Te Tāhuhu o te Mātauranga
Ministry of Education

Report: Feedback from statutory consultation and updated Cabinet paper

To:	Hon Penny Simmonds, Minister for Vocational Education		
Date:	30/10/2025	Deadline:	31/10/2025
Security Level:	In-Confidence	Priority:	High
From:	Katrina Sutich General Manager	Phone:	9(2)(a)
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Why are we sending this to you?

- You are receiving this to finalise the draft Cabinet Paper on Orders in Council (Orders) that will establish polytechnics and Industry Skills Boards (ISBs).
- This report also demonstrates that you have met the statutory requirements, including consultation, that must be followed before you recommend to Cabinet that polytechnic and ISB Orders are made.

What action do we need, by when?

- We are seeking your agreement to the recommendations and feedback on the draft Cabinet Paper by 31 October. Please note that we are requesting an overnight turnaround to meet timelines for ministerial and agency consultation.
- Please return the signed paper by 31 October 2025.

Key facts, issues and questions

- The Education and Training Act 2020 sets out requirements that must be met before Orders in Council establishing polytechnics and Industry Skills Board can be made, including consultation with relevant stakeholders and industry representatives.
- You are able to demonstrate that these requirements have been met for each organisation, including consultation (conducted from 22 October to 29 October).
- We have provided a revised draft Cabinet Paper for your feedback prior to finalising it for ministerial and agency consultation (3 November to 7 November). We are proposing that this include reference to the improved viability of polytechnic divisions that will still be in the New Zealand Institute of Skills and Technology on 1 January 2026.

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Alignment with Government priorities

1. This report supports the redesign of the vocational education and training (VET) system, which is one of your priorities for the Vocational Education portfolio.

Background

2. You are taking a paper to the 20 November meeting of the Cabinet Legislation Committee (LEG), seeking agreement to the Orders in Council (Orders) that will establish each polytechnic and Industry Skills Board (ISB), disestablish each Workforce Development Council (WDC), and implement consequential legislative amendments linked to disestablishing WDCs [METIS 1352911 refers].

3. Ministerial and agency consultation for this paper is scheduled for Monday 3 November to Friday 7 November. A revised draft Cabinet Paper is attached in **Annex 1** for your feedback. This has been updated from the version provided on 23 October [METIS 1343427 refers].

4. Cabinet has made in-principle decisions to establish 10 standalone polytechnics (two of which may be designated as members of the Federation) and eight ISBs [SOU-25-MIN-0076 and SOU-25-MIN-0068 refer]. The Education and Training Act 2020 (the Act) requires you to meet certain procedural requirements before recommending that an Order establishing a polytechnic or ISB is made. This paper outlines how those requirements have been met.

We have completed the necessary statutory consultation on polytechnics and ISBs

5. The Act requires you to consult with persons or bodies that you see fit on the establishment of each polytechnic (section 315 (2) (b)) and consult with industry representatives on the establishment of each ISB (section 362 (3)). As noted in earlier advice [METIS 1353540 refers], a combination of the date of legislation passing, the timeline for making Orders, and the key 1 January 2026 start date has constrained possible approaches to this consultation.

6. Officials from the Tertiary Education Commission (TEC) and the Ministry have managed a closed consultation process with invited polytechnic stakeholders and ISB industry representatives, running from 22 October to 29 October. The results of this consultation are outlined in **Annex 2** for polytechnics and **Annex 3** for ISBs.

7. This statutory consultation builds on extensive earlier engagement and formal consultation throughout the VET Redesign work, which has informed the selection of polytechnics and ISBs you are proposing to establish. This includes:

   a. Consultation over August and September 2024 on proposals for the new system.
   b. Consultation over January and February 2025 on options for Work-based Learning.
   c. Consultation over April and May 2025 on the number and coverage of ISBs.
   d. Engagement with industries in September 2025 on key elements of ISB Orders.
   e. Written and oral Select Committee submissions during the legislative process.
   f. Ongoing engagement by TEC's Establishment Advisory Groups for each individual polytechnic and ISB.

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8. We received relatively few responses to the consultation invitations: 22 on polytechnics and 61 on Industry Skills Boards, with responses being especially low for some proposed organisations . This likely reflects a combinaton of the considerable previous engagement and consultation noted above, the constrained timeframe, and broad acceptance of the proposed polytechnics and ISBs. In this context, we consider the overall response rate to be acceptable.

9. This low response should be kept in mind when interpreting consultation results. However, respondents fully supported establishing the proposed polytechnics and were broadly supportive of most proposed ISBs.

The criteria for establishing each proposed polytechnic have been met

10. Before establishing a polytechnic, section 315 (2) of the Act requires you to:

    10.1. seek advice from the New Zealand Qualifications Authority (NZQA) on quality assurance matters and consider any advice given,

    10.2. consult other persons or bodies that the Minister thinks fit,

    10.3. take into account the characteristics of a polytechnic, and

    10.4. be satisfied that the establishment of the polytechnic is in the interests of the tertiary education system and the nation as a whole

11. These must be fulfilled for each polytechnic you propose establishing. In addition, when designating an anchor polytechnic, section 315 (3) of the Act requires you to be satisfied that the polytechnic is able to perform that role. Ministry and TEC officials consider that all these criteria have been fulfilled for each polytechnic you are proposing to establish.

No issues have been raised by the New Zealand Qualifications Authority

12. The NZQA has provided you with advice on each proposed polytechnic, as required by section 315 (2) (a) of the Act [OC 02103 refers]. Based on monitoring of performance as business divisions of the NZIST since 1 January 2024, they have not identified any issues that would cause fundamental concern about a division's overarching capability to deliver quality outcomes when they are a standalone polytechnic.

There is evidence that each of the proposed polytechnics can meet the statutory characteristics of a polytechnic

13. Section 315 (2) (c) of the Act requires you to consider the characteristics of a polytechnic, which are set out in section 314. These are:

    13.1. they offer a wide diversity of continuing education that contributes to the maintenance, advancement, and dissemination of knowledge and expertise and promotes community learning,

    13.2. they are predominantly involved in providing continuing education that responds to the education and training needs of local communities and industries in their regions,

    13.3. they undertake research, particularly applied and technological research, and

    13.4. they improve outcomes for Māori students and trainees and Māori communities in collaboration with Māori and iwi and other interested persons or bodies.

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14. In **Annex 4** we have provided evidence, drawn from recent performance as business divisions of the NZIST, that each of the proposed polytechnics would, if established, satisfy each of the statutory characteristics of a polytechnic. Consultation has provided further support for this, as discussed below.

15. The Open Polytechnic is proposed to be established as an anchor polytechnic. The Open Polytechnic is in a strong financial position and has the national online delivery structure needed for it to provide the services an anchor polytechnic must deliver for members of the Federation. It will need to develop appropriate capability and capacity, and work with the two polytechnics identified as the Federation's initial members (and other re-established polytechnics that may join later in 2026) to define the scope and scale of activities involved in this role. However, its financial stability and online infrastructure can provide you with confidence in its ability to deliver relevant services.

You have previously demonstrated that you consider establishing each proposed polytechnic is in the interests of the tertiary education system and the nation

16. In June 2025 you presented evidence to Cabinet on the desirability of each proposed polytechnic being set up as an institution, leading to the in-principle decisions to proceed with establishing them [SOU-25-MIN-0076 refers]. We do not consider that any new information has arisen that would cause you to reconsider your position on any polytechnic.

17. Collectively, the polytechnics will comprise a national network of public VET providers that ensures regional access to vocational programmes, foundation education, and vocationally-oriented higher education. Open Polytechnic's role as Anchor Polytechnic for the new Federation supports the viability of this network as a whole and over time.

18. The TEC has sufficient confidence that all 10 polytechnics are either already financially viable or have a pathway to financial viability, for them to each be established on 1 January 2026.

Consultation supports establishing each polytechnic

19. Consultation with polytechnic stakeholders was conducted as described in paragraph 6. For each polytechnic, stakeholders were asked if they supported the proposed name, believed that the polytechnic could demonstrate the statutory characteristics if it was established on 1 January 2026, and whether establishing it would be in the interests of the tertiary education system [METIS 1353540 refers].

20. No responses were received on establishment of the Open Polytechnic, despite all polytechnic consultees being specifically invited to comment on its establishment. This may be due to it being a national provider, without the direct connection to regional communities possessed by other polytechnics. We consider that you have fulfilled relevant consultation requirements by giving all of the consulted polytechnic stakeholders the opportunity to provide feedback on the Open Polytechnic's establishment.

21. Consultation results support establishing each of the other proposed polytechnics.

Ara Institute of Canterbury

22. Two stakeholders responded on this polytechnic. Both respondents supported the proposed name, felt that it would be likely to meet all the statutory characteristics of a

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polytechnic, and that establishing it would be in the interests of the tertiary education system.

Eastern Institute of Technology

23. Three stakeholders responded on this polytechnic. All supported the proposed name, felt that it would be likely to meet all the statutory characteristics of a polytechnic, and considered that establishing it would be in the interests of the tertiary education system.

Manukau Institute of Technology and Unitec

24. One stakeholder responded on this polytechnic. They supported the proposed name, felt that it would be likely to meet all the statutory characteristics of a polytechnic, and considered that establishing it would be in the interests of the tertiary education system.

Nelson Marlborough Institute of Technology

25. Two stakeholders responded on this polytechnic. Both supported the proposed name, felt that it would be likely to meet all the statutory characteristics of a polytechnic, and considered that establishing it would be in the interests of the tertiary education system.

Otago Polytechnic

26. Five stakeholders responded on this polytechnic. All respondents supported the proposed name, and all felt that it would be likely to meet the statutory characteristics of a polytechnic with the exception of one respondent who was unsure if it would meet the research requirement. All respondents considered that establishing it would be in the interests of the tertiary education system.

Southern Institute of Technology

27. One stakeholder responded on this polytechnic. They supported the proposed name, felt that it would be likely to meet all the statutory characteristics of a polytechnic, and considered that establishing it would be in the interests of the tertiary education system.

Toi Ohomai Institute of Technology

28. Three stakeholders responded on this polytechnic. All respondents supported the proposed name, and all felt that it would be likely to meet the statutory characteristics of a polytechnic with the exception of one respondent who was unsure if it would meet the research requirement. All respondents considered that establishing it would be in the interests of the tertiary education system.

Universal College of Learning

29. Two stakeholders responded on this polytechnic. Both respondents supported the proposed name and felt that it would be likely to meet the statutory characteristics of a polytechnic with the exception of one respondent who was unsure if it would meet the research requirement and one who was unsure if it would be able to serve Māori. Both respondents considered that establishing it would be in the interests of the tertiary education system.

Waikato Institute of Technology

30. Three stakeholders responded on this polytechnic. All supported the proposed name, felt that it would be likely to meet the statutory characteristics of a polytechnic, and considered that establishing it would be in the interests of the tertiary education system.

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You have conducted the appropriate consultation needed before each ISB can be established

31. The only statutory requirement to meet before establishing an ISB is that you consult with representatives of the industries that it is intended to cover. Section 362 (3) (b) specifically requires you to take into account views of these representatives on:

    31.1. the proposed name and governance arrangements.

    31.2. the desirability of avoiding duplication of resources in the coverage of industry skills boards.

    31.3. the capability the proposed industry skills board requires to perform and exercise its functions, duties, and powers efficiently and effectively.

32. You are not required to consult on the actual content of the Order establishing an ISB. However, unlike polytechnics, the ISB Orders will set out a range of responsibilities, obligations, and operational requirements. Order content could therefore materially affect how an industry representative might respond during consultation. We therefore:

    32.1. Undertook public pre-consultation engagement in September on some key elements of the proposed content [METIS 1352908 and 1352098 refer].

    32.2. Provided participants with a summary of the elements in the Orders in Council, as well as the proposed detailed industry coverage (expressed in ANZSIC codes).

33. Consultation with industry representatives was conducted as described in paragraph 6. For each ISB, representatives were asked if they supported the proposed name, agreed with the proposed coverage (reflecting 31.2 above), how well governance arrangements would support the ISB to meet industry needs, and whether they considered the ISB would be able to perform its functions efficiently and effectively [METIS 1353540 refers].

Responses displayed uncertainty about the future of each Industry Skills Board…

34. For most ISBs, the industry representatives who responded to the consultation demonstrated that they were positive or unsure about the ISBs. Across all respondents, 47% of responses felt that proposed governance arrangements would reasonably or very well serve their industries, while 20% considered that they would serve their industries poorly. Respondents were more uncertain about the ability of ISBs to perform their functions efficiently and effectively; 48% were unsure of their ISB's ability to do so, with 30% being confident that they would.

Construction and Specialist Trades Industry Skills Board

35. Seven of eight respondents considered that the proposed governance arrangements would support the ISB in meeting industry needs, and two were neutral/unsure. None considered that these arrangements would poorly support the ISB. Four respondents were confident that it would be able to perform its functions efficiently and effectively, three were unsure, and one was not confident.

Education, Health, and Community Industry Skills Board

36. Two of four respondents considered that the proposed governance arrangements would support the ISB in meeting industry needs, and two were neutral/unsure. None considered

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that these arrangements would poorly support the ISB. All respondents were unsure that it would be able to perform its functions efficiently and effectively.

Electrotechnology and Information Technology Industry Skills Board

37. Three of seven respondents considered that the proposed governance arrangements would support the ISB in meeting industry needs, two were neutral/unsure, and two considered that these arrangements would poorly support the ISB. Two respondents were confident that it would be able to perform its functions efficiently and effectively, three were unsure, and two did not have confidence.

Energy and Infrastructure Industry Skills Board

38. Three of five respondents considered that the proposed governance arrangements would support the ISB in meeting industry needs, one was neutral/unsure, and one considered that these arrangements would poorly support the ISB. One respondent was confident that it would be able to perform its functions efficiently and effectively, two were unsure, and two did not have confidence.

Food and Fibre Industry Skills Board

39. Respondents' feedback on this ISB were more negative than on others.[1] Seven of sixteen respondents considered that the proposed governance arrangements would poorly support the ISB in meeting industry needs, three believed they would support the ISB well, and six were unsure. Eight were not confident that the ISB would be able to perform its functions efficiently and effectively, three believed it would, and five were unsure.

40. The Food and Fibre industry is a key part of the New Zealand economy, and we consider that the negativity of this response creates risk for the success of the Food and Fibre ISB. We have discussed an approach to mitigate this in the Risks section below.

Manufacturing and Engineering Industry Skills Board

41. Four of nine respondents considered that the proposed governance arrangements would support the ISB in meeting industry needs, five were neutral/unsure, and none considered that these arrangements would poorly support the ISB. Two respondents were confident that it would be able to perform its functions efficiently and effectively, six were unsure, and one did not have confidence.

Services Industry Skills Board

42. Two of five respondents considered that the proposed governance arrangements would support the ISB in meeting industry needs, two were neutral/unsure, and one considered that these arrangements would poorly support the ISB. One respondent was confident that it would be able to perform its functions efficiently and effectively, four were unsure, and none were not confident.

Transport Industry Skills Board

43. Five of six respondents considered that the proposed governance arrangements would support the ISB in meeting industry needs, one was neutral/unsure, and one considered that these arrangements would poorly support the ISB. Five were confident that it would be

[1] Responses that expressed particularly strong concerns include those from Dairy NZ, Horticulture NZ, New Zealand Pork, Beef + Lamb NZ, and the Food and Fibre Chief Executives group.

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able to perform its functions efficiently and effectively, two were unsure, and none were not confident.

… and have suggested measures to address their concerns

44. Several participants highlighted concerns about the future functioning and performance of ISBs. Many of these did not generally relate to the specific establishment of an individual ISB, but instead to general issues and risks around implementation of the model, such as funding, role clarity, ensuring representation for sectors and Māori, and how ISBs are monitored. Others related to matters set out in the Education and Training Act 2020, such as NZQA's ability to charge fees.

45. Other points raised by submitters, however, relate to specific aspects of Orders. Given the level of detail in this feedback and current time constraints, we are intending to provide you with further analysis of these results next week. While these will not be able to inform the draft Cabinet Paper or Orders circulated for agency and ministerial consultation on 3 November, it can inform your decision-making when finalising them for lodging in the week of 11 November.

Representatives did suggest name changes for three ISBs…

46. The Act requires you to consider the view of industry representatives on the names of each ISB. Participants generally either supported or had no view on these names; there were three exceptions:

    46.1. **Electrotechnology and Information Technology ISB**: Four of seven respondents requested a name change for this ISB.[2] All of these respondents requested that the name include reference to creative sectors, with two suggesting a specific new name (Toi Hiko).

    46.2. **Food and Fibre ISB**: Seven of 14 respondents requested a name change for this ISB,[3] on the basis that 'Food and Fibre' did not reflect the full range of sectors in the ISB's coverage. Five requested that it be renamed the People, Food, and Fibre ISB, one that it be renamed the Primary ISB, and one did not provide an alternative.

    46.3. **Transport ISB**: One of seven respondents (from the Automotive sector) requested that this ISB be renamed the Automotive and Logistics or Automotive and Transport ISB to emphasise the importance of the automotive sector.

47. Given statutory requirements, you may wish to consider name changes for the Electrotechnology and Information Technology ISB, and the Food and Fibre ISB. We note that you have previously decided against changing the name of the Electrotechnology and Information Technology ISB to include creative sectors [METIS 1352098 refers].

48. Only one representative requested that the Transport ISB be named differently, and the name 'Transport ISB' was specifically requested by the relevant Establishment Advisory Group [METIS 1352098 refers]. We therefore do not recommend that you consider this name change.

[2] Two of these were from the Creative sector, one from information technology, and one from both electrotechnology and information technology.

[3] These were from the Dairy, Beef and Lamb, Pork, Horticulture, Wine, and Animal Welfare sectors, and the Food and Fibre Chief Executives group.

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… and some suggested changes to detailed industry coverage

49. Twenty respondents proposed changes to detailed industry coverage descriptions that will be included in each ISB's Order. Nine submissions commented on the use of ANZSIC Codes for this purpose, raising concerns about their currency and the need for them to be regularly updated. This sits outside the scope of coverage analysis. Of the remaining pieces of feedback:

    49.1. Eight submissions can be addressed through minor updates to or new sector descriptors and one through a change to an ANZSIC naming conventions.

    49.2. Three submissions recommended that ANZSIC codes be shared between multiple ISBs. ANZSICs can only be split between ISBs where there are clear areas of coverage that can be divided. Where there were instances of overlapping coverage, the TEC has recommended that these should remain in the ISB where majority of the coverage sat and/or the workplaces that engaged in the qualifications were from. There is an expectation in both the Act and ISB Orders that that ISBs will work collaboratively when such overlaps occur.

    49.3. Two further submissions requested coverage changes so that their industry could sit under a single ISB. However, this cannot happen in practice.

50. The Tertiary Education Commission will finalise the detailed list of ANZSIC codes, and the Ministry and Parliamentary Counsel Office will incorporate these into the individual Orders you will finalise for lodging in the week of 11 November.

We are proposing some changes to your Cabinet Paper

51. The revised draft Cabinet Paper in **Annex 1** addresses the feedback you provided on 24 October, and incorporates the results of statutory consultation along with the required executive summary. We have also made minor amendments to ensure that it remains within the 10-page limit and have undertaken a legal review to ensure it complies with the requirements of a legislative Cabinet Paper.

52. Following feedback from the Office of the Auditor-General, we have made a minor technical change to the proposed ISB Orders. Detailed audit reporting requirements have been moved from primary legislation into the Orders, and we have clarified that financial/ service performance information is to be audited [METIS 1354086 refers].

We consider that the Cabinet Paper could support clear communication about the future of polytechnics temporarily remaining within the NZIST

53. We have noted your verbal comment on the draft RIS that you are confident the Western Institute of Technology at Taranaki can be established early in 2026. We also recognise that, while key issues for the remaining polytechnic divisions of the NZIST need to be resolved before they can be established, their future has become clearer since Cabinet's June decisions.

54. As Cabinet has not yet made decisions on their establishment, we understand that some stakeholders may not appreciate that these organisations are likely to have a future. This creates a risk that, unless a clearer view of their future grounded in the intention you have for them can be communicated publicly, there may be impact on decisions to engage with or enrol in these polytechnics.

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55. We consider that this could be addressed through your Cabinet Paper, specifically by:

    55.1. Discussing progress that has been made on these polytechnics and that you consider decisions on their future may be made earlier in 2026 than previously anticipated.

    55.2. Including a noting recommendation that you intend to use your announcement of Cabinet's decisions to clarify the status of these potential polytechnics.

56. This would allow public communication that these divisions have a more certain future, without pre-empting Cabinet decisions, or the future work required to establish some of them. We would work with your office to draft appropriate messaging.

57. Given the short timeframe for finalising your draft Cabinet Paper we have integrated this into the revised draft through paragraphs 4,11, and 43, and Recommendations 12 to 13.

Risks

58. As we have noted [[METIS 1353540 refers], the short timeframe and closed approach to consultation create a risk that some stakeholders and representatives consider they have not had an appropriate chance to participate. These constraints on consultation have been created by the need for both polytechnics and ISBs to be operational on 1 January 2026.

59. This risk is mitigated by the large amount of consultation and engagement that has occurred over the past two years, referred to in paragraph 7, all of which has been public. As noted earlier, pre-consultation engagement on key elements of ISB Orders was conducted in September specifically in recognition of these Orders having significant operational effect on ISBs.

60. We consider that the negative response of Food and Fibre representatives represents a potential risk given the economic importance of this industry and the need for these sectors to have confidence in their training pipeline. 9(2)(g)(i)

61. From a rapid review of qualitative feedback, many of these representatives are concerned with issues that are beyond the scope of ISB establishment or have been settled earlier in the process (e.g. funding, Māori representation, appointment of ISB members). We therefore consider that the strongest way to mitigate this risk would be for you to offer to meet directly with industry representatives and discuss their concerns and how they can be addressed within the context of the ISB model that is being implemented. Your intention to do this can be mentioned in your Cabinet Paper.

Financial Implications

62. The Orders themselves have no financial implications.

63. The TEC has been working with Establishment Advisory Groups and the New Zealand Institute of Skills and Technology to ensure that the new polytechnics and ISBs are sufficiently financially viable to be established and begin operating on 1 January 2026. Updated financial information for polytechnics will be included in the Regulatory Impact Statement circulated with the draft Cabinet Paper.

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64. There may be financial implications related to establishing some of the remaining polytechnics. Any such issues will be worked through in advance of Cabinet's decisions early next year.

Next Steps

65. Once you have considered this paper and provided feedback on the revised draft Cabinet Paper, we will provide you with a final draft to circulate to your colleagues for consultation on Monday 3 November. That will also include:

    65.1. The Regulatory Impact Statement (as an annex to the Cabinet paper)

    65.2. An example copy of each type of Order in Council (as an annex to the Cabinet paper)

    65.3. An example message for your Office to use when circulating the draft to your colleagues

66. We request that you provide us with feedback on the draft Cabinet Paper in the morning of 31 October, so that we can provide the final draft for circulation on the afternoon of 31 October.

67. Consultation with appropriate Government agencies will run alongside ministerial consultation.

68. We will report on the results of both agency and ministerial consultation to you on Monday 10th November, so that any consequent changes to the Cabinet Paper and Orders can be incorporated in time for your office to lodge by 10:30am on Thursday 13 November.

Annexes

Annex 1: Revised Draft Cabinet Paper – 30 October 2025

Annex 2: Results of statutory consultation on proposed polytechnics

Annex 3: Results of statutory consultation on proposed Industry Skills Boards

Annex 4: Evidence of polytechnic characteristics

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Recommended Actions

The Ministry of Education recommends you:

a. **comment** on the revised draft Cabinet Paper for Orders that will establish polytechnics and Industry Skills Boards

Yes / No

b. **agree** that your Cabinet Paper will discuss the improved position and future certainty of the polytechnic divisions that will not be independently operating on 1 January 2026

Agree / Disagree

c. **note** the results of statutory consultation on establishing polytechnics and Industry Skills Boards

Noted

d. **note** that further analysis of qualitative feedback from industry representatives will be provided to you in the week beginning 3 November

Noted

e. **agree** that, after considering the criteria set out in Section 315 (2) of the Education and Training Act 2020, you will propose that Cabinet agrees to make the recommendations for Orders in Council that establish the following polytechnics:

i. Ara Institute of Canterbury

Agree / Disagree

ii. Eastern Institute of Technology

Agree / Disagree

iii. Manukau Institute of Technology and Unitec

Agree / Disagree

iv. Nelson Marlborough Institute of Technology

Agree / Disagree

v. Otago Polytechnic

Agree / Disagree

vi. Southern Institute of Technology

Agree / Disagree

vii. The Open Polytechnic of New Zealand

Agree / Disagree

viii. Toi Ohomai Institute of Technology

Agree / Disagree

ix. Universal College of Learning

Agree / Disagree

x. Waikato Institute of Technology

Agree / Disagree

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f. **agree** that, after considering the criteria set out in Section 315 (4) of the Education and Training Act 2020, The Open Polytechnic of New Zealand can be established as an Anchor Polytechnic

Agree / Disagree

g. **agree** that, after taking into account the views of industry representatives on the matters set out in Section 362 (3) (b) of the Education and Training Act 2020, you will propose that Cabinet agrees to the recommendations for Orders in Council that establish the following Industry Skills Boards:

i. Construction and Specialist Trades Industry Skills Board

Agree / Disagree

ii. Education, Health, and Community Industry Skills Board

Agree / Disagree

iii. Electrotechnology and Information Technology Industry Skills Board

Agree / Disagree

iv. Energy and Infrastructure Industry Skills Board

Agree / Disagree

v. Food and Fibre Industry Skills Board

Agree / Disagree

vi. Manufacturing and Engineering Industry Skills Board

Agree / Disagree

vii. Services Industry Skills Board

Agree / Disagree

viii. Transport Industry Skills Board

Agree / Disagree

h. **consider** the following name changes requested by industry representatives, or equivalent

i. Renaming the Food and Fibre Industry Skills Board the People, Food, and Fibre Industry Skills Board

Yes / No

ii. Renaming the Electrotechnology and Information Technology Industry Skills Board to include reference to creative sectors

Yes / No

i. **note** that final detailed coverage schedules, based on ANZSIC codes, will be provided to you with the finalised Order in Council for each Industry Skills Board

Noted

j. **agree** that your Cabinet Paper will refer to your intention to meet with the Food and Fibre sector to discuss their concerns about operation of their ISB

Agree / Disagree

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Proactive Release:

k. **agree** that the Ministry of Education release this paper once the secondary legislation instruments have been issued and published with any information needing to be withheld done so in line with the provisions of the Official Information Act 1982.

Agree / **Disagree**



Katrina Sutich

General Manager

Te Pou Kaupapahere

30/10/2025



Hon Penny Simmonds

Minister for Vocational Education

30/10/25

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Annex 1: Revised Draft Cabinet Paper – 30 October 2025

Attached to this paper are two versions of the draft Cabinet Paper: one with tracked changes from the version provided on 23 October, and one clean version with all changes accepted:

- R 1352912 Annex 1a Revised Draft Cabinet Paper – 30 October 2025 clean
- R 1352912 Annex 1b Revised Draft Cabinet Paper – 30 October 2025 tracked

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Annex 2: Results of statutory consultation on proposed polytechnics

Polytechnic	Do you agree with establishing this polytechnic under the proposed name			Offering a wide diversity of continuing education that contributes to knowledge and promotes community learning			Offering education and training that responds to the needs of local communities and industries in your region			Research, particularly applied and technological research			Improving outcomes for Māori students and trainees and Māori communities			Is establishing this polytechnic in the interests of the tertiary education system?		
	Yes	No	No opinion	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure
Ara Institute of Canterbury	2	-	-	2	-	-	2	-	-	2	-	-	2	-	-	2	-	-
Eastern Institute of Technology	3	-	-	3	-	-	3	-	-	3	-	-	3	-	-	3	-	-
Manukau Institute of Technology and Unitec	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-
Nelson Marlborough Institute of Technology	2	-	-	2	-	-	2	-	-	2	-	-	2	-	-	2	-	-
Otago Polytechnic	5	-	-	5	-	-	5	-	-	4	-	1	5	-	-	5	-	-
Southern Institute of Technology	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-	1	-	-

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Polytechnic	Do you agree with establishing this polytechnic under the proposed name			Offering a wide diversity of continuing education that contributes to knowledge and promotes community learning			Offering education and training that responds to the needs of local communities and industries in your region			Research, particularly applied and technological research			Improving outcomes for Māori students and trainees and Māori communities			Is establishing this polytechnic in the interests of the tertiary education system?		
	Yes	No	No opinion	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure	Yes	No	Unsure
Toi Ohomai Institute of Technology	3	-	-	3	-	-	3	-	-	2	-	1	3	-	-	3	-	-
Universal College of Learning	2	-	-	2	-	-	2	-	-	1	-	1	1	-	1	2	-	-
Waikato Institute of Technology	3	-	-	3	-	-	3	-	-	3	-	-	3	-	-	3	-	-

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Annex 3: Results of statutory consultation on proposed Industry Skills Boards

		Construction and Specialist Trades	Education, Health & Community	Electrotechnology & Information Technology	Energy & Infrastructure	Food & Fibre	Manufacturing & Engineering	Services	Transport
Do you support the proposed name for this ISB?	Yes	7	4	2	4	6	7	3	5
	No	-	-	4	-	7	-	-	1
	No opinion	1	-	1	1	3	2	2	1
Do you support the description of the ISB's detailed coverage?	Yes	8	1	5	3	5	8	5	4
	No	-	3	2	2	10	-	-	1
	No opinion	-	-	-	-	1	1	-	2
How well do you think governance requirements will support this ISB to meet the needs of the industries it serves?	Very well	4	-	2	-	-	2	1	1
	Reasonably well	3	2	1	3	3	2	1	4
	Neutral/ unsure	1	2	2	1	6	5	2	1
	Reasonably poorly	-	-	2	1	3	-	1	1
	Very poorly	-	-	-	-	4	-	-	-
Do you consider that this ISB will be able to perform its functions efficiently and effectively for all its industries?	Yes	4	-	2	1	3	2	1	5
	No	1	-	2	2	8	1	-	-
	Unsure	3	4	3	2	5	6	4	2

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Annex 4: Evidence of polytechnic characteristics

Polytechnic	314(a) – wide diversity of continuing education	314 (b) – responds to the education and training needs of local communities and industries	314 (c) – undertake research	314 (d) – improve outcomes for Māori students and trainees in collaboration with Māori and iwi
The Open Polytechnic of New Zealand	• 22 distinct areas of study • Over 100 qualifications and around 1,000 courses • National distance education provider • No submissions received	• Unique as a national distance education provider • In that unique context has historically operated as a polytechnic that has met this criteria to produce its programme offering, e.g. as reported on in historic Annual Reports • No submissions received	• Degree level provider since the mid-1990s, which require research led teaching • 2025 indicative PBRF allocation $0.14m • No submissions received	• Has the capacity to establish and build on existing relationships required to enhance student outcomes in collaboration with Māori support networks. • Māori student mentor team to support Ākonga, and options to submit assignments in te reo Māori • Operating model of online delivery can support access in smaller and remote communities which is well suited to supporting Māori outcomes • No submissions received
Universal College of Learning	• Delivery is predominantly based in Palmerston North, with three satellite campuses (one of which may close) • Eighteen distinct study areas • Up to 75 programmes • From foundation to postgraduate study • Two submitted in agreement, nobody consulted objected	• Offers significant amounts of VET learning • UCol reports they have partnerships with local communities and industries, in public communications and most recent Annual Reports • Two submitted in agreement, nobody consulted objected	• Degree and postgraduate level provider which require research led teaching • 2025 indicative PBRF allocation: $0.19m • One submitted in agreement, one was unsure, nobody consulted objected	• TEC reports that UCOL has a history of strong Iwi connection with existing relationships maintained during the life in Te Pūkenga. • One submitted in agreement, one was unsure, nobody consulted objected

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Polytechnic	314(a) – wide diversity of continuing education	314 (b) – responds to the education and training needs of local communities and industries	314 (c) – undertake research	314 (d) – improve outcomes for Māori students and trainees in collaboration with Māori and iwi
Otago Polytechnic	• Covers the Otago region - main campus is in Dunedin with additional campuses in the wider region continuing • Fifteen main areas of study • Full range from foundation to Postgraduate • Five submitted in agreement, nobody consulted objected	• Offers significant amounts of VET and trades • Promotes their collaborations with iwi, students, businesses or educational institutions • Strategic goals in historical annual reports include employer and community engagement • TEC report that their relationship with Otago University provides platforms for industry connectedness in industries that serve the local communities e.g. health, nursing etc. • Five submitted in agreement, nobody consulted objected	• Delivers degree and postgraduate education which requires research led teaching • 2025 indicative PBRF allocation: $1.2m • Four submitted in agreement, one was unsure, nobody consulted objected	• Longstanding formal relationship with Kāi Tahu • TEC reports consistent engagement with Māori in the region and that the current relationship is strong • Five submitted in agreement, nobody consulted objected
Manukau Institute of Technology and Unitec	• Auckland area polytechnic • MIT – 18 study areas. Unitec 16 study areas • “numerous” programmes at degree level or higher (both) • One submitted in agreement, nobody consulted objected	• MIT Publicly notes partnerships and relationships in South Auckland • Strategy document says “deliver high-quality, relevant, and future-focused learning that reflects the diverse strengths and needs of our region (Both Polys) • Merger intended to improve the provision across the	• Research active (MIT) Unitec publicises “applied, practical, collaborative and industry-based” research. • 2025 indicative PBRF allocations: $3.2m combined (largest in sector) • One submitted in agreement, nobody consulted objected	• Strategy document notes: we will build upon our enduring and respectful relationships with iwi, hapū, and hapori across Tāmaki Makaurau | Auckland, strengthening meaningful and long-term partnerships with shared aspirations • One submitted in agreement, nobody consulted objected

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Polytechnic	314(a) – wide diversity of continuing education	314 (b) – responds to the education and training needs of local communities and industries	314 (c) – undertake research	314 (d) – improve outcomes for Māori students and trainees in collaboration with Māori and iwi
		region by combining strengths • One submitted in agreement, nobody consulted objected		
Waikato Institute of Technology	• Major institution in the Waikato • More than 35 areas of study • Over 130 courses and programmes, foundation level through to postgraduate • Three submitted in agreement, nobody consulted objected	• Wintec communications material notes a strong reputation for providing practical solutions to industry-identified problems, and leading knowledge and technology transfer with industry • Wintec communications material notes that they work alongside Te Wānanga o Aotearoa, the University of Waikato and other education providers to make sure that collectively, the region's tertiary education needs and priorities are addressed • Three submitted in agreement, nobody consulted objected	• Wintec communications material notes their applied research • 2025 indicative PBRF allocation: $0.95m • Three submitted in agreement, nobody consulted objected	• Wintec communications material states a commitment to their relationship with Tainui, and to "meet the educational and training aspirations of whānau, hapū, iwi, and Māori community organisations in our region" • Three submitted in agreement, nobody consulted objected
Toi Ohomai Institute of Technology	• Major institution in the Bay of Plenty • Over 35 study areas • Range from certificate level to Masters degree	• Toi Ohomai communications material notes high level of work placements, and collaborative approach with industry	• Research active • 2025 indicative PBRF allocation: $0.4m • Two submitted in agreement, one was unsure, nobody consulted objected	• Toi Ohomai communications material notes that they actively seek relationships with industry, other tertiary providers, community groups, iwi and hapu, and

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Polytechnic	314(a) – wide diversity of continuing education	314 (b) – responds to the education and training needs of local communities and industries	314 (c) – undertake research	314 (d) – improve outcomes for Māori students and trainees in collaboration with Māori and iwi
	• Three submitted in agreement, nobody consulted objected	• Three submitted in agreement, nobody consulted objected		partner with local iwi to provide targeted education opportunities in remote parts of our region • Three submitted in agreement, nobody consulted objected
Southern Institute of Technology	• Major institution in Southland • Up to 35 areas of study • One submitted in agreement, nobody consulted objected	• SIT communications material states that learning opportunities are industry focussed, and that it provides "quality applied vocational education which equips people with the knowledge and skills to be effective industry participants." • One submitted in agreement, nobody consulted objected	• Provides degree and Masters level study which requires research-led teaching • Has a research institute which "carries out targeted research projects in collaboration with other tertiary institutes and with local and regional community organisations." • One submitted in agreement, nobody consulted objected	• No information. • TEC can ask SIT to address in its investment planning and develop this area if required • SIT2LEARN has potential to reach remote and regional communities which can improve access for Māori • One submitted in agreement, nobody consulted objected
Nelson Marlborough Institute of Technology	• Major institution for the top of the South Island • Fourteen study areas, more than 120 programmes • Two submitted in agreement, nobody consulted objected	• NMIT communications material notes long history of high-quality tertiary education and community engagement Te Tauihu (the Top of the South)." • Has clear outreach for local businesses • Two submitted in agreement, nobody consulted objected	• Delivers degree and postgraduate programmes which require research led teaching • 2025 indicative PBRF allocation: $0.2m • Two submitted in agreement, nobody consulted objected	• NMIT communications material States work alongside Te Tiriti partners and Pasifika trusts to achieve shared goals • NMIT has a responsible position at leadership team table for Māori relationships • Two submitted in agreement, nobody consulted objected

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Polytechnic	314(a) – wide diversity of continuing education	314 (b) – responds to the education and training needs of local communities and industries	314 (c) – undertake research	314 (d) – improve outcomes for Māori students and trainees in collaboration with Māori and iwi
Eastern Institute of Technology	• Major institution in Hawke's Bay and Tairawhiti • More than 25 study areas, over 150 qualifications • Foundation pathways and Trades Academies through to postgraduate study • Three submitted in agreement, nobody consulted objected	• Wide variety of programmes and delivery locations implies this. Has a business relationship unit and industry advisory committees drawn from the community • Three submitted in agreement, nobody consulted objected	• Research active • 2025 indicative PBRF allocation: $0.69m • Three submitted in agreement, nobody consulted objected	• Significant programme offering aimed at Māori • High delivery and participation of Māori students in Tairawhiti • Working on relationship with local iwi should be a priority for the new council • Three submitted in agreement, nobody consulted objected
Ara Institute of Canterbury	• Canterbury regional polytechnic • 20 study areas • Two submitted in agreement, nobody consulted objected	• Ara publicly notes workplace training opportunities, internships, apprenticeships and partnerships with industry. • Ara publicly notes online, blended delivery and part-time programmes to meet the demand for flexible study options • Two submitted in agreement, nobody consulted objected	• Research active with a research office • 2025 indicative PBRF allocation: $0.5m • Two submitted in agreement, nobody consulted objected	• Ara have recently established a Senior Leadership position which a core function is to revitalise the relationship with local Iwi/Hapu to progress the longstanding success of Maori in the region. • Māori and Pasifika Trades Training provider with relationship with He Toki ki te reka. Commitment to VET for Māori in the region. • Two submitted in agreement, nobody consulted objected

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