Council or Board.</p> <p>LSPs must detail how you will improve outcomes for all learners and include a roadmap of tangible goals and milestones to reach your future state.</p> <p>For LSPs, we will assess whether, and to what extent, your proposed LSP demonstrates:</p> <ul style="list-style-type: none"> › a clear commitment by your governance and management to implementing the LSP › a whole-of-organisation approach › a description of the current state of learner success and a roadmap to improving outcomes for all learners, in particular, learners most in need › a clear alignment to the Learner Success Framework, and › a well-defined implementation approach (including outcomes, measures and reporting). <p>LSP progress updates must detail what you have achieved against your LSP, what has worked, what has not worked, and why, what your next steps are, and what changes (if any) you are making to your LSP.</p> <p>We will assess whether, and to what extent, your LSP progress update demonstrates:</p> <ul style="list-style-type: none"> › satisfactory progress against the LSP (including what has been achieved), › evidence that your interventions are or are not having the intended impacts/outcomes › lessons learnt (including what has worked, what has not, and why) › next steps (including how the lessons learnt will inform the next steps outlined in your roadmap, and any changes to the LSP as necessary).

	Disability Action Plans (DAPs)	<p>If you are receiving \$5 million or more in funding for 2025 and are submitting a Plan, it must include EITHER a DAP OR a DAP progress update (depending on whether you already have a DAP or not). Both DAPs and DAP progress updates must be approved by your Council or Board. You must include a link to your published DAP and/or DAP progress update(s) in your Plan.</p> <p>For DAPs, we will assess whether and to what extent it:</p> <ul style="list-style-type: none"> › is consistent with best practice standards as described in the Kia Ōrite toolkit › provides for evaluation strategies and appropriate allocation of responsibility, and › provides for communication of policies and programmes, goals and targets to support disabled learners. <p>DAP progress updates must detail what you have achieved against your previous DAP; lessons learnt (what has worked and what has not and why); what next steps will be taken and how these have been informed by the lessons learnt; and any resulting changes to the DAP.</p> <p>We will assess whether and to what extent the DAP progress update demonstrates:</p> <ul style="list-style-type: none"> › satisfactory progress against the DAP (including what has been achieved and how you are working with your staff and learners) › evidence that your interventions are or are not having the intended impacts/outcomes › lessons learnt (including what has worked and what has not, and why) › next steps (including how the lessons learnt will inform the next steps, and any necessary changes to the DAP).
2. Summary of activities	Programmes and activities, including Mix(es) of Provision	<p>You can choose to provide a short narrative about your Mix(es) of Provision (MoPs) as a supporting document or as part of your Strategic Intent.</p> <p>In assessing your programmes and activities, we will consider whether and to what extent your proposed Plan’s past delivery and performance (and capital asset plan, where applicable) gives us confidence that:</p> <ul style="list-style-type: none"> › your programmes and activities will support the success of all learners, especially those most in need (for example, those from low socio-economic backgrounds, with low prior achievement, or who are disabled, neurodiverse, Māori and/or Pacific) › you will be able to successfully deliver your proposed programmes and activities given past delivery levels and educational performance › your programmes and activities will support the goals set out in your Strategic Intent (where relevant) › you have provided accurate information about all your planned programmes and activities, including those undertaken through a subsidiary, any subcontracting arrangements, and any delivery to learners in the care of the Department of Corrections › your proposed programmes and activities, including any significant changes to these, are consistent with our priorities published in Plan Guidance and Supplementary Plan Guidance › changes (including new provision, the regional breakdown of provision, and provision of investment priorities) are reasonable, consistent with your mission and role, and make an appropriate contribution to the network of provision. <p>Funding decisions are in part based on the content of your MoPs and how these relate to our priorities. We will consider whether, and to what extent, we have confidence that any significant changes to your MoPs are reasonable, consistent with your mission and role, and where applicable, make an appropriate contribution to the network of provision. If you are making changes to your areas of provision, regional breakdown of provision, or provision of investment priorities, we will consider how these changes might affect your performance, the network of provision, and the overall provision of investment priorities.</p> <p>Where we provide funding for a priority area, you should use funding in that area and not significantly reallocate it to other provision without prior approval.</p>
	Apprenticeships	<p>For TEOs delivering apprenticeships, we will assess the extent to which you have specified in your proposed Plan how you intend to carry out apprenticeship training activities (as defined in section 376(2) of the Act).</p> <p>For TEOs delivering other work-based learning, these activities are not required but are considered best practice and we expect to see similar approaches.</p>
3. Performance measures and issues	Outcomes and performance indicators	<p>For many providers, Educational Performance Indicator Commitments (EPICs) form a substantial part of your Plan’s performance measures. EPICs should be achievable and reflect your consideration of the cohorts and programme represented. Your Plan may contain more detailed commentary about the outcomes you are aiming for and the performance commitments that will indicate progress towards those outcomes. You should consider information provided in Plan Guidance about our expectations of sector performance, and the contribution that your performance makes to it.</p>

	<p>We will be assessing existing EPICs based on previous information provided to us. For 2026 investment, providers that have EPICs that cover 2026 investment do not need to submit anything new. Providers whose EPICs do not cover 2026, ie, they cover 2023–25, need to provide updated EPICs using the template provided.</p> <p>Where EPICs are proposed in your Plan, and in addition to your past performance, they (along with the rest of your Plan and your past delivery and performance) should give us confidence that they:</p> <ul style="list-style-type: none"> › are relevant: provide sufficient information about your progress towards your proposed outcomes › are complete: cover all significant programmes and activities (and dimensions of these) that you intend to undertake › are designed to give clear evidence about the quality of all significant programmes and activities you intend to undertake and how you will measure your performance against the proposed outcomes › are achievable in relation to your past performance and intended activities › represent a sufficient contribution to our expectations of the sector’s performance › represent an appropriate improvement on your past performance (with reference to your previous commitments and/or minimum commitments, where applicable), showing a journey of continuous improvement, particularly with respect to outcomes for learners most in need. <p>For larger providers, your regular engagement with your Relationship Manager should help to inform your EPICs if you need to submit an updated template.</p>
	<p>Response to performance issues</p> <p>If you have had quality assurance issues identified (including through a Category 3 or 4 External Evaluation and Review (EER) assessment, and/or other activities through the New Zealand Qualifications Authority) before the Plan submission date, you will need to include a specific narrative in your Plan that responds to these concerns. We will consider whether and to what extent this narrative provides a robust plan for addressing the identified issues and gives us confidence that learners will be appropriately supported.</p> <p>If your EER is unpublished and is, or becomes, Category 3 or 4 prior to your funding being confirmed, even if this is being disputed, you need to engage with us directly as we may require additional information and/or an improvement plan.</p> <p>If we have concerns about your educational performance, we also require you to address these in your Learner Success Plan, LSP update, and/or submit an improvement plan. We will assess whether and to what extent you have adequately addressed the identified concerns and given us confidence that your performance will improve.</p>
<p>4.Additional criteria for specific TEOs</p>	<p>Additional criteria for tertiary education institutions</p> <p>For TEIs only, your proposed Plan must include a forecast Statement of Service Performance to enable you to report in your Annual Report on your performance. The content of your SSP, and other strategic documents should align with your proposed Plan.</p> <p>Your proposed Plans must also:</p> <ul style="list-style-type: none"> › reflect any TEI outcomes frameworks agreed with us › include forecast financial statements, and › explain how you will manage your capital assets to support your mission and role over the period of the proposed Plan (including any new significant capital initiatives). <p>We will assess whether you meet the expectations in the Gazette regarding including a forecast Statement of Service Performance in your proposed Plan which must:</p> <ul style="list-style-type: none"> › be prepared in accordance with Generally Accepted Accounting Practice, including reporting costs summarised by key output classes/areas, › reflect the full scope of your activities › focus on your outputs/services, and › include measures and evidence about the quality of these outputs/services.
	<p>Additional criterion for Te Pūkenga and its divisions</p> <p>For Te Pūkenga only, we will assess whether, and to what extent, your proposed Plan gives us confidence that the planned activities, including that of business divisions own proposed delivery for 2026 investment, align with all the elements of your charter as set out in Schedule 13 of the Act.</p> <p>Where appropriate, TEC will assess whether and to what extent details on regional decision making about delivery and operations that support regional needs are included in the proposed Plan.</p>
	<p>Additional criterion for wānanga</p> <p>For wānanga, we will assess how the activities of the wānanga (other than those activities that contribute towards the Government’s priorities set out in the Tertiary Education Strategy) support the functions and purposes of the wānanga.</p>

**Additional criterion
for PTEs**

For PTEs, we require information to determine whether it is meeting TEC's Prudential Financial Standards for PTEs.

Appendix B: Plan components

Component	How the requirement to submit is decided		How to submit
Strategic Intent⁸	The volume of funding you receive	Providers that receive \$5 million ⁹ or more in TEC on-Plan funding AND are submitting a full Plan (when the current Plan approval is expired) will need to submit a Strategic Intent.	We recommend submitting this information to us using the Strategic Intent template . If you would rather create your own document, we recommend you use the headings provided.
	Your performance	All Category 3 or 4 (EER-rated) providers must submit a full Plan including a Strategic Intent.	
	If you are new to on-Plan funding	Providers that have not received on-Plan funding in the last 12 months will need to submit a Strategic Intent. ¹⁰	
Learner Success Plan (LSP)	The volume of funding you receive	Providers that receive \$5 million or more in TEC on-Plan funding AND are submitting a full Plan (when the current Plan approval is expired) AND: <ul style="list-style-type: none"> › that don't currently have an LSP will need to submit an LSP; or › that currently have an LSP will need to submit an update on progress against their LSP. 	We recommend submitting this information to us using the Learner Success Plan templates .
Disability Action Plan (DAP)	The volume of funding you receive	Providers must submit a DAP if they: <ul style="list-style-type: none"> › receive \$5 million or more in TEC on-Plan funding AND › are submitting a full Plan (including a Strategic Intent and LSP or LS progress update) AND › have not finalised and published a DAP. <p>Providers that have finalised and published a DAP must include a link to the DAP in their Plan and a progress update.</p>	There is no set template for your DAP. Instead, create your own document using the Disability Action Plan Guidance . We have developed a template for your DAP progress update.
Summary of activities (MoPs)	All providers are expected to submit MoPs every year.	For many providers, submitting Mixes of Provision (MoPs) will fulfil this requirement. However, you may submit additional information to explain how you have decided on the mix and how it meets our priorities. We expect a narrative when you propose significant changes to the level, subject, learners and/or mode of provision. MoPs need to cover two years, eg, 2026 and 2027.	The MoP template will be uploaded to the DXP Ngā Kete closer to the Plan submission date.
Performance measures (EPICs)	These are required when current EPICs are outdated.	For 2026 investment, providers whose EPICs do not cover 2026, ie, they cover 2023 – 25, need to provide updated EPICs using the template provided. Providers that have EPICs that cover 2026 investment do not need to submit anything. EPICs will be changing for funding from 2027. You may also submit additional information to explain your targets, especially if your current EPICs are below sector averages. Updated EPICs should cover the following three years, ie, 2026–28.	The EPICs template will be uploaded to the DXP Ngā Kete closer to the Plan submission date.

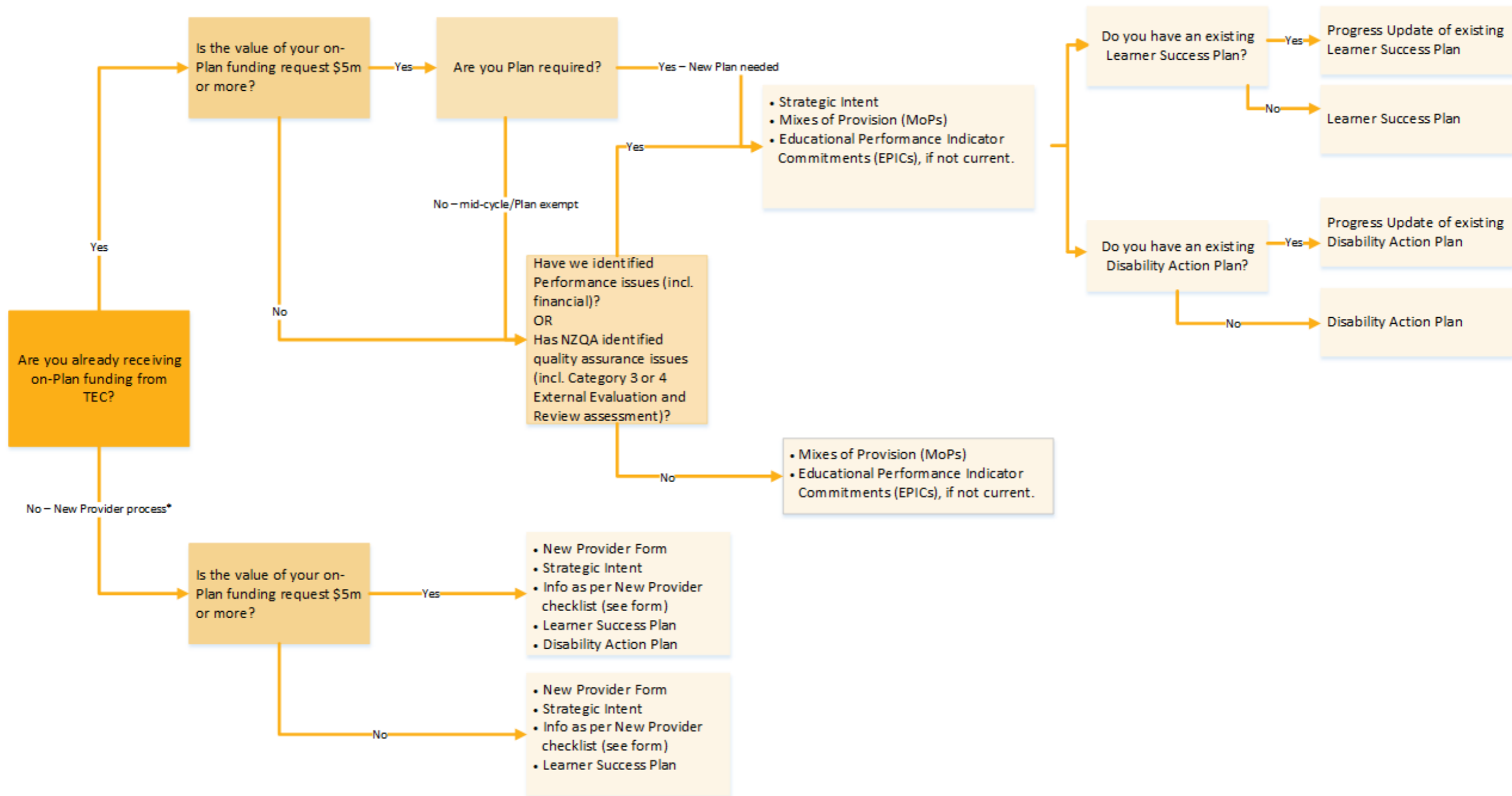
⁸ There may be some situations where TEC determines that a Plan is required outside of these criteria.

⁹ The \$5 million threshold is decided based on the final funding allocation you were given for 2025 (as confirmed to you by letter in late 2024).

¹⁰ If you are a new provider, once you have been invited to apply for funding, you will need to submit a full Investment Plan (including a Strategic Intent and Learner Success Plan), and complete the new provider application form we send you as well as attaching the necessary supplementary financial information. For more information, see [Application to receive TEC funding](#).

You may not need to submit all Plan components every year

The flow chart below clarifies what you need to submit. If you need more information, contact your Relationship Manager or us on 0800 601 301 or customerservice@tec.govt.nz.



*Please contact us to discuss your situation before applying for on-Plan funding.

Appendix C: Glossary

Course completion rate	The proportion of successful course completions each year, relative to total course enrolments.
Credit achievement rate	The credits achieved by learners at a TEO as a proportion of the total number of credits learners are expected to achieve in a given period at each TEO.
DAP	Disability Action Plan.
DXP Ngā Kete	A secure web portal or “doorway” into our information. It gives providers quick access to information from multiple sources through search and browse functionality.
EER	External evaluation and review. The periodic review of tertiary education organisations (TEOs) conducted by the New Zealand Qualifications Authority (NZQA) as part of NZQA’s Evaluative Quality Assurance Framework.
EPIC	Educational Performance Indicator Commitment.
First-year retention rate	The proportion of learners that enrol in their second year of study for their intended qualification after their first year of study, relative to the rest of their cohort.
Foundation education	Programmes at Levels 1 and 2 on the NZQCF, and Level 3 when delivered through the Youth Guarantee Fund.
Higher education	Programmes at Levels 7 (degree) to 10 on the NZQCF.
Ka Hikitia	The Māori Education Strategy: Ka Hikitia
Kia Ōrite Toolkit	A toolkit that provides current, New Zealand-specific guidance to help tertiary education organisations better support disabled learners: Kia Ōrite Toolkit
Learner Success Framework	A framework that providers can use to address inequities in the tertiary education system: Learner Success Framework
LSP	Learner Success Plan.
Mātauranga Māori	Māori knowledge in its widest and broadest forms, including all aspects of Māori culture.
Micro-credential	Study or training that leads to an award on the New Zealand Qualifications and Credentials Framework but does not, in and of itself, lead to an award of a qualification: Micro-credentials – New Zealand Qualifications Authority
MoP	Mix of Provision.
New provider	A provider that has not received TEC on-Plan funding in the last 12 months.

Off-Plan funding	Funding assessed and allocated through a contract management approach (under section 428 of the Education and Training Act).
On-Plan funding	Funding assessed and allocated through submitting an Investment Plan (under section 425 of the Education and Training Act).
Plan Guidance	Guidance we publish on the content and criteria used to assess proposed Investment Plans (this document).
Programme completion rate	The proportion of learners in a starting cohort that go on to complete a programme at the same NZQCF level at the same industry training provider. The period for measuring programme completion is three years for work-based learning at NZQCF Levels 1 to 3; four years for work-based learning at NZQCF Level 4 and above; and six years for apprenticeship programmes.
PTE	Private training establishment.
Qualification completion rate	The proportion of learners in a starting cohort that go on to complete a qualification at the same level at the same TEO. The period for measuring qualification completion is two years at Levels 1–3, four years for qualifications at Levels 4–7 (non-degree), and six years for qualifications at Level 7 (degree) to 10.
SSP	Statement of Service Performance. Reports that provide primarily non-financial information recording performance against specified objectives.
STEM	The academic disciplines of science, technology, engineering and mathematics.
Supplementary Plan Guidance (SPG)	A document that supplements the information contained in Plan Guidance. It provides any updates and is usually released in June.
Tau Mai Te Reo	The Māori Language in Education Strategy: Tau Mai Te Reo
TEI	Tertiary education institution. TEIs include universities, Te Pūkenga and its divisions, and wānanga.
TEO	Tertiary education organisation
TES	Tertiary Education Strategy. Sets out the Government's long-term strategic direction for tertiary education: Tertiary Education Strategy (PDF 1.3 MB)
Vocational education	Programmes at Levels 3–7 (non-degree) on the NZQCF and all industry training.
WDC	Workforce Development Council (WDC). There are six WDCs
Workforce Development Plans (WDPs)	Workforce Development Plans are published by the WDCs.