Draft - RoVE Models Assessment
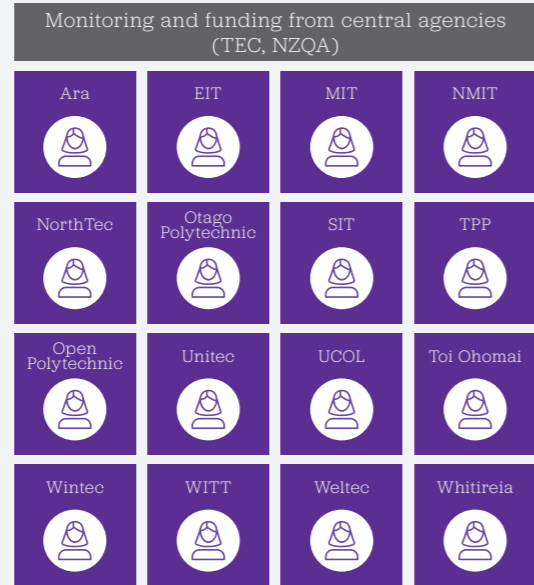
Kōrero Mātauranga
Me kōrero tātou

CURRENT STATE

Base case (current)

Fully autonomous ITPs responsible for all strategy, finance, operational, and educational delivery.

Core components

Regional functions

Fully autonomous Institutes of Technology and Polytechnics (ITPs)

Monitoring and funding from central agencies (TEC, NZQA)

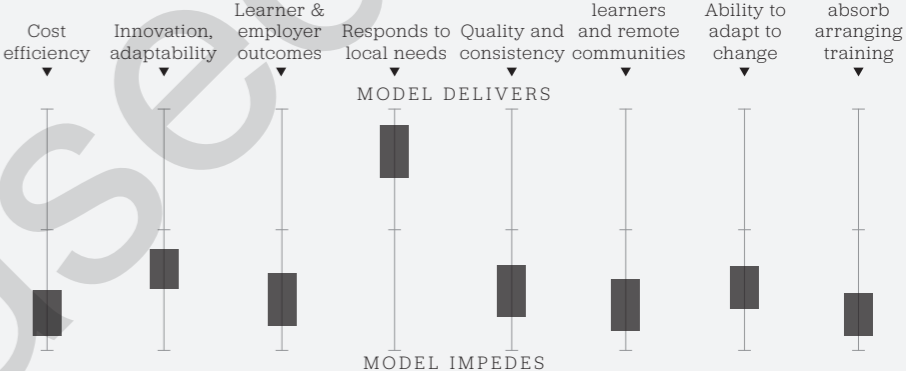| Ara | EIT | MIT | NMIT |
NorthTec	Otago Polytechnic	SIT	TPP
Open Polytechnic	Unitec	UCOL	Toi Ohomai
Wintec	WITT	Weltec	Whitireia

Capability

Regional capability

- Arranging Training
- Delivering Training
- Teaching & Learning Delivery
- Enrolment & Recruitment
- Student Support & Pastoral Care
- Domestic Student Recruitment
- Capital investment decisions within delegation
- Programme & Course Development
- Branding
- Marketing & International Student Recruitment
- Strategy Setting

Centralised capability

- No operational capabilities

Assessment

MODEL DELIVERS / MODEL IMPEDES

Columns: Cost efficiency, Innovation, adaptability, Learner & employer outcomes, Responds to local needs, Quality and consistency, Meets needs of priority learners and remote communities, Ability to adapt to change, Ability to absorb arranging training
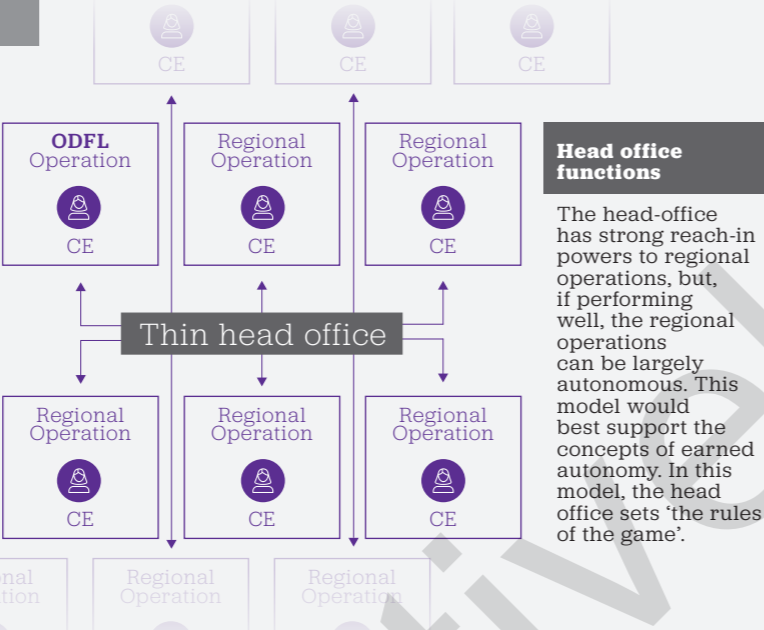
Key risks

- Status quo.

Model A

In this model, there is a small, thin head office that sets strategy and monitors the overall performance of regional operations.

This model is most similar to the Wisconsin Technical College System or private entities such as Infratil.

Core components

CE   CE   CE

Regional functions

Regional operations are operationally autonomous.

13 - 15 regions.

| ODFL Operation (CE) | Regional Operation (CE) | Regional Operation (CE) |

Thin head office

| Regional Operation (CE) | Regional Operation (CE) | Regional Operation (CE) |

| Regional Operation | Regional Operation | Regional Operation |

Head office functions

The head-office has strong reach-in powers to regional operations, but, if performing well, the regional operations can be largely autonomous. This model would best support the concepts of earned autonomy. In this model, the head office sets 'the rules of the game'.
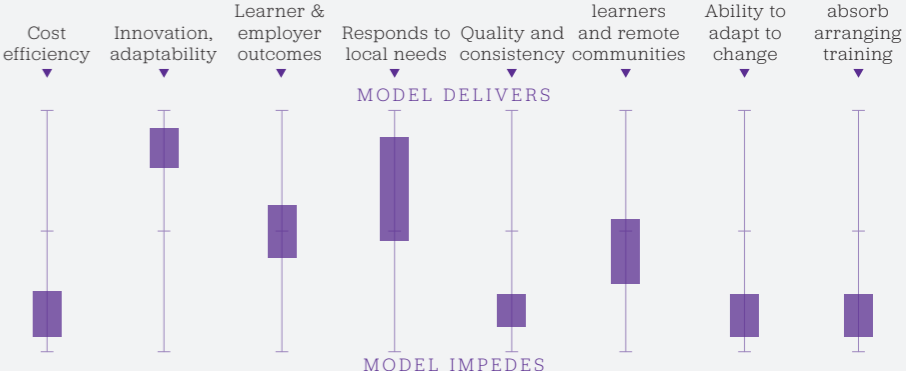
Capability

Regional capability

- Arranging Training
- Delivering Training
- Teaching & Learning delivery
- Most financial decisions
- Programme & course development
- Academic board
- Programme & course administration
- Enrolment & Recruitment
- Student Support & Pastoral Care
- Brand Ownership
- Revenue collection

Centralised capability

- Strategy setting
- Monitoring
- International and domestic brand and marketing

Assessment

MODEL DELIVERS / MODEL IMPEDES

Columns: Cost efficiency, Innovation, adaptability, Learner & employer outcomes, Responds to local needs, Quality and consistency, Meets needs of priority learners and remote communities, Ability to adapt to change, Ability to absorb arranging training
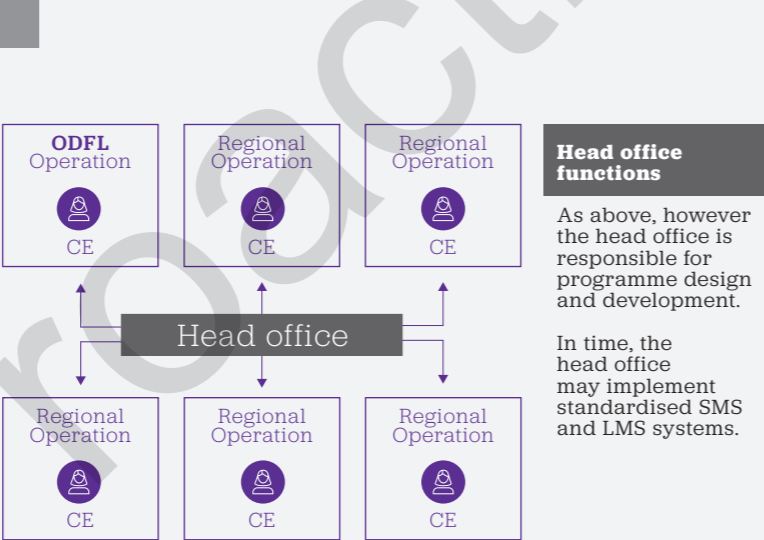
Key risks

- More difficult to introduce capabilities that are cross-cutting, such as online delivery or CoVEs.

Model B

This model is similar to A (above). However, in this model, regional operations are consolidated, programmes are developed centrally, and the head office has greater potential for operational intervention.

Core components

Regional functions

A smaller set of regional operations are mostly operationally autonomous, but choose from a 'menu' or programmes and courses (i.e. academic development is centralised).

| ODFL Operation (CE) | Regional Operation (CE) | Regional Operation (CE) |

Head office

| Regional Operation (CE) | Regional Operation (CE) | Regional Operation (CE) |

Head office functions

As above, however the head office is responsible for programme design and development.

In time, the head office may implement standardised SMS and LMS systems.

Number of operations significantly consolidated e.g. down to five 'regional' operations and an ODFL operation.
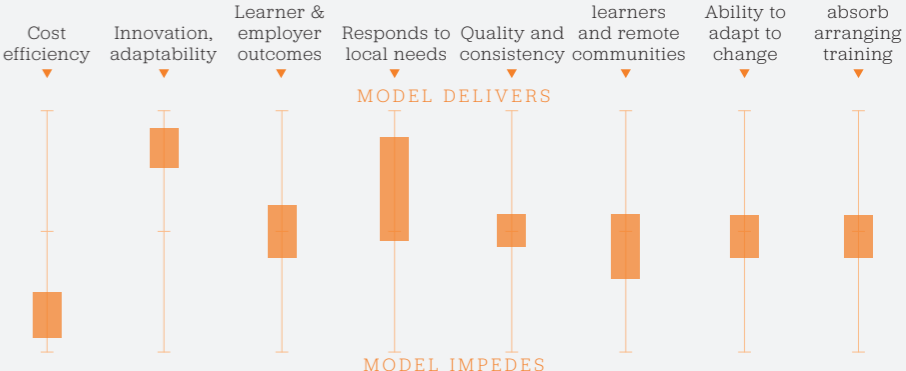
Capability

Regional capability

- Arranging Training
- Delivering Training
- Teaching & Learning delivery
- Most financial decisions
- Programme & course administration
- Enrolment & Recruitment
- Student Support & Pastoral Care
- Brand Ownership
- Acad

Centralised capability

- Strategy setting
- Monitoring
- International and domestic brand and marketing
- Programme & course development
- Some standardised systems (SMS, LMS) in time
- Revenue collection

Assessment

MODEL DELIVERS / MODEL IMPEDES

Columns: Cost efficiency, Innovation, adaptability, Learner & employer outcomes, Responds to local needs, Quality and consistency, Meets needs of priority learners and remote communities, Ability to adapt to change, Ability to absorb arranging training

Key risks

- Challenges associated with consolidation (e.g. a series of mergers simultaneously).

Model C

In this model, there is a head-office which has a stronger degree of control over regional operations, but there is a substantive regional presence and sufficient financial delegations for regional heads to make decisions.

Core components

Regional functions

Regional operations would bid for and manage their own substantive budgets, and would perform learning delivery.

No regional boards.

Substantiall

Head office — surrounded by Regional operation (×8)

Head office functions

In this model, the head-office would be responsible for setting strategy, and reducing duplication in areas where it makes sense (consistent programme design and common IT platforms).

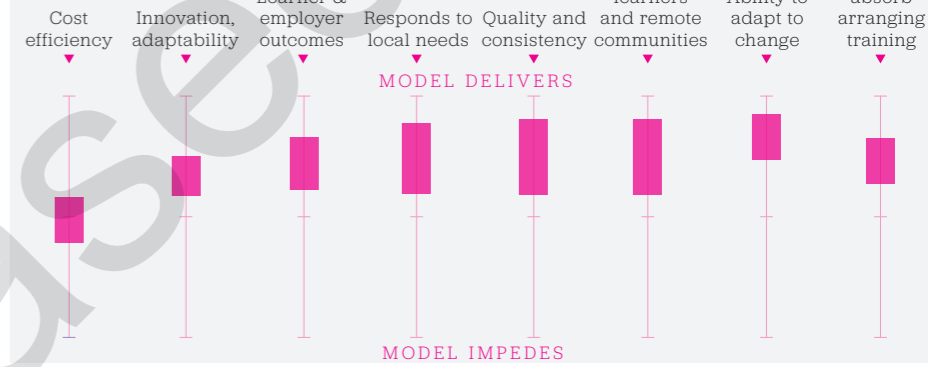*Substantially fewer regions than current ITPs.

Capability

Regional capability

- Arranging Training
- Delivering Training
- Teaching & Learning Delivery
- Domestic Recruitment and Enrolment
- Student Support & Pastoral Care
- Capital investment decisions within delegation

Centralised capability

- Strategy setting
- Monitoring
- International and domestic brand and marketing
- Programme & course development
- Core IT Platforms are common (including back-office, SMS and LMS)
- Revenue collection
- ISB relationship
- ODFL

Assessment

Cost efficiency | Innovation, adaptability | Learner & employer outcomes | Responds to local needs | Quality and consistency | Meets needs of priority learners and remote communities | Ability to adapt to change | Ability to absorb arranging training

MODEL DELIVERS
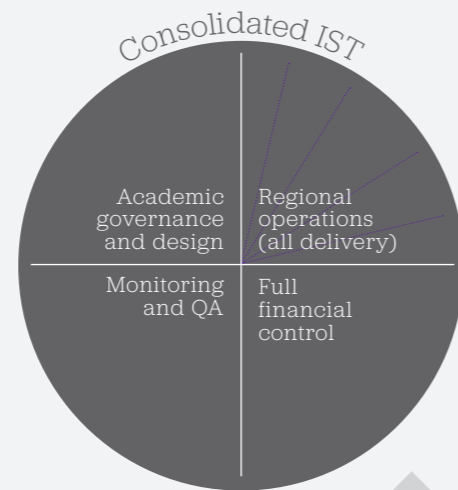
MODEL IMPEDES

Key risks

- Significant implementation risks, especially due to common systems.

Model D

In this model, most revenue and activities are performed centrally. This would include consolidating most revenue and expense, and having less substantive local or regional operations.

This model is most similar to the current TWOA model.

Core components

Consolidated IST — Academic governance and design | Regional operations (all delivery) | Monitoring and QA | Full financial control

Head office functions

Delivery would be consolidated, although the centre would have regional operations, but likely with less budgetary control and decision rights.

There would be no distinction between the 'centre' and 'regions' in this model.
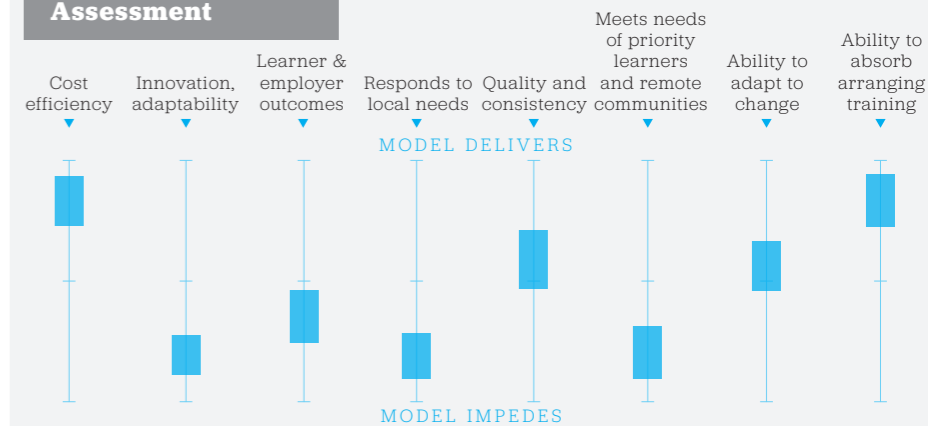
Capability

Regional capability

- Delivering Training
- Teaching & Learning Delivery
- Campus manager

Centralised capability

- Strategy setting
- Monitoring
- International and domestic brand, marketing, student recruitment, and enrolment
- Programme & course development
- Core IT Platforms are common (including back-office, SMS and LMS)
- Revenue collection
- ISB relationship
- ODFL
- Arranging training
- Pastoral care

Assessment

Cost efficiency | Innovation, adaptability | Learner & employer outcomes | Responds to local needs | Quality and consistency | Meets needs of priority learners and remote communities | Ability to adapt to change | Ability to absorb arranging training

MODEL DELIVERS

MODEL IMPEDES

Key risks

- Less flexible, most cost and risk to implement.