

TANZ Today



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UNIVERSAL COLLEGE OF LEARNING

March 2005

From the Convenor - Reflections on 2004

2004, like most years, was a year of change!

TANZ is adjusting to the positive initiative of the CEOs of ITPs expressing a greater desire to manage the affairs of the sector through a stronger strategic input.

TANZ grew out of a desire to work more cooperatively, to provide a collective voice on key issues, and to support the sector through research and development. The emphasis for TANZ may well change as CEOs, as a sector, take on a more positive and cooperative position on matters of mutual interest.

During 2004 we farewelled Dr Jack MacDonald, one of our founding members. We also farewelled Dr Robin Day who had held the fort following Dr Wanda Korndorffer's resignation. We welcomed Dr Geoff Page and Phil Ker who have slotted in extremely enthusiastically.

Consequently, we look forward to another year of change, but one based on optimism and a greater sense of sector engagement, punctuated by major initiatives.

John Scott
Convenor



What's on the agenda for 2005

Welcome to the first newsletter for 2005.

Yet another busy year is planned with a number of new projects in the pipeline and current ones scheduled to either complete or continue through 2005:

- The National Certificate in First Line Management (Online) for the public sector is progressing well with the first graduates expected near the end of the year.
- The first group of Meat Inspection Supervisors from Asure New Zealand will graduate this year with their National Certificate in First Line Management (Online) with the second and third cohorts continuing through the programme.



- Continued development of eLearning capability through development and delivery of a level 5 leadership qualification (online), in partnership with Public Sector Training Organisation. This project is supported through eCDF.
- Collaboration with Workbase, The New Zealand Centre for Workforce Literacy Development on the development and delivery of Adult Literacy qualification. This project is also supported through eCDF
- Continued collaboration with the Building & Construction Industry Training Organisation for the development of unit standards online along with interactives.
- Continued delivery of the Graduate Certificate in Applied eLearning, a collaboratively developed and delivered qualification utilising all TANZ institutions knowledge, expertise and skills. First Graduates will be this year.
- Continued collaboration with the Landbased consortium, lead by Agriculture Industry Training Organisation for the development and delivery of Human Resource Training nationwide.
- Continued cooperation and collaboration on development of course materials for various Industry groups.

The TANZ team is looking forward to a productive and busy year.

Pamela Simpson
TANZ National Development Director

Enabling a Responsive Tertiary Education System

A TANZ Position Paper

In our capacity as members of the ITP sector, the TANZ institutions have produced this position paper to (i) identify desirable attributes for a more effective tertiary education system (ii) provide an overview of an alternative funding model for consideration and (iii) raise some issues particularly relevant to the ITP sector.



Our central argument is that the New Zealand tertiary education sector has moved from an over-reliance on a market-led model to a centrally managed model. We believe the latter is now constraining, rather than enabling, institutions' ability to respond to government, industry and community needs; maintain currency; and remain financially viable.

We advocate a balanced approach between these two models, underpinned by the following position statements.

- 1 We support the need for:
 - a coherent national tertiary education strategy
 - that achieves an appropriate balance between individual learner needs and national development goals
 - in a cost efficient manner.
- 2 We believe that the appropriate balance is most likely to be achieved by:
 - a strategic focus on high-level goals and outcomes
 - within a regime of light-handed 'steering'
 - but avoiding micro-management of institutional behaviour.
- 3 We maintain that to be effective, the approach to managing the overall system must:
 - recognise the diversity across the sector, as well as the constituencies each institution within the sector serves
 - safeguard institutions' autonomy at operational level so that the identified learner and stakeholder needs can be met.
- 4 Unquestionably, there is a need for Government to be involved in managing the direction of the overall system. **The fundamental change we propose is a shift from a purchasing model to a funding model.** We are convinced this approach would significantly lower administration and compliance costs, while enabling institutions' responsiveness to the constituencies they serve. The proposal includes:
 - 4.1 Institutions to be funded to meet the high-level strategic goals set by Government.
 - 4.2 Institutions to be responsible for reallocating this funding among the various course categories in ways they believe meet the high-level goals, while taking into account the needs of their own particular learner and stakeholder groups.
 - 4.3 The model to include appropriate safeguards and monitoring of behaviours not clearly aligned with the overall strategic goals.
 - 4.4 The notion of institutions focusing on their distinctive contributions to be retained, and furthermore incentivised through the funding regime.
 - 4.5 Government's role to ensure the circumstances exist in which student choice is informed and stimulated by pricing signals in accord with Government policy objectives/strategic goals.

5 More specifically, we propose the following:

- 5.1 Institutions to be funded on a triennial basis, rather than a short-term annual one, so that students and potential students have confidence that a course they enrol in will be sustained.
 - 5.2 Similarly, institutions to establish fees on a triennial basis, alongside a corresponding fee maxima policy.
 - 5.3 Government to set course fees maxima in line with its policy objectives, eg course fees for areas identified as 'high need' set at a level that encourages participation; areas identified as 'over-supplied' priced accordingly.
 - 5.4 Rather than a national, uniform resourcing level for all institutions, a funding system be established that reflects (a) the differences in nature and diversity between regional institutes and other providers (b) the impact of the mix of part time and full time students (c) other aspects of the student population that affect delivery, eg entry level, special needs, age and (d) the breadth of delivery in terms of qualification level, length of courses/programmes and disciplines covered.
 - 5.5 The long-term goal for the sector to emphasise the development of an integrated national system of lifelong learning. Such a system to aim at maximising flexibility of learning opportunities for individuals throughout their lives, while maintaining quality standards appropriate to the level and focus of the learning. 'Flexibility' includes:
 - A variety of access modes, eg face to face contact, distance/elearning, and 'blended' / mixed mode.
 - A sector-wide commitment to and availability of recognition of prior learning / relevant experience (RPL).
 - The continued recognition of workplace learning.Easily transported learning (between institutions, across different segments of the sector, and between workplace and institutional settings).
- 6 Two further proposals related specifically to the ITP sector are:
- 6.1 ITP institutions to retain the right to offer degrees with a practical vocational emphasis. This is already firmly in place and clearly validated by student demand.
 - 6.2 ITP institutions to be the preferred providers for ITO funded delivery, at a level of 80% or greater nationally.
- 7 As far as the student loan system is concerned, we suggest that the following need to be made more explicit:
- 7.1 An effective student loans system needs to take into account the unintended incentives and consequences that may arise from the policy, as well as how the policy is implemented.

- 7.2 Wherever there is a 'private good' accruing to the individual, that individual is expected to make a contribution. To the extent that there is a 'public good', however, financial support to the individual is warranted.
- 7.3 The loans policy should make it transparent to individuals that the contribution they make to their own tertiary education is a small component of the 'private good' they will derive over time (ie. that the contribution they make is a worthwhile investment in their own future).

Written by Dr Marjorie Manthei on behalf of the TANZ CEOs.

ITPNZ Student Awards for Excellence

Otago Polytechnic

Congratulations to David Wade and Lindsay Rogers who were selected as recipients in the student category of the Microsoft/ITP New Zealand award, with the award consisting of Microsoft software to the value of \$1000.

Bachelor of Information Technology graduate David Wade was awarded the ITPNZ Student Excellence Award for 2004.

UCOL

Congratulations also go to UCOL student Gareth Griffiths who was awarded one of the ITPNZ Student Awards for Excellence. This award recognised the outstanding achievement by students in the ITP sector.

Gareth, a third year Bachelor of Information & Communications Technology (BICT) student achieved outstanding success throughout the duration of his studies at UCOL. From the 30 units Gareth was enrolled in he has achieved 23 distinction passes. He was the highest achieving student in the third year of the degree programme.

Well done David, Lindsay and Gareth.

Visit of Frank Rennie

TANZ is sponsoring a visit by Dr Frank Rennie from Lews Castle College, UHI Millennium Institute, Scotland, in May. Dr Rennie is well known for his work in the flexible and blended education delivery with extensive experience in delivery tertiary education to remote communities in Northern Scotland.



Dr Rennie will be visiting Dunedin, Christchurch, Wellington, Palmerston North and Auckland during his visit and we are looking forward to hearing more about his experiences and to being able to use his insights to assist in progressing innovation in flexible/blended delivery in New Zealand.

More information will be available in our next newsletter.

National Certificate in First Line Management Roll Out

Sharing of Information & Developments

An important key focus of TANZ is to promote the open sharing of information and developments among the members, sharing and growing best practice. This provides not only a cost effective solution to high development cost programmes, but builds capability within the institutions. It allows all members to learn from each other's experiences, and provides consistency and best practice in management of material, moderation, learning support and academic quality.

An example of this is the current sharing of the National Certificate First Line Management (online). Developed initially to meet the specific requirements of meat inspection supervisors, and then customised to suit the needs of managers in the public sector, the programme will soon be available through all the member institutes for enrolment by any manager or potential manager wishing to gain a qualification in first line management through online study.

UCOL Offers Programme

UCOL in Palmerston North was the first TANZ member to adopt the programme. Sue Ireland, Head of School, Community and Further Education, is responsible for overseeing the programme there, where it has been offered since end of 2004. With over 500 enrolments, the benefits of being able to learn from the others experience has been really valuable. The transition of knowledge, capability and expertise with the development and delivery of this qualification has been a steady process facilitated by TANZ, between CPIT's project team and UCOL's online team.

"The introduction of the course has been very successful," said Sue. "All of the learning material was provided by TANZ with only a few minor changes required to meet the needs of our students. I have received much help and advice from Jo Keys and Rachel Pringle from CPIT who readily answer any queries I might have."

Positive Feedback

The response to date from learners involved in the programme has been very positive with the first learner completing the programme in two months, which was still was the equivalent of over 500 hours work. In fact, Jill was so focused that study was part of both Christmas and Boxing Day - "I found it all extremely rewarding," she said. "I don't know whether I have learnt a whole heap of new things but it put a lot into perspective. I loved the research you needed to do and learnt a lot about a lot of subjects which weren't part of the course - I love expanding my knowledge base."

With the interest in the programme being so positive, with many learners studying online for the first time, it is the support of these learners in what, for some of them, is a totally new learning environment, which is important.

This transfer of course materials, knowledge, capability and expertise is continuing with CPIT, UCOL and MIT offering this programme in 2005.

Recent Presentations & Publications

Interoperability from an Information Management Perspective

John Wynn-Williams, from CPIT, seconded to TANZ to research digital repository standards, presented a paper at the New Zealand Interoperability Workshop in November last year on Interoperability from an information management perspective.

Key Points

Interoperability is the concept that independently developed software components can exchange information so that they can be used together. Ultimately the goal is to provide coherent services for users from components that may be technically different and originating from different applications and platforms. Interoperability can be achieved by highlighting commonalities between systems.

However technology is only one aspect that needs to be addressed, for a vision of interoperability to take hold within an institution a significant shift in organisational culture is required. Areas that have traditionally been viewed as having separate business functions need to work together towards a common purpose. To achieve a common information environment enabling the free flow of digital content between information and education spaces requires consensus between libraries, IT and eLearning around technology, standards, and metadata.

This paper is available through the TANZ Website on www.tanz.ac.nz or by emailing: wynn-williamsj@cpit.ac.nz

The Workplace eLearner: Designing and Delivering eLearning into the Workplace

Keith Tyler-Smith, TANZ eProjects Manager and Rachel Pringle, TANZ eLearning Designer/Web Developer gave a presentation at the 2005 eFest in Wellington in October 2005. The eFest is a NZ polytechnic sector conference on eLearning organised by the eLearning Forum of ITP New Zealand.

Key Points

Keith and Rachel's presentation, entitled "The Workplace eLearner: Designing and Delivering eLearning into the Workplace" looked at the lessons learned in terms of eLearning design issues involved in developing and delivering the National Certificate in First Line Management - Online to Public Sector supervisors, team leaders and first level managers.

This presentation used a first round eCDF project as the basis for this case study. This project, "Polytechnics and ITOs Working Together: Delivering Education and Training into the Public Sector Workplace" is a collaboration between the Tertiary Accord of New Zealand (TANZ) and Three ITOs: PSTO, FRITO, LGITO.

The learners for this project are drawn from more than 16 Public Sector organisations.

This presentation was co-presented by Rachel Pringle, initially a student intern on the project, now the eLearning Designer for TANZ.

This presentation is available through the TANZ website on: www.tanz.ac.nz or by emailing: tyler-smithk@cpit.ac.nz

Student Performance Monitoring Research

In 2004 TANZ commissioned Pricewaterhouse Coopers to facilitate a project examining performance measurement for polytechnics. Based on this, the project also described the impact of introducing a performance-related element into Student Component Funding and Industry Training Funding, as part of the development of an Integrated Funding Framework.

The report presenting the outcomes of the research is available on the TANZ website: www.tanz.ac.nz

About TANZ

Website

For more information about TANZ visit our website at www.tanz.ac.nz

Annual Magazine

The 2005 edition of the TANZ magazine will be distributed in April and will include articles on Workplace Learning, eLearning, industry/tertiary collaboration, and research, as well as items about various TANZ initiatives.

Want More Information?

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