Tertiary Education Report: draft Letter of Expectations and Terms of Reference for the NZIST Establishment Board

To: Hon Chris Hipkins, Minister of Education
Date: 22 August 2019
Security Level: In Confidence
Key Contact: Grant Klinkum, Julie Keenan
Messaging seen by Communications team: No

Priority: High
METIS No: 1201868
DDI: s 9(2)(a)

Purpose of Report

This briefing provides a draft Letter of Expectation and Terms of Reference for the NZIST Establishment Board. The Terms of Reference are appended to the Letter of Expectations.

The drafts reflect officials' discussion with you and previous advice dated 22 July 2019. They also reflect early engagement with the Chair of the Establishment Board, and consultation with relevant agencies.

We seek your feedback on the drafts, with the aim of finalising them to send to the Chair ahead of the 6 September 2019 meeting of the Establishment Board.

Recommended Actions

The Ministry of Education recommends that you:

a. note the attached draft Letter of Expectation and Terms of Reference
   Noted

b. note that these align with Cabinet decisions and the proposed legislation including the Charter
   Noted

c. provide feedback on your expectations as set out in the draft letter and Terms of Reference, including those relating to reporting and how media enquiries are to be dealt with
   Yes / No

d. note that officials wish to discuss comments on these attachments with you at the agency meeting on 26 August, to finalise the letter before the Establishment Board meeting of 6 September
   Noted

METIS: 1201868
IN CONFIDENCE
agree that this briefing and finalised versions of the annexes will be proactively released once the Board has received them.

Agree / Disagree

Grant Klinkum  
Deputy Secretary  
Graduate Achievement, Vocations and Careers  
Ministry of Education  
22/08/2019

Hon Chris Hipkins  
Minister of Education  
25/8/19
Draft Letter of Expectations and Terms of Reference

1. This report attaches, for your comment, a draft Letter of Expectations to the Chair of the Establishment Board of the New Zealand Institute of Skills and Technology (NZIST), which includes a draft Terms of Reference. In drafting this we have:
   a. Aligned the Letter of Expectations and Terms of Reference to Cabinet’s decisions, and to the direction of the draft legislation as agreed so far, including the Charter – without directly citing the legislation; and
   b. Included a further developed version of the tables discussed with you from the Annotated Agenda dated 22 July 2019.

2. We would like to discuss the letter and Terms of Reference with you at the agency meeting on 26 August, to finalise the letter before the Establishment Board meets on 6 September.

Structure of Letter and Terms of Reference

3. The Letter of Expectations is designed to set out the expectations you, as Minister, have for the Board and its responsibilities. It sets out:
   - the strategic context the Board will operate in
   - expected objectives of the Board
   - its responsibilities and accountability framework
   - reporting expectations
   - expectations for the transition to the full NZIST Council upon establishment.

4. The Terms of Reference is designed to provide a reference point for the Board members as they execute their role. As such it requires the Board, led by the Chair, to set processes and behaviours as necessary to fulfil its role, and also covers matters such as media comment, fees, reporting expectations and confidentiality (including its relationship with the Official Information Act 1982).

5. Schedule A of the Letter of Expectations includes versions of the tables that were in the Annotated Agenda of 22 July. These have been adjusted following discussions with the Chair of the NZIST Establishment Board, and consultation with other agencies, and reflect the Chair’s preferred sequencing of the list of work streams.

6. Table one of Schedule A sets out a list of actions that are required for a credible organisation to be stood up on 1 April 2020. Table two consists of work themes that the Establishment Board would initiate as work in conjunction with the sector and stakeholders, some of which can be completed by the NZIST itself in 2020. The specific items in Table two are important in themselves, but we see the process of working with the sector and stakeholders to deliver them as being of great value for signalling the future approach.

Next steps

7. Following your feedback on the attached drafts, we will prepare a final Letter of Expectations and Terms of Reference for your approval and signature. This will be with the Chair in time for the Board meeting on 6 September.

8. As the Establishment Board conducts its work, it will report to you as required, and meet with you from time to time. This interaction will help to shape its work over the coming months.

9. In preparation for the NZIST establishment, officials will provide advice and service the Cabinet process for the appointment of the NZIST Council. Officials will also draft a Letter of Expectation to the NZIST, to cover its initial period of operation.

METIS: 1201868  IN CONFIDENCE
10. Following establishment on 1 April 2020, you will have opportunities to participate in the development of the NZIST's statement of intent and statement of performance expectations. The Tertiary Education Commission and Ministry of Education will provide you with advice about these as they are being developed.

Consultation

11. The draft Letter of Expectations and Terms of Reference have been prepared in the Ministry of Education, and revised after comments from the Tertiary Education Commission (including the Reform of Vocational Education Programme Director), State Services Commission, the Treasury and Education New Zealand. The New Zealand Qualifications Authority was also consulted.

12. The Chair of the Establishment Board and Director of the Establishment Unit have had the opportunity to comment on a draft, and confirm that it aligns with their plans for organising the Board's work.

Proactive release

13. It is intended that this Education Report, with the signed final letter and approved Terms of Reference, is proactively released as per your expectation that information be released as soon as possible after delivery to the Board. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex: draft Letter of Expectations with attached Terms of Reference (as at 21 August 2019)
Annex: draft Letter of Expectations with attached Terms of Reference (as at 15 Aug)
Barry Jordan  
Chair, New Zealand Institute of Skills and Technology (NZIST) Establishment Board  

28 AUG 2019

Dear Barry

New Zealand Institute of Skills and Technology (NZIST) Establishment Board Letter of Expectation (LOE) for the period until 1 April 2020

I am writing to convey my expectations of the NZIST Establishment Board for the period covering the transition to an NZIST Council, expected to be 1 April 2020. This Letter of Expectation is to complement Terms of Reference to the Board, attached as Schedule B.

Strategic context

The Reform of Vocational Education is one of four major reviews in Government’s Education Work Programme. The Education Work Programme has five objectives, which focus work within education and enable education to connect and respond to Government’s wider strategies:

- Objective One: Learners at the centre – learners with whānau at the centre of education.
- Objective Two: Barrier free access – great education opportunities and outcomes for every learner.
- Objective Three: Quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau.
- Objective Four: Future learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives.
- Objective Five: World class inclusive public education – New Zealand education is trusted and sustainable.

The purpose of the Reform of Vocational Education is to create a cohesive vocational education system with employers, learners, regions and communities at its centre. A single, strong vocational education system will help improve well-being for all New Zealanders and support a growing economy that works for everyone. It will respond to changes in the world of work and the need for ongoing upskilling or reskilling throughout people’s careers, including provision for seamless shifts between workplace learning, work-integrated learning and other settings for learning. It will also respond to changing regional and industry skill needs; expanding and renewing education and training options while maintaining their reputation locally and internationally. It is important that the new system works for Māori, Pacific Peoples and disabled learners; who have traditionally been underserved and held back from reaching their potential.

A strong, capable NZIST is a cornerstone of the new cohesive vocational education system. The intention is to create a consolidated institution by the end of the transition period, although there is some flexibility available around the timing and form of the final structure. The Charter of the NZIST, which is incorporated in the Education (Vocational Education Reform) Bill, sets out the Government’s enduring expectations of the NZIST. The NZIST, as a national network of provision, will support work-based, provider-based and online learning, and provide pathways through education from foundation to degree-level. It will have the national and regional reach to become a long-term skills training partner for firms and industries, enabling learners and employers to move between workplaces and other
educational offerings and between locations as their needs change. It will do this best when its work reflects co-design with learners, employers, communities and staff; partnership with iwi and Māori organisations and Te Taumata Aronui; and engagement with Regional Skills Leadership Groups, schools and tertiary education providers, Workforce Development Councils and transitional Industry Training Organisations (ITOs).

I am committed to the reforms of vocational education being developed in partnership with iwi and Māori organisations. I expect the Board to work with Te Taumata Aronui, once it is established, and to plan for Māori-Crown relationships being at the core of NZIST through the Māori advisory board to be established to support NZIST.

Operating context
The transition from the current Institutes of Technology and Polytechnics (ITPs) and ITOs to a fully mature NZIST will occur by the end of 2022. I expect the Establishment Board to develop plans and provide advice to put the foundations in place for the long-term sustainability of the NZIST. NZIST will be our largest tertiary education provider. It will need to plan to grow further and offer innovative education products and services, as employers and learners build confidence in the new cohesive vocational education system and as it takes on more workplace training. As a national provider, NZIST has a distinctive role and responsibility to New Zealand communities, economy and government, including in the area of international education.

The development of NZIST is a significant change for the governance and management of the current ITPs. In particular, ITP Councils will be disestablished from day one, and replaced with a subsidiary board appointed by the NZIST Council. An effective approach to engagement and change management that informs all the Board’s work will be essential.

Plans for day one need to anticipate future changes to the form, subsidiary and post-subsidiary structure, and functions of the NZIST as it takes on more responsibilities for workplace learners and develops a more seamless and consistent experience for learners across sites, taking opportunities to improve efficiency and use its assets and capabilities more effectively. It will need effective relationships with the transitional ITOs (including those bodies recognised by the Minister for the purposes of the transition) and with Workforce Development Councils and Regional Skills Leadership Groups as these develop.

The Board will need to consider whether different administrative structures, processes and behaviours will assist in making the considerable cultural and organisational shifts that will be required. A discussion of different models was presented in the “Key Decisions” Cabinet paper, indicating a preferred end state of a head office with some substantive control over its operations, but a substantive regional presence and decision making delegations.

Objectives for the Board to 1 April 2020
I expect that the Board, directing the Establishment Unit, will progress the work programme attached in Schedule A. The work programme has been divided into two sets of actions. The first set (Table One) are day one deliverables required when NZIST is established, in order to provide continuity for learners, staff and industry while taking steps towards the broader mission of NZIST. The second set of deliverables (Table Two) are actions that I consider important for the Board to commence work on with and through ITPs and their stakeholders, and, as relevant, ITO networks for the short- and medium-term development of NZIST. I anticipate many of these will continue once the NZIST has been established.

Available time and resource may mean prioritisation and staging of the actions is needed, but early scoping work on the future academic and student support operating model and education products and services (including for international education), for instance, will be critical in focusing the emergent NZIST on the things that will create better outcomes for learners and employers. I envisage that it will be beneficial to use working groups of ITP and, as relevant, ITO staff and key stakeholder groups to support the Board and Establishment Unit in the Table B work streams that the Board decides to prioritise.
Responsibilities and accountabilities of the Board
I expect the Board to take a professional approach to its governance role, and to provide assurance over the advice the Board or Unit tenders to Ministers and agencies, including seeking external assurance as appropriate. The Board has a critical role in planning and advising on the transition to NZIST, and it is important that its input meets accepted standards for quality, analytical robustness, and management of performance and risk. Key outputs (such as the implementation business case, capital asset strategy, and Day One planning) need to have independent review or quality assurance. Members of the Board must also maintain confidentiality in their work; and ensure that all media enquiries are referred to the Chair or if unavailable, the deputy Chair.

The Board is responsible for developing its advice within the policy settings agreed by Cabinet or by me as Minister, and using the machinery of government. I am open to considering variations to previous agreements where these are necessary to achieve results; however I would expect the Board to have explored all options within the existing agreements first, and in consultation with officials. I expect the Board to consult closely with officials and seek officials' advice on how to interpret policy objectives and the expectations set out in this letter and use the machinery of government to achieve the goals of NZIST. I also expect officials to provide every support possible for the Board's work, within their roles, and I have communicated this expectation to them.

Timeliness is critical to the Board's work, which is taking place alongside timebound development of legislation to enable NZIST, funding arrangements for the wider reforms, and Workforce Development Councils and Regional Skills Leadership Groups, Centres of Vocational Excellence and a unified funding system. The Board is to manage its dependencies and inputs to other elements of the RoVE programme.

As Chair, you are responsible to me for achieving the results sought from the Board. I expect you to keep me informed, in line with the expectations below about reporting. I also expect you to manage the work of the Board, and any challenges in reaching agreed positions around the Board table. For my part, I will provide you with timely responses to your communications and will make myself or my staff as available as is practicable to you when matters require urgent discussion.

Reporting expectations
The establishment of NZIST is a priority initiative for me, and critical to the success of the Reform of Vocational Education. It is essential that its progress remains on track, that performance and risk are well managed to create foundations for an effective NZIST, and that the Board's work is well connected to other Reform of Vocational Education work streams. Reporting will be important to the Board providing confidence and assurance of its governance of a well-managed programme, and enabling opportunities to adjust the course of the work if needed. There should be no surprises for me as Minister, or for the wider Reform of Vocational Education programme.

I expect weekly written reports showing progress on key priorities, emerging issues and risks, as well as upcoming stakeholder and sector engagements. These should track the key milestones and metrics for the Board. I envisage a similar approach as for other weekly reporting in my portfolio: my office can provide further guidance to the Establishment Unit.

In addition to weekly reporting I intend to meet with you at least monthly to discuss progress, and as needed to advance key work programmes.

To ensure effective connections across the Reform of Vocational Education programme, I also expect you to report regularly and fully to the TEC-led Programme Governance Board. I also expect the Board to support the Establishment Unit to exercise its delegations for public spending and employment prudently, within the parameters set by the Secretary for Education. This includes reporting to the Secretary for Education or her delegate as required.

Expectations for transition to the NZIST Council
The Establishment Board has a time-limited role, and your success will be measured partly through an effective transition to a full NZIST Council. I expect to maintain continuity through some appointments to the new Council from the Establishment Board; after considering the mix of skills and capabilities
needed to start the new institution. The Board as a whole will need to document and transfer its thinking and knowledge smoothly to the incoming NZIST Council, and to provide for key Board-level and Establishment Unit support during the handover phase.

The work of this Establishment Board is important and will support thousands of learners, employers and educators in the transition to the new NZIST. I look forward to working with the Board to establish a strong NZIST.

Yours sincerely

Chris Hipkins
Minister of Education

Cc: Secretary for Education
    Chief Executive, Tertiary Education Commission
Schedule A

The two tables below set out priority deliverables for the Establishment Board in advance of the permanent Council for the Institute being formed in 2020.

The priorities set a balance between what is needed to create a credible NZIST on its day one (Table One), and the key strategic elements necessary to build the new skills and capabilities required by the Institute (Table Two), to be developed in engagement with experts from ITPs, ITOs as appropriate, and other stakeholders.

Table One: List of actions required for a credible NZIST on day one (assumed to be 1 April 2020)

<table>
<thead>
<tr>
<th>Action</th>
<th>Title</th>
<th>Description</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Establishment Board / Unit implementation plan</td>
<td>Develop a clear and understandable overall visual plan that is able to be shared with all internal and external stakeholders, showing the progress of each of the workstreams and how each contributes to meeting the stated objectives for the Establishment Board.</td>
<td>By end of September 2019</td>
</tr>
<tr>
<td>1.2</td>
<td>Selection of new Chief Executive</td>
<td>Lead the independent process for the selection of the Institute Chief Executive Designate, in line with State Sector Act requirements and State Services Commission guidance.</td>
<td>Chief Executive designate available on day one</td>
</tr>
<tr>
<td>1.3</td>
<td>Transitioning ITP’s into subsidiaries</td>
<td>Undertake tasks required to give effect to the creation in legislation of NZIST and the conversion in legislation of the 16 current ITPs to subsidiary companies, including giving effect to the transition by legislation of existing assets, liabilities, employees, commitments, intellectual property and information systems. Examples include change management approaches for staff, and working with Land Information New Zealand to correctly make required changes to the freehold register.</td>
<td>By March 2020</td>
</tr>
<tr>
<td>1.4</td>
<td>Day 1 operational requirements</td>
<td>Develop operating structure to support new Institute with an initial focus on reporting, Information Technology enablers, legal and procurement arrangements and delegations across Finance and Human Resources Understand what new centralised functions may need to be stood up on day one (e.g. subsidiary governance and management, support for ministerial enquiries)</td>
<td>By 1 March 2020 at the latest (based on 1 April stand-up: to allow it to be incorporated into the launch activities of new structure)</td>
</tr>
<tr>
<td>1.5</td>
<td>Mobilising the new world</td>
<td>During the establishment phase, there is a clear expectation that a sub-group of the Establishment Board will have specific, uninterrupted focus looking at the design and development of functions of the new entity post April 2020. This group will assess the various Table Two work streams below and recommend how to prioritise and implement key aspects of the reform programme.</td>
<td>Plan in place for review by Board in February 2020</td>
</tr>
<tr>
<td>1.6</td>
<td>Name and brand of the Institute</td>
<td>Make a recommendation to the Minister of Education on the new name for the Institute, after thorough stakeholder engagement, recognising that the brand will be used both domestically and internationally.</td>
<td>By 1 March 2020 at the latest (based on 1 April stand-up: to allow it to be incorporated into the launch activities of new structure)</td>
</tr>
<tr>
<td>1.7</td>
<td>Establishing a stakeholder engagement model</td>
<td>Agree, develop and put in place suitable “engagement models” with key partners and stakeholders. E.g. two examples would be with (i) Māori partners; and (ii) the interested parties in setting up the first Centres of Vocational Excellence.</td>
<td>By October 2019</td>
</tr>
<tr>
<td>1.8</td>
<td>Board and subsidiary governance model</td>
<td>Establish an appropriate governance operating model between the Establishment Board and the subsidiary Boards. This phase will include selection of the Board members designate of the subsidiary companies, which will become effective on 1 April 2020 after the existing ITP Councils are disestablished. During the period through to March 2020, establish constructive lines of communication between the Establishment Board and the existing ITP governance teams. Make any necessary preparations for the subsequent elections of staff and student committees, and appointment of Māori advisory Board and Academic Board members.</td>
<td>Directors of new subsidiary Boards identified by February 2020, but lines of communication with existing governance teams is expected to begin immediately.</td>
</tr>
</tbody>
</table>
1.9 Capital asset strategy

Stocktake to be completed and development of a capital asset strategy for the Institute. This will require a consolidated view of both existing and planned commitments. Develop a consolidated plan for likely future investment required to capital assets. Identify and ring-fence cash reserves for the central balance sheet of the Institute, and determine parameters for access to cash reserves.

To inform implementation Business Case and decisions on final balance sheet structure and delegations framework for the Institute.

First deliverables by early November 2019

1.10 Implementation Business Case

Develop an implementation business case. Contribute to report back to Cabinet in conjunction with Reform of Vocational Education programme team to support prioritisation and further drawdown of funding to progress establishing the Institute.

By early November 2019, to contribute to Cabinet report

---

**Table Two: Workstreams to support new skills and capabilities for NZIST**

<table>
<thead>
<tr>
<th>Action</th>
<th>Title</th>
<th>Description</th>
<th>Targeted completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Design workstreams</td>
<td>Start progressing the design of the Institute’s:</td>
<td>Well underway by 1 April 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• student journey map;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• employer engagement model; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• community engagement model.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Products and services</td>
<td>Develop a high level strategy to support new products and services to support student and employer needs.</td>
<td>June 2020</td>
</tr>
<tr>
<td>2.3</td>
<td>Work based learning development</td>
<td>Develop the framework and approach to the Institute supporting work based learning, including planning for the transfer of trainees and apprentices currently supported by ITOs.</td>
<td>September 2020</td>
</tr>
</tbody>
</table>
| 2.4    | Quick wins                           | Identify opportunities to portray the future operating model in the first three months – “what is going to be different?”  
A potential example would be setting up skills and capabilities to support “one work based training area” in first three months;  
Another example could be the establishment of an NZIST Academic Board from April 1 or July 1 2020. | Ready to go from April 2020        |
| 2.5 | Online products and services | Complete a review of current online capabilities. Initiate the compilation of business requirements to support online delivery for the Institute. Agree strategy for determining future capability e.g. leverage existing vs running a procurement process. | Well underway by 1 April 2020 |
| 2.6 | International Education | Commence the development of a future operating model for international education for the Institute, including workforce development or capability to deliver, in conjunction with the new brand, utilising the current channels already in place through ITPs and ITOs. This should support the goals of the International Education Strategy, in particular a focus on regional delivery goals, sustainable growth, and value over volume. The operating model will include student recruitment and outbound mobility, programme and qualification development, supports for student wellbeing, and international collaboration. | 1 July 2020 |
Schedule B

New Zealand Institute of Skills and Technology Establishment Board
Terms of Reference

Purpose

This document outlines the key responsibilities and practices of the Establishment Board for the currently named “New Zealand Institute of Skills and Technology” (NZIST). The objective of this document is to provide a reference point for Board members in the execution of their role.

These Terms of Reference complement the Letters of Appointment and Letter of Expectation conveyed to the Board members from the Minister of Education for the period covering the transition to establishment of NZIST, expected on 1 April 2020.

Scope

The primary objective of the Establishment Board is to plan for a transition and implementation pathway for a strong, capable and mature NZIST. The Board needs to have a particular focus on the transition to the NZIST entity, expected on 1 April 2020, and on the medium-term development of new skills, functions, and education offerings for the NZIST. The Board’s work will finish upon the establishment of the Council, expected to be 1 April 2020.

The purpose of the Reform of Vocational Education is to create a cohesive vocational education system with employers, learners, regions and communities at its centre: improving well-being for all New Zealanders and supporting a growing economy that works for everyone. The reforms are being developed in partnership with iwi and Māori organisations. A strong, capable, NZIST is a cornerstone of the new cohesive vocational education system. The NZIST, as a national network of provision, will support work-based, provider-based and online learning, and provide pathways through education from foundation to degree-level. It will have the national and regional reach to become a long-term skills training partner for firms and industries, enabling learners and employers to move between workplaces and other educational offerings and between locations as their needs change.

The Board must engage with the sector and a broad range of stakeholders on matters related to the establishment of the NZIST and will provide advice and assurance on its work. The Letter of Expectations sets out deliverables and outputs in more detail.

Responsibilities

The Establishment Board is responsible for advice on preparing for the NZIST. Its plans will be put into action by the Minister (or Cabinet as appropriate), or by the Council of NZIST once it is in existence.

- The primary responsibility of the Establishment Board is to deliver a work programme divided into two sets of actions:
the first set are day one deliverables required for the date of NZIST establishment, in order to provide continuity for learners, staff and industry while taking steps towards the broader mission of NZIST.

The second set of deliverables are for the Board to commence work on with and through ITP and, as relevant, ITO networks and will be critical in focusing the emergent NZIST on the things that will create better outcomes for learners and employers.

**Media Comment:**

The Chair is responsible for any media comment on behalf of the Establishment Board. Members should refer any media requests to the Chair. The Chair will liaise with the Office of the Minister of Education as appropriate on any matters relating to policy decisions.

**Membership**

<table>
<thead>
<tr>
<th>Position</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry Jordan</td>
<td>Chair/Member</td>
</tr>
<tr>
<td>Kim Ngārimu (Deputy Chair)</td>
<td>Deputy Chair/Member</td>
</tr>
<tr>
<td>Shane Culham</td>
<td>Member</td>
</tr>
<tr>
<td>Maryann Geddes</td>
<td>Member</td>
</tr>
<tr>
<td>Kathy Grant</td>
<td>Member</td>
</tr>
<tr>
<td>Dr Sandra Grey</td>
<td>Member</td>
</tr>
<tr>
<td>Tania Hodges</td>
<td>Member</td>
</tr>
<tr>
<td>Brett O’Riley</td>
<td>Member</td>
</tr>
<tr>
<td>Dr Linda Sissons</td>
<td>Member</td>
</tr>
<tr>
<td>Peter Winder</td>
<td>Member</td>
</tr>
</tbody>
</table>

**Fees**

Members have been advised of fees (an exception to the Cabinet Fees Framework was agreed).

**Board processes and behaviours**

The Board is responsible for determining logistics and processes for its meetings. It is supported by the NZIST Establishment Unit, which will be the secretariat for meetings.
The Chair is responsible for the overall direction of meetings. The Chair is also responsible for determining and confirming the agenda.

The Deputy Chair will act as Chair in the absence of the Chair.

The Board Chair will determine matters including the following, in consultation with the Board:

- Meeting Frequency and duration
- Mode of attendance (in person or online/phone)
- Mode of engagement and principles for engaging with sector and stakeholder groups
- Notice of Meetings, Agendas and Papers
- Decision Making
- Quorum
- Meeting Minutes circulation and approval.

Reporting

The Establishment Board will report weekly to the Minister of Education, and will provide reporting as required to the Reform of Vocational Education Programme Board. This reporting will be consistent with the expectations set in the Minister’s Letter of Expectations.

Confidentiality and official information

All Board materials and information is confidential for the period of the Board’s work, and needs to be held securely by members in the NZIST Establishment IT system, or in their offices.

The work of the Board supports openness and accountability in Government, and may be released proactively once the work is completed, or released in response to an Official Information Act request.