



Te Tai o Poutini West Coast
**REGIONAL SKILLS
LEADERSHIP GROUP.**

Te Tai Poutini West Coast Region Skill Needs – Advice for the Tertiary Education Commission

Prepared by the Te Tai Poutini West Coast Regional Skills Leadership Group

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Regional context and workforce aspirations

Our Vision - Tā tātou whakakitenga

An innovative and resilient economy delivering opportunities and high-paying jobs for our community/hapori. Caring for our people and our environment is part of who we are and what we are known for. | He ōhanga e hihiri ana, e manawaroa ana e kōkiri ana i ngā āheinga me ngā umanga whai rawa ki tō tātou hapori. He wāhanga nō mātou, kua hau hoki tō mātou rongo mō te kumanu i ō tātou tāngata, i tō tātou hapori anō hoki.

Aspirations – elevator pitch

Te Tai Poutini West Coast Regional Workforce Plan (RWP) actions aim to help ensure that we enable the right skills and access to training and resources to meet our future workforce needs, and that our people can enjoy fulfilling and secure work.

Areas of priority for the region

Priority sectors

The RSLG considers these [sectors to be of strategic importance](#), with significant gains to be made: accommodation and food services; health care and social assistance; construction, and manufacturing.

Other sectors important to our region's economy and that currently or are forecast to experience a shortage of workers include (but are not limited to): food and fibre, tourism, conservation/biodiversity, retail, mining/energy, engineering, digital/IT, and education/training/professional services.

Priority groups

The RSLG wants equitable access and outcomes to all its region's people. We support all the priority groups set out in the employment action plan. However, within our RWP we have specifically focused on: [Māori](#), [Women](#), [Older Workers](#), [Youth](#), and [Disabled People and People with Health Conditions](#)

Introduction

The purpose of this document is to provide the Tertiary Education Commission (TEC) with insights from the West Coast region to help guide investment processes and decisions. The advice has a focus on 2024 investment and, where appropriate, provides insights into potential future investment 'on the horizon' where specific advice is not yet available. There is an emphasis on priority sectors as identified in the RWP.

This advice should be read in conjunction with the [Te Tai Poutini West Coast Regional Workforce Plan](#) and the [Regional Workforce Plan Supporting Document](#) which provide broader context and additional detail. The RWP sets out actions to build on the strengths of the current economy. Its focus is on our regional labour force and future skills needs to ensure our people are supported into training and work, as well as attracting and retaining talent within the region.

We consulted with a cross section of stakeholders including central and local government, industry, employers, iwi, unions, workforce development councils, and other key community to shape this advice.

Regional workforce demand profile

Snapshot of the West Coast (2022 figures)

- Population 32,700 with a -0.6% annual average % change
- Mean annual earnings \$62,369, compared to NZ \$69,585
- Self-employment rate of 18.6%, compared to NZ 16.2%
- Working age population of 26,000, of which:
 - 15,500 are participating in the labour force and
 - 10,500 are not in the labour force
- Labour force participation rate of 59.5%
- Underutilisation rate of 11.1%
- Unemployment rate of 4%, compared to NZ 3.4%
- Migrant workers make up 6% (2021 figure)
- NEET rates of 11.6%, compared to NZ 11.7%
- Young people are leaving the region
- Limited tertiary provision is available at Level 7-degree level and above with most of the provision delivered on the West Coast at Level 1 to 3.

Sources: [Infometrics West Coast Region Economic Profile](#) and [Education Counts](#) and Ngā Kete > Regional Education Profile > Enrolments over time

The high-level industries that will contribute to Te Tai Poutini's forecast workforce demand pressures

Significant regional demand on the West Coast for: accommodation and food services; agriculture, forestry, and fishing; construction; health care and social assistance and manufacturing.



Source: Infometrics Industry Employment Projections for 2028

The detailed industries that will contribute to Te Tai Poutini’s forecasted workforce demand pressures

ANZSIC L1	Accommodation and Food Services	Agriculture, Forestry and Fishing	Construction	Education and Training	Health Care and Social Assistance	Manufacturing	Public Administration and Safety	Retail Trade	Transport, Postal and Warehousing
ANZSIC L4	Accommodation	Dairy Cattle Farming	Road and Bridge Construction	Primary Education	Hospitals (except Psychiatric Hospitals)	Cheese and Other Dairy Product Manufacturing	Local Government Administration	Supermarket and Grocery Stores	Road Freight Transport
	Cafes and Restaurants	Other Agriculture and Fishing Support Services	Other Heavy and Civil Engineering Construction	Secondary Education	Aged Care Residential Services	Wooden Furniture and Upholstered Seat Manufacturing	Central Government Administration	Hardware and Building Supplies Retailing	Rail Freight Transport
	Pubs, Taverns and Bars		Site Preparation Services	Technical and Vocational Education and Training	Other Allied Health Services	Log Sawmilling	Police Services		
	Takeaway Food Services		House Construction		Other Social Assistance Services	Meat Processing	Investigation and Security Services		
		Hire of Construction Machinery with Operator		General Practice Medical Services	Seafood Processing				

Source: Infometrics Industry Employment Projections for 2028

Regional skill needs

General themes across all sectors

Initiatives including Mana and Mahi, Apprenticeship Boost, Upskill, Mayors Task Force for Jobs and TTAF have assisted employers to make the industry attractive. Therefore, some employers have raised concerns as some funding streams are finishing and there is no certainty about others. Employers are concerned about the flow-on effect for the industry and staff retention. Already apprentices are struggling to pay fees with TTAF ending.

Companies often experience challenges with staff retention. Staff leave the region and often don’t return, or if they do return it can be many years after leaving, returning for lifestyle choices/cultural demands.

Companies face challenges attracting applicants outside the region due to its remoteness therefore companies often promote their own staff.

In addition, there is a reliance for employees need to have a driver’s licence to get to and from work as there is no public transport on the West Coast.

Priority sectors

Accommodation and food services

Roles in accommodation and food services attract young and often less qualified staff. There is also a strong reliance on migrants and a seasonal workforce, particularly at peak times of the year. This results in a low employee retention rate. However, there is a demand to be less reliant on a migrant workforce and to attract domestic staff to the industry by showcasing viable career options.

Staff shortages post-covid have forced businesses to operate at reduced hours and to consider staff-pooling. However, businesses are now seeing staffing pressures easing with the visa backlog getting resolved and migrant workers reaching the region. Yet, despite pressures easing, the sector is still struggling to attract trained chefs.

Employers seek employees with knowledge, experience, and capabilities. However, with pressure on the labour market, employers are taking on staff with less experience and more basic skills than they would have otherwise and are providing them on the job training. There is also local demand for regional-specific storytelling to enhance the visitor experience.

Businesses have expressed a preference for, or are undertaking, ‘how-to’ on-the-job skill-based training over formal training mainly because of the availability and cost of formal training. Some larger companies have developed their own online resources.

The lack of formal training and its perceived value pose long term risks. The fall in people completing hospitality related study dropped off drastically after Level 3 (i.e. high school leavers).

However, employees gain practical employability skills that are transferrable into other industries.

❖ *Recommendations: Investment in:*

1. *Hospitality and tourism training with a focus on chef training*
2. *Training that incorporates or focuses on story telling*
3. *Micro credential for employability and soft skills that creates a pathway onto further study and can be offered across industries.*

Health care and social assistance

There are currently approximately 50 FTE vacancies within nursing roles across the region. Much of allied health - physiotherapy, social work, occupational therapy, and laboratory services hold significant vacancies. Even small shortages can compromise service delivery.

Nursing shortages are symptomatic of a much bigger problem at national and global levels, resulting in competition from within Aotearoa New Zealand as well as internationally.

Nationally, the long-term focus for health is around growing the domestic labour market first and supplementing with international sources as needed, with objective monitoring / measures in place to ensure we don't end up disadvantaging employment of local graduates as time goes on.

Critical shortages persist in: Aged Residential Care (ARC) which includes highest employment of Internationally Qualified Nurses for nursing as a professional group; Ambulance – prehospital care (particularly paramedics); Community Health; Mental Health & Addiction; and Primary Health and Rural.

The varying level of skills has a heavy impact. There is a shortage of experienced, more senior staff. This is also a national and international trend for many health professional groups because the ageing population has increased demand, COVID has disrupted workforce distribution.

All Allied Health Scientific and Technical (AHS&T) services struggle with recruitment.

Minimal private services available outside the region.

The Māori and Pacific workforces are also in great shortage, compromising access to healthcare for these population groups. This includes shortages of more developed cultural skillsets that are urgently needed to grow and support kaimahi Māori and kaimahi Pacific.

From a PHO perspective, while General Practice staffing on the West Coast is relatively stable there is no flex within the system. Planned cover for GPs or nurses taking leave can normally be managed but when a GP or nurse is sick there are no short-term locums available to cover the gap. Accordingly, some appointments are rescheduled. The winter flu season will also put additional pressure on demand. The other issue is that some practices have closed their books for enrolment, limiting choice.

The impact of the shortage extends to Aged Residential Care. The (then) DHB ARC in Reefton, which closed temporarily due to a lack of Registered Nurses (RNs) has not yet reopened, despite advertising the vacancies for months. The four private ARC facilities are all having difficulty attracting RNs with two facilities closed to hospital level care. All these facilities are working with several Internationally Qualified Nurses (IQNs) to get them through the English Language Test and then onto the Competency Assessment Programme (CAP), enabled through the online CAP course through Northland Polytechnic.

Opportunities:

It is important for all professions to reimburse students for travel, food, and accommodation while they are placed here. There is often a significant financial burden when clinical placements are out of town as students end up paying for travel expenses and rent in addition to their existing accommodation cost. Students are often missing work in the location they are studying in and must pay for travel to get to placement.

Scaffolding roles to enable a crossover from vocational training to Enrolled Nursing and Registered Nursing and within Allied Health would be a strong enabler for rural areas and for improve service accessibility for the community.

Attracting RNs to the ARC sector is very difficult and even harder when combined with a rural location like the Coast. One facility has done a good job of attracting IQNs from the same area who are either family or friends and have settled well into the local area, forming their own sense of community.

There are opportunities to integrate a focus on the delivery of healthcare in rural and remote areas into all programmes. Placements into rural areas could be promoted to those interested in working rurally and within a rural generalist model. Extra focus on the delivery of health care to rural communities should occur during all study. After all, the contact with a rural patient and their whānau can occur in tertiary centres too.

There is a great programme aimed at Nurse Practitioners and Enrolled Nurses who wish to work within Mental Health and Addiction Services. There could be a greater emphasis on this from a rural perspective for Nurse Practitioners. The scope could be broadened for the Enrolled Nurse component to cover a variety of work areas, including ARC.

There is a great opportunity to develop the kaiāwhina workforce. Depending on the needs of the service there is scope to develop a scaffolding programme into registered roles within Allied Health and Nursing.

❖ *Recommendations: Investment in:*

1. *Micro credentialing and/or qualifications/units for registered and administrative staff*
2. *Training offered at high schools to enable a pathway into tertiary study, e.g., micro credentialing*
3. *Pre-health science papers delivered regionally*
4. *Programmes that support the kaiāwhina workforce*
5. *Training that enables the ability to complete distance learning. The Bachelor of Nursing, Enrolled Nursing, Return to Nursing and the two-year master's pathway are great opportunities to ensure education and training can be completed at, or close to a student's home*
6. *Earn while you learn for nursing that could mean TEC-funded transition placements*
7. *Distance learning options for ALL tertiary qualifications. Studying at distance removes one of the major financial barriers to education and enables access to remote learning. This would potentially improve retention and collaboration, enabling more remote training of health professionals so they can remain in their local communities as much as possible*
8. *Enabling access for rural and remote populations for existing qualifications that cannot be delivered in the region. This could include ring fencing positions for people who come from rural and remote locations*
9. *A local hub to ensure support for employers and students. CAP and Allied Health Return to Work, particularly Physiotherapy return to work could be streamlined. Ongoing collaboration is the key to success*
10. *Pastoral care - Peer support for students not always available if only 1 student here on placement away from their colleagues. AHST may be a way to provide a remote framework for this*
11. *Initiatives that address attrition rates for Māori and Pacific people and enable success including post-graduation*
12. *Change of classification of programme related and student related costs to allow for travel, food, and accommodation to be covered for programme placements.*

Construction

Approximately 25% of those working in the construction industry on the West Coast are self-employed. While the construction industry is expected to grow businesses and there are a few large construction projects planned for the region, on the ground businesses do not expect demand for staff to grow as significantly as projected.

Over the past 15 years the number of learners enrolling in civil/water/electrical supply/telco has been consistently around 30 per year with the majority enrolling in electrical supply programmes.

There are a number of significant projects either underway or planned for the period 2021 – 2031: SH67 coastal protection between Granity and Ngakawau, SH6 Tatara Bridge safety improvements, single lane bridge guard rails retrofits (SH73 Taipo River, SH6 Mikonui River, SH6 Wanganui River, SH6 Moeraki River and SH6 Gates of Haast) and the Greymouth to Westport cycle way. However, civil construction contractors are experiencing delays in work locally.

Most of the workforce in civil construction doesn't plan to enter the industry but when they do enter, they stay in it. Training is often in house and non-formal because of the lack of availability of training.

Technical roles are often the most challenging to recruit, e.g., cable jointers, line mechanics and water treatment operators. Generally, contracting companies have not looked to recruit from overseas with Tier one companies rotating staff into West Coast from other regions.

Infrastructure jobs often require employees to operate various workplace machinery that requires a licence and endorsements.

Some employees, especially if they have learning needs such as dyslexia, lack the confidence to engage in education if they have not been in a learning environment since school.

There is demand for short sharp just-in-time training that supports on-going upskilling and refreshment of compliance training. The mode of delivery needs to be appropriate to the learner.

There is a recognised need to upskill staff with management/supervision or quantity surveying skills beyond carpentry apprenticeships because qualified staff often supervise other staff including apprentices. Again, the cost of further study is a barrier, especially with initiatives such as TTAF finishing.

❖ *Recommendations: Investment in:*

1. *Micro credentials with learner-focussed modes of delivery*
2. *Initiatives that remove barriers to further study*
3. *Driver's licences in schools*
4. *Plant operator training*

Manufacturing

In-house training is common across the manufacturing industry as training needs are often specific to bespoke machinery used by the business. Larger businesses are integrating digital technologies to improve productivity with training often provided by the companies who provide the machinery.

Food manufacturing companies report difficulties in attracting staff due to the lack of accommodation, a high minimum start out wage and staff wanting to work 4 days a week rather than 5.

Wood manufacturing companies are reporting demand for their products is slowing down having a roll-on effect on staff recruitment and training decisions. Staff with a lack of basic life skills including arriving on work on time have been an issue.

There is a training gap in forestry for training of staff in middle management/leadership.

❖ Recommendations: Investment in:

1. *Micro credentials that support the manufacturing industry*
2. *Initiatives that remove barriers to further study*
3. *Training that supports digital technologies*
4. *Leadership and management training.*

Other important key sectors

Conservation and biodiversity

Te Tai Poutini West Coast is comprised of 84% public conservation land, the largest proportion of any rohe in New Zealand. Conservation (Nature Based) is an emerging industry on the West Coast with work underway to leverage natural assets for financial gain.

The Department of Conservation (DoC), the largest employer in the conservation space on the West Coast, reports 7-10% annual staff turnover with an estimated 20-25 vacancies at any one time. DoC has a significant workforce of up to 60-70 people. It has a desire to 'Grow our Own' people and staircase them to opportunities in the industry on the West Coast. A pipeline from high school onto tertiary study is currently lacking.

Key stakeholders including include West Coast Trades Academy, Westland High School, Papa Taiao Earthcare, Zero Invasive Predators (ZIP), Conservation Volunteers West Coast, West Coast Regional Council, MBC – Environmental Solutions, Department of Conservation (DoC) and West Coast tourism operators have identified the following priorities for training.

2024 & 2025 indicative demand from stakeholder engagement:

Name of provision	Type	Existing or new	2024 (people)	2025 (people)
Certificate in Conservation Skills (operations) L4	Full time	Existing/ not delivered on WC	10	10
Certificate in Pest Management L3	Full time	Existing/ being delivered	12	12
Project Management skills	16 weeks	Existing/ not delivered on WC	2	4
Geographic Information Systems	15 weeks - Short Course	Existing/ not delivered on WC	5	5
Conservation Field Skills Training Scheme	Short Courses	Existing/ being delivered	30	30
Regenerative Destination Management	Short Course	New	4	8
Pest and Predator Control Technologies	Short course	New	4	8
Cultural Capability for Māori Tourism guides	Short course	New	6	6
Conservation Leadership	Pre - employment and in-work	Further engagement required	TBC	TBC

❖ Recommendations: Investment in:

1. *Certificate in Conservation Skills (operations) Level 4*
2. *Certificate in Pest Management Level 3*
3. *Project Management Skills*
4. *Geographic Information Systems*
5. *Conservation Field Skills Training Scheme*
6. *Regenerative Destination Management*
7. *Pest and Predator Control Technologies*
8. *Cultural Capability for Māori Tourism Guides*
9. *Conservation Leadership.*

Extractives, mining, and energy

Demand for skilled workers in the extractive industry is expected to increase from 2023. Coal increase by approximately 60 people from 2024 and remain steady to 2026 while labour for all other coal and aggregates is expected to remain steady. Attrition of approximately 20% due to retiring workers and employee movements is projected. It is expected approximately 50% of employees needed will be recruited from other employment, 12% job seekers, 32% from training programmes and 6% from immigration. 85% of the roles are likely to be operational requiring NZQA qualification Levels 2-4, 10% leadership roles requiring NZQA qualifications typically from Levels 4-6 and the remaining roles are technical roles such as engineers and geos typically requiring NZQA qualifications from Levels 6-8.

Projected Workforce

	2021	2022	2023	2024	2025	2026	
Coal	336	327	327	327	327	327	
Coal Underground			40	40	40	40	
Alluvial Gold	160	160	160	160	160	160	
Quarries Gravel and aggregate	65	65	65	65	65	65	
Limestone	16	16	16	16	16	16	
Underground Gold	60	70	100	140	140	140	
Ilmanite		20	50	50	50	50	
Reefton Exploration	20	20	40	40	40	40	
Totals	657	678	798	838	838	838	128%
% Movement		3%	18%	5%	0%	0%	
Projected Attrition (retiring workers etc)		20%	20%	20%	20%	20%	

New employee required each year due to attrition (20%) and changing operational needs

	2022	2023	2024	2025	2026	
	157	280	208	168	168	979

New employees recruited from.

		2022	2023	2024	2025	2026
Other Employment	50%	78	140	104	84	84
Job Seekers	12%	19	34	25	20	20
Training Programmes	32%	50	89	66	54	54
Immigration	6%	9	17	12	10	10
Totals	100%	157	280	208	168	168

Types of roles

	NZQA Level	2022	2023	2024	2025	2026
Operational (85%)	2 ~ 4	133	226	168	136	136
Leadership (10%)	4 ~ 6	16	28	21	17	17
Technical (Engineers. Geos etc) (9 %)	6 ~ 8	8	25	19	15	15
		157	280	208	168	168

Data verified by Minerals West Coast.

A substantial amount of training for the extractives and mining industry is undertaken in-house, by technical experts or by full cost recovery.

The integration of technology in the extractives and mining industry will impact on the types of skills required for the industry in the future. The industry demands small just-in-time chunks of learning.

Renewable energy is an emerging industry on the West Coast. [Te Te Tai Poutini West Coast renewable energy strategy](#) identifies and advances opportunities in hydro, biomass, geothermal, green hydrogen, and other energy opportunities with a focus on viable outcomes that create jobs. The renewable energy roadmap identified increasing capabilities and improving coordination as one of four vital strategy areas.

'On the Horizon' training/skill needs to support the strategy include engineering and research science.

❖ *Recommendation: Investment in training that supports the renewable energy strategy including engineering and research science.*

Food and fibre (agriculture, horticulture, forestry, aquaculture)

Dairy

The dairy industry is experiencing significant workforce shortages. A large part of the workforce is in entry level positions, approximately 22% of the workforce are migrant workers, there are labour gaps around seasonal work, and the industry does not have enough people with the right skills to meet demand. These are significant barriers for a sector heavily reliant on manual labour.

The number of apprenticeships has fallen. Significant wraparound pastoral care is required for apprentices as they often lack employability/soft skills and are geographically isolated if they don't have a driver's licence. Wellbeing courses integrated into apprenticeships are recognised as useful and are well received.

There is a high number of people with dyslexia. Therefore, shorter blocks of relevant training such as micro credentials are in demand. There needs to be flexibility with delivery and allowance for just in time to meet the needs of businesses.

Specific training needs include milk quality, health and safety, effluent, and animal welfare. In addition, short courses are demanded to support compliance requirements, for example food production audit. There is demand for micro credentials at diploma level covering the use of technology on farms to improve business processes such as the use of drones or halters.

❖ *Recommendations: Investment in:*

1. *Introductory micro credentials that incorporate soft/transferrable skills that can also be delivered in schools to create a pipeline and pathway for students into the industry*
2. *Micro credentials that support compliance requirements*
3. *Micro credentials that support the use technology on farms to improve business processes*
4. *Training for migrant workers for 'essential service' industries.*

Education, training, professional services

Primary schools on the West Coast struggle to fill vacancies, often having to advertise positions multiple times with either no applicants, or unsuitable applicants. Teaching principals of small schools often run the school with no teaching support. They principals themselves are in the class full time, then complete their principal work after hours and PLD is often sacrificed. To encourage interest in positions, Boards of Trustees often fund the extra money to make the positions full time but this does not necessarily help attract applicants. Principals in larger schools have to be creative to find staff who are able to cover classrooms. At times this means inconsistency of teachers for the students, and higher workloads for senior leaders. Like their sole charge counterparts, these senior teachers who are in class complete their main roles after hours.

West Coast Secondary and Area Schools are also experiencing ongoing difficulty attracting teachers this year. Several positions remain unfilled (Te Reo, Maths, Learning Support, PE). There is difficulty in attracting teachers of Te Reo, Technology (Hard Materials and Digital Tech), Maths, Chemistry, Learning Support and PE. There is a limited pool of teachers on the West Coast, including very few relievers (described as “desperate” shortage of relievers by one Principal). Relief ban has been very hard to manage because of this. Most appointments come from teachers moving in from other regions, in particular Canterbury. Several international teachers have also been appointed. Several beginning teachers have been appointed but this is in line with numbers from previous years. Gaps have been filled using LATs, community people assisting, and non-specialist teachers. Some classes cannot run, some classes are large, and some students are required to work via Te Kura (Correspondence) or VLN.

Recruitment of tutorial is the most challenging aspect for tertiary education on the West Coast. Even though many applicants have the required industry experience, they do not have adult teaching experience/qualifications.

❖ *Recommendations:*

1. *Investment in education and training*
2. *Investment in attracting people to the profession.*

Key themes of our engagement with WDCs and TEOs

Workforce development councils and tertiary education organisations have been working alongside Te Tai Poutini West Coast RSLG on advice to TEC. While some TEOs have been engaged in conversations around regional needs, others did not provide input into the advice.

The West Coast is a challenging region in which to provide accessible, flexible learning opportunities. Its main constraints include a small population spread over a large distance, limited mobile coverage, no public transport and frequent significant weather events. Providing equitable access to learners is therefore a significant issue for the region.

General themes

Attraction and retention

- General labour shortages but also issues with attraction into industries and training
- Importance of career pathways into and within industries – currently low awareness of pathways of learning, how both employers and learners can access training, and the need for career mapping to highlight transferable skills across many industries
- The pathway through a programme may be different for each learner, and should no longer be cohort based
- The need for sufficient pastoral care for learners and workers to enable success
- Increased need to provide digital support
- Realising the pipeline of volunteer workforces
- Identified issues/barriers to effective training e.g., literacy/numeracy/digital skills not in place to the degree required for the qualification/training
- The type of training required by the region is not conducive to optimal cohort sizes
- There needs to be flexibility around delivery and being able to respond to customers' needs – just-in-time and modes of delivery
- Provision needs to meet the needs of the changing workforce – Māori, job changers, women returning to work, women in non-traditional industries, mature people, and people with disabilities or health challenges.

Qualifications

- Modes of delivery need to be flexible, and learner focussed – e.g., in the workplace, block course, night class, or online, depending on the work learners are exposed to and how they would like to learn
- The need for right sized learning - logical blocks of learning
- The demand for micro credentials and short/sharp training
- Better provision for rural community, industry workforces and learners
- Lack of knowledge and for some industries, appreciation of qualifications
- Holistic approach to developing qualification pathways
- Leadership/people management training required in most industries

- Lack of employability/soft skills/self-awareness.

Delivery

- Concerns on how the new Te Pūkenga operating model will impact Te Tai Poutini West Coast learners and future labour market. The need for a model that serves the needs of all learners providing for and considering rural and remote communities
- Funding: One model does not fit all. The Unified Funding System does not work for regions and does not allow for regions to meet regional demand. Funding should be based on outcomes and aligned to regional needs
- Delivery needs to be aligned between providers and industry
- The need for flexibility and progression without compromising quality
- A shift in assessment approach to provide greater equity for learners
- There is a need to define success
- Requirement for flexibility to enable people to transition in and out of employment and study easily
- Currently limited delivery on the West Coast with the majority of provision L1-L3.

Diversity and inclusion

- Some population groups are underrepresented in training. This situation also presents an opportunity to strengthen the workforce
- Te Tiriti o Waitangi needs to be honoured in training.

WDC specific engagement

Engagement with workforce development councils has focussed on areas where there is an immediate need for provision aligned with the Te Tai Poutini West Coast Regional Workforce Plan. This includes:

- Waihanga Ara Rau (Construction and Infrastructure) – discussions around developing pre-employment/work readiness courses aimed at youth entering workplaces
- Toi Mai - engagement focused on education, training, and employment in our natural environment: conservation, sports & recreation, and pest control (conservation) provision. Discussions on immediate provision needs for the Certificate in Conservation Skills (operations) L4 as a pathway from school onto tertiary study. In addition, conversations include developing ‘stackable’ short courses/micro credentials for conservation work
- Toitū te Waiora (Community, Health, Education and Social Services) – discussions have focused around work underway with Te Whatu Ora and other key stakeholders on the kaiawhina workforce including a potential scaffolding programme into registered roles within allied health and nursing. In addition, micro credentialing and/or qualifications/units for registered and administrative staff
- Hanga-Aro-Rau (Manufacturing, Engineering and Logistics) – discussions have focussed on manufacturing wood panel and plywood, and forestry

- Muka Tangata (People, Food and Fibre) – discussions have focused on fishing, seafood processing and dairy provision
- Ringa Hora (Services) – discussions have focused on Shaping the Future of Service Skills and developing ‘short sharp stackable’ micro credential with essential and transferrable skills, complemented by stackable technical options.

Tertiary education specific advice

All TEOs consulted regarding RSLG advice to TEC have indicated they want to retain the existing provision they deliver on the West Coast. This section outlines any increases in provision requirements for TEOs delivering tertiary education on the West Coast. It does not include requirements for provision that is not delivered on the West Coast – noting that the region has a high reliance on out of region provision.

Learner profile on the West Coast in 2021 – Level 1-3 = 385 learners, Level 4 = 170 learners, Diploma Level 5-7 = 40 learners, Degree Level 7+ = 25 learners.

Tai Poutini Polytechnic / Te Pūkenga

Tai Poutini Polytechnic's (TPP) overarching strategy is to meet the needs of the West Coast by building strong regional and local relationships, listening to stakeholders, and delivering vocational education and training that reflects the unique region.

It remains focused on delivery that is important for the region in an ongoing basis to fill new jobs and to replace vacancies including trades and primary industries, business, foundation/pathway studies, and hospitality and food. The focus is delivery on and for the West Coast. Level 3 to 5 provision is the mainstay of delivery. However, there is an increasing demand for foundational study due to a lack of other providers in the area. Niche delivery areas include Outdoor Education, Civil Infrastructure, Quarrying and Jade Carving with these programmes providing a special nature to the training offered by Tai Poutini Polytechnic.

The West Coast region sits between the Southern Alps and the Tasman Sea and has a challenging and dynamic environment in which to develop technical and leadership and outdoor skills. Graduates from Tai Poutini Polytechnic achieve close to 100% employment outcomes.

Civil infrastructure learning at TPP utilises heavy machinery at a specialised site. The fundamentals of driving and operating machinery are critical to supply skilled graduates for maintaining the local roads and infrastructure, and in mining or forestry industries.

The Jade and Hard Stone Carving is a niche suite of programmes that promotes the culture and significance of stone as well as the technique and artistry needed to make a career from carving.

Since 2021 TPP has developed a renewed focus on foundation and supported learning programmes in response to demand from the community and growing numbers. This work sits alongside community work to improve meaningful outcomes for learners on the Coast with disabilities.

Newly identified areas of delivery including conservation, aligned horticulture, pest control and leadership in the conservation field. Provision of tourism/conservation learning aligned with mana whenua requires additional support.

New provision

Primary

- New Zealand Certificate in Primary Industry Operational Skills (Level 3)

Environmental

- Certificate in Central Back Country and Predator Elimination Skills (micro credential)
- Certificate in Track Maintenance (Level 3) (micro credential)
- Certificate in Track Construction (Level 3) (micro credential)

‘On the horizon 2024/25’

- Cookery (Level 4) - Flexible delivery that blends in-work and on campus delivery
- New Zealand Certificate in Hairdressing (Level 3)
- New Zealand Certificate in Skills for living for supported learning (Level 1)
- New Zealand Certificate in Business (introduction to small business)
- Pre-construction trade soft/skill intro to workplace
- New Zealand Certificate in Pest Operations (Level 3) monitoring and/or control strand
- Training scheme in Tourism Māori Guiding (Level 3)
- Horticulture (Level 4) nursery skills - Regeneration of native forests
- New Zealand Certificate in Conservation operations (Level 4)
- River Ranger
- Conservation Leadership
- New Zealand Certificate in Health and Wellbeing (Level 3)
- New Zealand Certificate in Study and Career Preparation Pre-health Pathway (Level 4)

Increase in existing provision

Foundation and supported learning

- Training scheme in Hospitality Supported Learning (Level 1)

Please refer to ‘Appendix’ for mix of provision with supporting evidence for 2024 provision.

❖ Recommendations:

1. Funding to support new training:

- New Zealand Certificate in Primary Industry Operational Skills (Level 3)
- Certificate in Central Back Country and Predator Elimination Skills (micro credential)
- Certificate in Track Maintenance (Level 3) (micro credential)
- Certificate in Track Construction (Level 3) (micro credential)
- Cookery (Level 4) - Flexible delivery that blends in-work and on campus delivery
- New Zealand Certificate in Hairdressing (Level 3)
- New Zealand Certificate in Skills for living for supported learning (Level 1)
- New Zealand Certificate in Business (introduction to small business)
- Pre-construction trade soft/ skill intro to workplace
- New Zealand Certificate in Pest Operations (Level 3) monitoring and/or control strand
- Training scheme in Tourism Māori Guiding (Level 3)
- Horticulture (Level 4) nursery skills - Regeneration of native forests
- New Zealand Certificate in Conservation operations (Level 4)
- River Ranger
- Conservation Leadership
- New Zealand Certificate in Health and Wellbeing (Level 3)
- New Zealand Certificate in Study and Career Preparation Pre-health Pathway (Level 4)

2. Funding to support increase in existing training:

- Training scheme in Hospitality Supported Learning (Level 1)

Westport Deep Sea Fishing School - PTE

The Westport Deep Sea Fishing School (WDSFS) is the leading provider of new entrants into the NZ fishing industry with around 83% of students placed into full time employment in any given year. Between 60% – 70% of students are Māori. The school offers training nationally with MSD and TEC funding contracts.

TEC funding covers both industry training for Maritime NZ licencing and now pre-employment with a YG contract. TEC funding has been cut by approximately 20% on pre-covid years despite strong demand by industry for graduates. By March 2023, the school has already exhausted all TEC SAC3 funding and has no funding available for the remainder of 2023. WDSFS intends to apply for additional SAC3 funding as soon as possible.

WDSFS recently received \$123,500 to revise existing provision of STCW modules with industry and iwi, and to develop the new NZ Certificate in Seafood Processing (L3) programme. WDSFS intends to apply for SAC3 funding for this new qualification. In addition, the WDSFS intends to look at Level 2 SAC funding for pre-employment training.

Please refer to 'Appendix' for mix of provision with supporting evidence for 2024 provision.

❖ *Recommendations:*

1. *Additional funding for 2023 training:*

Pre-employment

- National Certificate in Seafood Processing (Level 2)
- NZ Certificate in Seafood Processing (Level 3) – new

Industry

- NZ Certificate in Fishing Vessel Crewing (Level 3)
- Skipper Restricted Limits (Level 4)
- Marine Engineer Class 6 (Level 4)
- Skipper Coastal/Offshore (Level 5)
- Marine Engineer Class 5 (Level 5)

2. *Funding for 2024 training:*

Pre-employment

- National Certificate in Seafood Processing (Level 2)
- NZ Certificate in Seafood Processing (Level 3) – new

Industry

- NZ Certificate in Fishing Vessel Crewing (Level 3)
- Skipper Restricted Limits (Level 4)
- Marine Engineer Class 6 (Level 4)
- Skipper Coastal/Offshore (Level 5)
- Marine Engineer Class 5 (Level 5)

REAP Aotearoa - PTE

BullerREAP and WestREAP are subsidiaries of REAP Aotearoa and have a physical presence on the West Coast. REAP Aotearoa receives ACE funding from TEC and delivers programmes that provide adults with community-based education, foundation skills, and pathways into other learning opportunities that meet community learning needs. However, it is not receiving adequate funding to deliver on community needs. It receives funding based on learner hours.

There is a need and demand to deliver more ACE funded training. In addition, a dedicated contestable funding pool for 'employability skill development' would be beneficial for the region. This needs to take a learner centric approach that allows sufficient mentoring and pastoral care for learners to provide them with the right soft and employability skills.

❖ *Recommendations:*

1. *Increase in funding of ACE provision for 2023 and 2024*
2. *Develop a contestable fund for 'employability skill development'.*

Papa Taiao Earthcare – New PTE

Papa Taiao Earthcare currently delivers 26 STP places with the development of the New Zealand Certificate in Land Based Sustainability Practices (Level 3) for ākonga to gain a qualification after 2 years. In addition, it also delivers short courses in pest control, beekeeping, plant powered restoration, fencing and pest plant management.

Papa Taiao Earthcare have recently become a PTE. Below is a list of 'On the Horizon' potential Future developments 2024/2025:

- New Zealand Certificate in Sustainable Primary Production (Level 4) - Developing a certificate that can support landowners to have less environmental impact while producing food and fibre. This course will be developed in Whanganui and Tākaka. There may be scope in 2025 to deliver in Māwhera
- New Zealand Certificate in Conservation (Operations) (Level 4) - This would be a perfect pathway for ākonga leaving the Level 3 programme
- Micro credentials in environmental monitoring. Papa Taiao Earthcare are looking at developing more short courses for adult learners as well as senior secondary ākonga. Example courses are freshwater monitoring for farmers, carbon forestry monitoring, shellfish and kaimoana monitoring, monitoring restoration sites, etc
- Papa Taiao Earthcare have recently started to discuss regenerative tourism as an option - can we develop tourism where tourists are engaging in sustainability. For example, growing, harvesting, and eating food from a farm, beekeeping or trapping while looking for kiwi. These ideas are just forming and will be developed over the next two years.

❖ *Recommendation:*

1. *Funding for New Zealand Certificate in Sustainable Primary Production (Level 4)*
2. *Funding for New Zealand Certificate in Conservation (Operations) (Level 4)*
3. *Funding for micro credentials in environmental monitoring (freshwater monitoring for farmers, carbon forestry monitoring, shellfish and kaimoana monitoring, monitoring of restoration sites)*
4. *Funding for regenerative tourism (growing, harvesting, and eating food from a farm, beekeeping or trapping while looking for kiwi).*

Careers system specific advice

Key recommendations following extensive stakeholder engagement on career advice, pathways and support are:

- ❖ *Developing a careers strategy that is inclusive of all from 3 years to life*
- ❖ *A co-ordinated, easy to navigate approach to careers education across agencies that removes barriers to access*
- ❖ *Adequate resource dedicated to a pro-active ‘top of the cliff’ approach to careers and pathways advice and support*
- ❖ *Enable greater integration between secondary schooling and tertiary and vocational learning needs to be promoted at a much earlier age, e.g., Kia ora Hauora model*
- ❖ *Funding for a dedicated team to build connections between local employers, educators (secondary & tertiary) and students and support careers pathways in schools. Connections need to be facilitated by a neutral entity that is resourced to operate at regional scale and can operate across multiple programmes*
- ❖ *A collaborative approach to careers involving whanau, business, industry, and community. This includes educating and influencing the influencers, e.g., industry assistance for students with subject selection at school – enabling students to plan their progression into post-secondary school education and training*
- ❖ *Facilitating an awareness of career opportunities in pre-school, primary and secondary schools. This includes aligning opportunities available in the region. In rural areas, pupils may not have experiential awareness of the types of careers available to them. Exposure to career pathways is different to urban areas*
- ❖ *Inspire and inform rangatahi through relevant and experiential curriculum. This includes developing a career pathway programme with milestones from pre-school*
- ❖ *Careers to be integrated into subject areas in curriculum*
- ❖ *Resource to develop bespoke regional curriculum content for local schools to use*
- ❖ *Free access for schools to a ‘Bank of Resources’ which includes a mix of online and hands-on e.g., SSEP, EndorseMe, School Kit, MyMahi, etc*
- ❖ *Provision of 1:1 face to face dedicated career advice (non-teaching) from secondary school and beyond*
- ❖ *Increased funding for the West Coast Trades Academy as this is a successful pathway programme into further study and employment. In 2023, the West Coast Trades Academy (WCTA) received 310 expressions of interests from students in years 11 to 15 across the West Coast region. It interviewed 289 students, allocating a final 242 places. Funding from the MoE covers 212 of these places, the remaining 30 places were funded in 2023 by alternative means. Of those interviewed, 47 students missed out. In 2024, the MoE has strongly signalled to WCTA that there will be no more funding for WCTA, so WCTA expects to fund 212 places again. In a time of economic growth and continued severe skill shortages, particularly in vocational pathway sectors, we know this to be a hugely underfunded sector of our education system for our region*
- ❖ *Funding on outcomes for Gateway provision over credit attainment*
- ❖ *Resource to embed life skills and career education into general learning, e.g., drivers’ licence in schools*
- ❖ *TEC to develop a contestable fund to enable regions to apply for funding to meet regional needs. The fund provide scope to enable regions to test, develop and implement initiatives that work for their region e.g.*
 - ❖ *West Coast Pre-school Prototype - a co-created prototype project to support the development and testing of resources to support careers in pre and primary school*
 - ❖ *Programmes that develop transferrable/soft skills, - e.g., BCITO WorkStart programme that covers transferrable and soft skills while gaining a taste of the range of opportunities available in the construction sector*
- ❖ *Funding to support students start apprenticeships at school, blurring the lines between school and tertiary*
- ❖ *A clear line of site of relevance of learnings or transferrable skills to careers. Support by mapping and promoting careers pathways and entry points of these, timings/durations of pathways and the cross over through sectors. This could be integrated as an interactive feature of Tahatū. Several industries have started this work, eg The World of Tourism | Go with Tourism. However, it needs to be across industries.*

APPENDIX: SUPPORTING DOCUMENT

Tertiary education specific advice

Tai Poutini Polytechnic

Trades

Maintenance of current provision

Provision	Predicted EFTS 2023	Change	Evidence *
New Zealand Certificate in Construction Trade Skills (Level 3) with strands in Allied Trades or Carpentry	16	NC	<ul style="list-style-type: none"> Medium WC demand for new and replacement roles for construction trade workers and for labourers On regional skills shortage list for WC
New Zealand Certificate in Automotive Engineering (Level 3)	12	NC	<ul style="list-style-type: none"> Strong WC demand for both, new roles and replacement roles On regional skills shortage list for WC Numbers restricted by workshop space
New Zealand Certificate in Civil Infrastructure Bulk Earthworks	25	NZ	<ul style="list-style-type: none"> Medium WC demand for machine and plant operators for new and replacement roles Opportunity identified in regional plan for track development and maintenance skills

Primary

Provision	Predicted EFTS 2023	Change	Evidence
New Zealand Certificate in Agriculture (Level 3) Dairy Farming strand	8	Pause	<ul style="list-style-type: none"> TTAF removal reduced demand Piloted with Primary/ITO – need to re-assess programme for suitability for flexible on-job and on campus delivery On regional skills shortage list for WC
New Zealand Certificate in Primary Industry Operational Skills (Level 3)	5	New	<ul style="list-style-type: none"> Strong WC demand for farm, forestry and garden workers Regional workforce plan identified opportunity for short courses for farmers to support meeting employment obligations Regional plan identified demand for chainsaw skills for conservation activity On regional skills shortage list for WC WDC conversations note overlap between conservation, tourism and primary industry skills
New Zealand Certificate in Horticulture (General) (Level 3)	8		<ul style="list-style-type: none"> Seeing increasing stakeholder conversations about the overlapping skills between conservation and biodiversity horticulture Forms pathway to nursery skills (at Level 4) – see on the horizon section for regeneration of native forest

Food and hospitality

Maintenance of current provision

Provision	Predicted EFTS 2023	Change	Evidence
New Zealand Certificate in Cookery (Level 4)	8	NC	<ul style="list-style-type: none"> Very strong WC demand for new and replacement roles for food trade workers On regional skills shortage list for WC Limited by kitchen spaces and ability to attract tutors from already stretched industry
New Zealand Certificate in Food and Beverage Service	5		<ul style="list-style-type: none"> Very strong WC demand for new and replacement roles for hospitality workers

Other service industries

Provision	EFTS	Change	Evidence
New Zealand Certificate in Business (Administration and Technology) (Level 3)	8	NC	<ul style="list-style-type: none"> Strong WC demand for new and replacement roles

New Zealand Certificate in Business (Administration and Technology) (Level 4)	-	NC	o Strong WC demand for new and replacement roles for business administration managers
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Environmental

New provision

Provision	Predicted EFTS 2023	Change	Evidence
Certificate in Central Back Country and Predator Elimination Skills (Micro credential)	4	Increase	<ul style="list-style-type: none"> o Regional workforce plan outlines predator elimination as a priority o This Micro credential developed with ZIP to upskill current and future workforce. ZIP requires more workers to conduct work. Speed to attract workers is a limiting factor and time to release existing staff
Certificate in Track Maintenance (Level 3) (Micro credential)	-	New	<ul style="list-style-type: none"> o Regional workforce plan outlines track development and maintenance as part of a group of stackable micro credentials
Certificate in Track Construction (Level 3) (Micro credential)	-	New	<ul style="list-style-type: none"> o Regional workforce plan outlines track development and maintenance as part of a group of stackable micro credentials

Niche and regional specialty

Maintenance of current provision

Provision	Predicted EFTS 2023	Change	Evidence
New Zealand Certificate in Outdoor and Adventure Education (Level 4)	30	NC	<ul style="list-style-type: none"> o Regional workforce plan indicates ongoing demand for people and team skills in tourism (WC tourism = environmental) o Seeing increasing stakeholder conversations about the overlapping skills between conservation and biodiversity skills and outdoor education skills o Brings learners from outside of the region o On regional skills shortage list for WC o Limited by student accommodation places
New Zealand Diploma in Outdoor and Adventure Education (Level 5)	20	NC	<ul style="list-style-type: none"> o Regional workforce plan indicates ongoing demand for people and team skills in tourism o Seeing increasing stakeholder conversations about the overlapping skills between conservation and biodiversity skills and outdoor education skills o Brings learners from outside of the region o On regional skills shortage list for WC o Limited by student accommodation places
New Zealand Certificate in Arts and Design (Level 3)	4	NC	<ul style="list-style-type: none"> o Art as a tourism attraction (particularly Westland) along with the Tai Poutini history with pounamu supports this delivery o Limited by workshop space
New Zealand Certificate in Arts and Design (Level 4)	4	NC	<ul style="list-style-type: none"> o Art as a tourism attraction (particularly Westland) along with the Tai Poutini history with pounamu supports this delivery o Only programme of nature offered in Aotearoa o Limited by workshop space
New Zealand Diploma in Arts and Design (Level 5)	4	NC	<ul style="list-style-type: none"> o Art as a tourism attraction (particularly Westland) along with the Tai Poutini history with pounamu supports this delivery o These learners are likely to set up small businesses on the West Coast o Only programme of nature offered in Aotearoa o Limited by workshop space

Foundation and supported learning

Provision	EFTS	Change	Evidence
New Zealand Certificate in Foundation Skills (Level 2)	10	NC	<ul style="list-style-type: none"> o Programmes to support priority youth, at risk rangatahi requested in regional workforce plan
New Zealand Certificate in Career and Study preparation (Level 3)	6		<ul style="list-style-type: none"> o Programmes to support priority youth, at risk rangatahi requested in regional workforce plan
Training scheme in Hospitality Supported Learning (Level 1)	2	Small increase	<ul style="list-style-type: none"> o Regional workforce plan requires targeted programmes for priority learners including disabled o Programmes that increase the labour force participation for those with disability are required in the region o Community meeting indicated large demand to support learners from school into work o Very strong demand for hospitality workers in WC data o Pathways to national certificate in life skills – demand in regional workforce plan

National significance delivery

Maintenance of current provision

Provision	Predicted EFTS 2023	Change	Evidence
Training Scheme in Heavy Commercial Vehicle and Machine Tyres	18	NC	<ul style="list-style-type: none"> May see decrease in demand with TTAF funding removal
New Zealand Diploma in Mining and Quarrying (Supervision) with strand in Surface	35	NC	<ul style="list-style-type: none"> May see decrease in demand with TTAF funding removal
Training Scheme in Quarrying and Mining Supervision (Level 4)	Combined with above	NC	

On the horizon 2024/25

Provision	EFTS	Change	Evidence
Cookery (Level 4) Flexible delivery that blends in-work and on campus delivery	Further evidence required	New	<ul style="list-style-type: none"> Very strong WC demand for new and replacement roles Engage with Service IQ to test a flexible programme WC needs learners to be able to quickly enter employment – current programme too long? Meetings with Service IQ suggest that the range of menus on the West Coast makes it difficult for an apprentice chef to complete all requirements on job – flexibility to work with TPP to practice those skills in campus kitchen
New Zealand Certificate in Hairdressing (Level 3)	6-8	New	<ul style="list-style-type: none"> Upskill and WCTA indicate demand from learners for a fulltime programme as a pathway from school in the region Stakeholder feedback indicates some demand for apprentices in the region
New Zealand Certificate in Skills for living for supported learning (Level 1)	8-10	New	<ul style="list-style-type: none"> Regional workforce plan requires targeted programmes for priority learners including disabled Programmes that increase the labour force participation for those with disability are required in the region Stakeholder feedback is demanding that those with disabilities have better opportunities to contribute within the community on the West Coast Limited by attraction of adequately trained staff Transport support will be required by some learners Strong learner numbers in 2023
New Zealand Certificate in Business (introduction to small business)	Further engagement required	New	<ul style="list-style-type: none"> Demand to be assessed alongside other community offerings
Pre-construction trade soft/ skill intro to workplace	Cohort of 8-10 students	New	<ul style="list-style-type: none"> BCITO (Nov 2022 WC) applied stakeholder research indicates demand for rangatahi in a cross section of construction who understand the demands of the workplace in this industry This model would provide a taster and pathway into apprenticeships Joiner, glazier, plasterer, tiler on regional skills shortage list for WC Programmes to support priority youth
New Zealand Certificate in Pest Operations (Level 3) monitoring and/or control strand	4	New	<ul style="list-style-type: none"> Regenerative activity is a priority for WC Aligns with key conservation projects on WC in particular Te Kinga with WCRC, Predator free NZ and Weed eradication project Meets priority of Regional workforce plan for conservation hub/centres
Training scheme in Tourism Māori Guiding (Level 3)	Further engagement required	New	<ul style="list-style-type: none"> Developed with Makaawhio and DOC pre covid through a process to understand and capture the skill priorities in field, storytelling, knowledge of the whenua Meets large employer and iwi collaborations action in regional workforce plan Pathways to Level 4 training scheme/micro credential
Training scheme in Tourism Māori Guiding (Level 3)	Further engagement required	New	<ul style="list-style-type: none"> Developed with Makaawhio and DOC pre covid through a process to understand and capture the skill priorities Meets large employer and iwi collaborations action in regional workforce plan
Horticulture (Level 4) nursery skills Regeneration of native forests	6	New	<ul style="list-style-type: none"> Buller district aspires to contribute significantly to the propagation and nursery production of native seedlings regionally Moderate demand for horticulture workers and labourers in west coast data Meets priority of Regional workforce plan for conservation hub/centres
New Zealand Certificate in Conservation operations (Level 4)	12	New	<ul style="list-style-type: none"> Pathway required from WCTA programme confirmed with high schools

			<ul style="list-style-type: none"> WC is made up of 84% conservation land Meets priority of Regional workforce plan for conservation hub/centres Desirability of skills confirmed with DOC and other conservation employers WDC indicates it is also looking at interactions with other WDCs in this field and at stackable micro credentials
River ranger	Further engagement required	New	<ul style="list-style-type: none"> Need to work with WDC in stackable credentials Connect work to mana whenua activity Pre-covid stakeholder engagement indicated demand for new and replacement staff in this area
Conservation leadership	Further engagement required	New	<ul style="list-style-type: none"> Work with WDC to develop stackable micro credentials that are valid for those changing to conservation leadership or progressing from within conservation fields Investigate the Diploma in agribusiness management model with WDCs
New Zealand Certificate in Health and Wellbeing (Level 3)	Further engagement required		<ul style="list-style-type: none"> Need to investigate the demanded by industry
New Zealand Certificate in Study and Career Preparation Prehealth Pathway (Level 4)	Further engagement required		<ul style="list-style-type: none"> Need to investigate the demanded by industry

Westport Deep Sea Fishing School – PTE

Provision	EFTS (currently funded to deliver in 2023)	Change (extra need for 2023)	Evidence for 2023 change	Change (extra need for 2024)	Evidence for 2024 change
PRE-EMPLOYMENT					
National Certificate in Seafood Processing (Level 2)	10.5	20 efts Would like 10 efts for Level 2 SAC to open up the pre-employment program to more students and 10 efts to complement the recent allocation of YF funding.	2023 allocation of 10.5 efts for YG We would like to add to this and apply for SAC Level 2 funding to meet the training needs for new entrants to the seafood industry. Enrolments and interest in our industry is ongoing and increasing in 2023 and we have no funding for these students	Equivalent to requested and allocated levels	Increasing demand for our industry employees and increasing interest in an essential industry that offers career advancement
NZ Certificate in Seafood Processing (Level 3) - new	0	10 efts	This is a new program, approved under the strategic fund and at this point unfunded. This qualification is a natural pathway for our Level 2 students once they gain employment and are in the seafood industry. We currently have no qualification to offer them and would like to progress their careers beyond the Level 2 entry and foundation training	Equivalent to requested levels	Increasing demand for our industry employees and increasing interest in an essential industry that offers career advancement
INDUSTRY					
NZ Certificate in Fishing Vessel Crewing (Level 3)	20	15 efts	This program is in demand by the deepwater companies and the inshore industry. We have met the demand for 30 + efts in 2021 & 2022 and there is the same demand in 2023 for this program. It is the first program for many that leads to a Maritime NZ licence and is essential for both the local inshore and deepwater vessels.	A minimum of the 2021 & 2022 funding levels	Consistent demand for this training program from all our stakeholders
Skipper Restricted Limits (Level 4)	9	6	This program is an essential qualification for the inshore and tourist industry, and we have demand for this training that we can't meet	A minimum of the 2021 & 2022 funding levels	Consistent demand for this training program from all our stakeholders
Marine Engineer Class 6 (Level 4)	5	4	This qualification is required by both the inshore and deepwater fleets and	A minimum of the 2021 & 2022	Consistent demand for this training program from all our stakeholders

			builds on the engineering component of the SRL program	funding levels	
Skipper Coastal/Offshore (Level 5)	4	3	We offer the only program in NZ with guaranteed scheduling. This is a sought after qualification leading to a Maritime NZ licence. It is essential for the coastal vessels in our region and for the visiting vessels that arrive for seasonal fisheries.	A minimum of the 2021 & 2022 funding levels	Consistent demand for this training program from all our stakeholders
Marine Engineer Class 5 (Level 5)	4	3	This qualification is relevant for both the inshore vessels and the deepwater fleet.	A minimum of the 2022 funding levels	Consistent demand for this training program from all our stakeholders
2021 total efts 70 \$861,317.00 2022 total efts 71 \$861,533.00 2023 total efts 43.2 \$408,776.00					
We have met or exceeded our allocated EFTS for 2021 & 2022 and current due to a reduced allocation for 2023 find we have almost no remaining funding for our programs. Our industry both local and national (2 of the biggest employers are Nelson based and we train their crews, and supply new entrants along with a lot of crew living on the coast) are in need of what we offer. Māori enrolments make over 50% of students for all years Employment outcomes from pre-employment programs greater than 80% for 5 year average					

NMIT / Te Pūkenga

NMIT would like to retain their existing provision they deliver on the West Coast.

This includes:

Conservation

- NZ Certificate in Conservation programme (120 credits Level 4) has work placements included with DOC and other jobs for nature contracting companies and has led to post study jobs with DOC on the West Coast.
- Fields Skills Short Courses (5 – 8 credits Level 3) in Reefton, Blackball and in Westport Conservation Hub to a small number of ākongā, from Jobs for Nature groups and community groups including Kawatiri Coastal Trail, the Buller Council, the Penguin Trust and Clear streams from Karamea. Conservation Fields Skills offered on demand and able to be offered more if requested.
- Currently Predator trapping methods is the only requested short course, Plant ID and Weed control methods may also be of interest?
- Some courses have been cancelled due to low demand as NMIT rely on the local DOC support staff to recruit and support ākongā to attend the courses and provide a regional context.
- The population density is a challenge for running full year face to face courses to meet the diverse industry. Having the short courses stackable to full qualifications offering more work-based learning in the conservation space would enable the training to be run economically.
- NMIT also sends students to the West Coast as part of their Nelson based programme as the region has such a significant amount of conservation and unique taonga species.

Engineering and Construction

- ENG & CON have 18 Auto Level 4 apprentices in the West Coast Region. This includes: 5 Heavy vehicle, 8 Light vehicle and 5 Auto Electrical.
- This is work based delivery (portfolio) with block course provision held in Nelson NMIT.
- Tutors regularly travel to the West Coast to provide student and employer support.
- For 2024 they will work with Tai Poutini Polytechnic to hold block courses and night classes on site.

Hairdressing

- NMIT currently work with Tai Poutini Polytechnic to deliver Level 1 and Level 2 Hairdressing and Beauty.
- Hairdressing is taught by their tutor using our unit standards and accreditation.
- Beauty is taught by NMIT staff
- Year 1: 3 days, Year 2: 2 one-week blocks. Moderation is a site visit conducted either at NMIT or Tai Poutini Polytechnic.

Service IQ\Te Pūkenga

ServiceIQ is a part of the Work Based Learning (WBL) subsidiary of Te Pūkenga. They work with businesses operating in the service sector including hospitality, tourism, retail, aviation, museums and travel. They have a number of advisors located throughout the country who support employers within these sectors in finding suitable on job training pathways for their employees.

There are two ways employers engage with ServiceIQ.

1. Via a national agreement whereby large employees are required to complete ServiceIQ training as a part of their employment
2. Working with owner/operators to select suitable on job training programmes for their employees.

In addition, Service IQ offer Gateway programmes within secondary schools throughout New Zealand.

Service IQ would like to maintain their existing provision on the West Coast.

Service IQ are in discussion with Tai Poutini Polytechnic if any trainees or apprentices have a need for campus learning to complete their on job training. Due to limited trainees and apprentices on the West Coast this is not yet underway. For example to complete the New Zealand Apprenticeship in Cookery you have to demonstrate your ability to cook fresh pasta which isn't always possible in the workplace due to menu limitations. Therefore, employers would be open to their apprentices to go on campus for a tutor to teach them so they can satisfy the requirements of the unit standard. The changes to the Unified Funding System means some of ServiceIQ's employers are not in a financial position to afford to support their employees through a work-based qualification. Many of employers in the service sector including the West Coast rely on non-domestic workers to fill their vacancies therefore the significant increase in non-domestic fees has created a barrier to enrolment.