

Template for advice from WDCs to TEC for investment in 2026

Use this template to submit your advice to TEC on vocational education investment for 2026 delivery.

Refer to the guidance document when completing this template.

Advice is due 1 November 2024


The due date for advice this year is **1 November 2024**.

We require you to submit draft advice for review and discussion to ensure your advice is on track. Catch-ups can be scheduled between the 23rd September and 4th October. When deciding when to schedule the catch-up with us, please ensure you allow time to incorporate any feedback and complete sign-out within your organisation before the due date.

All advice should be sent to **wdc-rslg.advice@tec.govt.nz**

The template makes the advice process easier

This template includes the following to make it easy to complete:

- Guidelines on how to complete the table in each section. These sections have this icon .
- A fictitious example in green in the first line of each table.
- Information on how TEC expects to use your advice in the light gold section.

There are differences in this template from last year. Please talk to your Relationship Manager if you have queries.

You do not need to complete all the sections in the template

Only complete the sections that are relevant to your advice right now.

You may not be able to fill out all parts of the table. If you are unable to provide the information we have requested, write this in the table.

Do not make funding recommendations for specific providers. Focus on the programme or the provision, not the provider.

A1. Is there any context you would like to provide for your advice?



- We want to see context that directly relates to your advice, rather than general industry insights.
- You may refer us to specific items in another document such as your Workforce Development Plan (WDP) (please provide page references). If the content is published elsewhere, please reference this.
- Keep this section brief as we only want information you have not already included in key documents such as WDPs or Operational Plans.
- If this section is not required leave it blank.

Improvements in workforce data

We have made improvements in our workforce data. This year, our ‘insights improvement programme’ saw us implement a range of activities to improve performance information and systems, to strengthen analytic process, and build analytic capability. This included setting new performance measures, identifying and acquiring the data we needed to conduct robust workforce analysis, and strengthening the policy, analysis, and research capability and capacity of our team.

Learner data

Learner data sourced for our report is of the same quality as last year. We are having ongoing issues regarding the consistency of provision and performance data from TEC. We do not have a source of data for non-TEC funded providers, such as South Pacific College of Natural Medicine. Where we have identified gaps or inconsistencies in our learner data we have used data from the Stats NZ Integrated Data Infrastructure (IDI) to augment our data. This is limiting due to the data not being as timely as data from TEC.

Some improvements to forecasting

The forecasting of our industry and sector workforces has improved mainly due to the use of forecasting products from Infometrics and Scarlatti. These products are available for all Ohu Ahumahi and are developed in such a way that they are suitable for most use cases. These sources provide forecasts around population and demographics, industry trends, economic performance and forecasting, employment trends and forecasts. These forecasts allow us to better understand future workforce needs.

Due to the smaller size of some of our industries and sectors we still struggle with accessing relevant forecasting for specific workforces. Due to the limitations caused by smaller industry sizes Toitū te Waiora is planning to commission Infometrics to develop a bespoke tool for our council by the end of 2024.

Advice coda

While we acknowledge our responsibility to advise on mode and scale of provision for all qualifications in our coverage, we have only done so where we have been able to provide at least some evidence of workforce need. Provision should remain constant for qualifications not identified for an increase or decrease in provision.

B1. Which specific qualifications and credentials do you want to see investment change?



Where this is specific and evidenced, this will be “give effect” advice. Advice may have been evidenced previously, have accompanying evidence this time, or be provided on TEC request.

- Please provide the full, accurate name of the qualification or micro-credential as it appears in New Zealand Qualifications Authority [NZQA] records and ensure the qualifications and/or micro-credentials you list are current (not discontinued or replaced).
- You can advise on changes such as increased learner diversity or mode changes. Please note that what is published in Plan Guidance about modes may depend on future Government decisions around work-based learning.

Qualification or credential	Mode	Specific regions?	Change you are seeking (increase, decrease, change)	Scale of workforce shortage	Evidence status (already supplied, attached, available on request).
Early Childhood Education					
New Zealand Certificate in Early Childhood Education and Care (Level 4) - NZQA: 2850	All modes	All regions	Increase EFTS 25% above currently funded places to support expected increased demand driven by requirement change and focus providers on ensuring enrolments and completions to combat decrease in current enrolments.	<p>Demand for early childhood teachers is expected to continue to grow due to a shortage of qualified and experienced early childhood teachers. There are also gaps left by many early childhood teachers leaving or retiring.</p> <p>According to the Census, 30,460 early childhood teachers worked in New Zealand in 2023, a decrease of 6.25% from 2018. However, this is not enough to meet demand, as through November 2024 Seek and Trade Me were advertising approximately 500 jobs relating to Early Childhood teachers.</p> <p>As a result, early childhood (pre-primary school) teacher appears on Immigration New Zealand's regional skill shortage list. This means the Government is</p>	<p>Our evidence considers the new requirement that as from 1 January 2025, all home-based education deliverers who do not currently hold a L4 or higher relevant qualification, must be qualified or in training in a Level 4 qualification within 6 months of them starting employment.</p> <p>The evidence in the Ministerial briefing paper on ECE teacher supply and workforce indicates that in 2021-23 100% of Home-based educators were qualified but the data did</p>

				<p>actively encouraging skilled early childhood teachers from overseas to work in New Zealand.</p> <p>Early Childhood Teacher (careers.govt.nz)</p> <p>Challenges remain with visibility of ECE data and pathways. We are engaging with the sector to begin development of a workforce plan to help provide better visibility of the issues and identify potential solutions.</p> <p>Ministerial briefing paper on ECE teacher supply and workforce</p> <p>Evidences supply for early childhood teachers is not meeting demand, due to low enrolments and failure to complete.</p>	<p>not show the <u>level</u> of qualification obtained.</p> <p>On the basis of the new requirement increasing from 65% to 100% qualified or in training from 2025 we calculate this requirement will mean some 11,000 people in the sector, who may not currently hold the required level of qualification, may need to enrol to undertake training in the first six months of 2025. The existing 100% rate of 'Qualification' must be considered, which indicates more than 65% currently hold a qualification. It is estimated that an additional 500 learners may need to enrol in the Level 4 qualification. This figure does not include any people new to the industry, so should be seen as an undercount.</p> <p><u>Feedback</u> from the Advisory Group for the Office of Early Childhood Education supported an increase in places and a focus on pathways to higher level qualifications (<i>email communication 23 Oct 2024, Kerry Purdue</i>)</p>
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New Zealand Diploma in Early Childhood Education and Care (Level 5) - NZQA: 2851	All modes	All regions	Increase EFTS 15% above currently funded places to support expected increased demand and focus providers on ensuring enrolments and completions to combat decrease in current enrolments.		<u>Feedback</u> from the Advisory Group for the Office of Early Childhood Education supported an increase in places and a focus on pathways to higher level qualifications (<i>email communication 23 Oct 2024, Kerry Purdue</i>)
New Zealand Diploma in Early Childhood Education and Care (Level 6) - NZQA: 2852	All modes	All regions			
New Zealand Certificate in Early Childhood Learning and Care (Level 2) - NZQA: 2848	All modes	All regions	Decrease funded places to allow for increase in investment in L4 qualifications.		L2 and L3 qualifications in this field do not show good completion or progression rates. While a pathway for those who need it should be maintained, we believe less places are required overall, and investment is now better targeted to covering provision of new places to allow for a rapid upskilling in the current (and incipient) workforce in the next 12 months. Advice is provided in the L4 qualification space on the estimated numbers of people who will need to seek to complete a L4 qualification.
New Zealand Certificate in Early Learning and Care (Level 2) - NZQA: 4338	All modes	All regions	Decrease should ensure protection of a pathway to remain for those who may need it in this field, however the number of places required at L2 and L3 could be reduced.		
New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) - NZQA: 2849	All modes	All regions			
Health and Wellbeing					
New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) - NZQA: 2989	Blended	All regions	Increase by at least 90 enrolments to 410 enrolments, a ~30% increase EFTS in funding.	The only updated workforce data is the Mental Health and Addiction Workforce Plan 2024 – 2027	Qualifications currently under review Health and Wellbeing Qualifications Review -

			<p>This identifies a need to <u>increase</u> clinical and support staff in mental health and addiction. In Toitū te Waiora qualifications this includes an increase of consumer, peer support, and lived experience, and Mental Health and Addiction strands by 90. This may be being funded by Te Whatu Ora.</p> <p>Enrolments have remained static at approximately 330 learners per year. Provision will need to increase by 27% to meet the needs of the Workforce Plan. 2025 Investment Advice to TEC recommended a 5% increase to this qualification however the Mental Health and Addiction Workforce Plan will greatly increase the need for training in this certificate to deliver 90 qualified workers.</p>	<p>Toitū te Waiora (toitutewaiora.nz)</p> <p>The pending New Zealand Health Workforce Plan will be reviewed by us when it is available. We may provide out of cycle advice to TEC as a result.</p>
New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) - NZQA: 2992	Blended		<p>Increase by at least 500 enrolments to 5500 enrolments, a ~10% increase in EFTS funding.</p>	<p>The only updated workforce data is the Mental Health and Addiction Workforce Plan 2024 – 2027</p> <p>This identifies a need to <u>increase</u> clinical and support staff in mental health and addiction. The Level 4 Certificate will provide community support for those people requiring support in the community not provided through peer support or lived experience. Enrolments have remained static at approximately 5000 learners. 2025 Investment Advice to TEC recommended a 5% increase to this qualification however the Mental Health and Addiction Workforce Plan will greatly increase the need for training in this certificate.</p>

Health and Wellbeing Qualification products which are new					
Conduct Cervical Screening. (Level 6). NZQA: 5037. Micro-credential	Blended	All regions	Support delivery of new product	<p>This new micro-credential replaces five previously NZQA-approved cervical screening training schemes with a single national micro-credential award.</p> <p>Under the <i>Health (National Cervical Screening Programme) Amendment Act 2021</i> there are 12,000 responsible clinicians who can take cervical smears, and all of them are now required to complete this new qualification product.</p>	These essential Micro-credentials for the health workforce were developed in close consultation with the Minister of Health and Te Whatu Ora.
Health of the older person - Kaiāwhina-led non-complex support plan review. (Level 3). NZQA: 5038. Micro-credential	Blended	All regions	Support delivery of new product	The purpose of this micro-credential is to empower Kaiāwhina to conduct comprehensive non-complex individual support plan reviews for older adults living in the community	
Support a person with Fetal Alcohol Spectrum Disorder (micro credential). (Level 4). NZQA: 5076. Micro-credential	Blended	All regions	Support delivery of new product	<p>These are the first qualification products designed to address the urgent need for Fetal Alcohol Spectrum Disorder informed services in Aotearoa New Zealand.</p> <p>Minister of Health: Speech to the Fetal Alcohol Spectrum Disorder Symposium 2024 Beehive.govt.nz</p> <p>A commitment to \$2 million of funding across five key initiatives including training of clinicians.</p>	<p>From Minister of Health: Greater investment in FASD support and prevention Beehive.govt.nz (specifically, investment in structured learning, including our micro-credentials).</p> <p>And from the Minister’s Speech to the Fetal Alcohol Spectrum Disorder Symposium 2024 Beehive.govt.nz:</p> <p><i>“...for instance, the new FASD micro-credential training that includes NZQA unit standards will support best practice for people working alongside</i></p>
Support a person with Fetal Alcohol Spectrum Disorder (micro credential). (Level 4). NZQA: 5076. Micro-credential					
40006 – Implement a strengths-based plan to empower and support a person with Fetal Alcohol Spectrum Disorder. Skill Standard.					

					<i>and engaging with people living with FASD. These unit standards were developed collaboratively by Hayley Semenoff and the team at Toitū te Waiora workforce development council and FASD-CAN Aotearoa.)”</i>
Products under development (available by Feb 2026)					
<p>Footcare assistant / podiatry skill standards:</p> <ul style="list-style-type: none"> Describe and perform basic foot and nail care procedures L4 15 credits Describe and apply safe foot care practice L4 5 credits Describe and demonstrate basic foot care support procedures L4 5 credits 	Blended	All regions	Support delivery of new product	New skill standards to meet emerging sector need.	We are actively working with the Minister of Health and Te Whatu Ora to develop these essential micro-credentials and qualifications for the health workforce.
Long-term care treatments (Micro-credential)	Blended	All regions	Support delivery of new product	New products to meet emerging sector need – respond to developments in long-term care.	
NZ Certificate in Long Term Condition Care (Qualification)	Blended	All regions	Support delivery of new product		
New Zealand Qualification in Disability Support – title tbc (Level 3)	Blended	All regions	Support delivery of new product	These new qualifications will meet the demand identified in our Health and Wellbeing qualification review, for targeted quals for people wishing to pursue a career in disability services.	<p>Health and Wellbeing Qualifications Review: Health and Wellbeing Qualifications Review - Toitū te Waiora (toitutewaiora.nz)</p> <p>Health and Wellbeing Qualification Review stakeholder survey: Health</p>
New Zealand Qualification in Disability Support - title tbc (Level 4)					

					and Wellbeing Survey Summary
Prisoner Management					
New Zealand Certificate in Prisoner Management (Level 3) - NZQA: 2658	Work based	All	Increase EFTS by 30% above currently funded places to support expected increased demand in qualifications due to recent recruitment drive and Budget 2024 Corrections initiatives	<p>In 2023/24 recruitment of new staff at Ara Poutama Aotearoa Department of Corrections was approximately 1000 as part of concerted effort to attract and retain frontline staff. This recruitment campaign continues this year. In part this will address the Budget 2024 initiatives for increased frontline staff to support increasing prisoner numbers. \$50M/year is slated for increased staff remuneration and part of the \$200M/year allocation for managing increased prisoner numbers. Most corrections officers complete Level 3 and enrolment numbers are already 14% higher YTD 2024 than for all of 2023. Engagement with the Corrections GTE has indicated that there is a need for pathways to Levels 4 & 5 certificates to help retain staff and facilitate internal transfers and promotions.</p> <p>While 2024 YTD enrolments are not expected to climb dramatically for the remainder of the year the Correction budget initiatives will be fully funded by the start of 2026.</p>	Annual Report 2022/23 Department of Corrections pp. 102-103 staffing Budget initiative funding for 470 more corrections officers: Budget 2024 - Summary of Initiatives - 30 May 2024 (Page 26, funding for additional corrections officers and new prisons that will require staffing). And, \$1.9 billion investment to keep NZ safe from crime Beehive.govt.nz
New Zealand Certificate in Prisoner Management (Level 4) - NZQA: 2659					
New Zealand Certificate in Prisoner Management (Level 5) - NZQA: 3877					
Youth Work					
Te Pōkairua mahi Taiohi - Aotearoa (Taumata 6) - NZQA: 3803	All	All	Increase EFTS by 25% above currently funded places to support expected increased demand and focus	The latest data from Census shows that from 2018 there has been a 24.8% increase of Youth Workers in all industries but only 11.8% in Youth Workers in the Toitū te Waiora sectors. While demand is increasing, it is not	Evidenced in advice to TEC December 2023
Te Tiwhikete Kaiarahi Taiohi - Aotearoa (Taumata 3) - NZQA: 2448	Work based				Feedback from Youth Work 24-7 Te Muka Rangatahi supported an increase in

<p>Te Tiwhikete Kaiarahi Taiohi - Aotearoa (Taumata 4) - NZQA: 2449</p>	<p>All</p>		<p>providers on ensuring enrolments and completions to combat decrease in current enrolments</p>	<p>supported by the trend in enrolments which has decreased by 31.8% from 2022 to 2023, across all levels. Looking at only Levels 4 and 6 the decrease is 47.8%.</p> <p>Falling enrolments combined with increasing demand means the increase in workforce does not meet the <u>current</u> demand for youth workers as seen in job vacancies data from Trade Me and Seek, where there are over 100 advertised positions for youth workers in New Zealand (November 2024).</p>	<p>funded places, noting this will be needed to achieve the goals of the Child and Youth Wellbeing Strategy and Youth Action Plan <i>(Email communication 23 October 2024)</i></p>
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C1. Are there qualifications or credentials that you want TEC to consider new providers for?



This advice may impact the approval of new providers.

- This is the place to signal where you want to see new providers in a specific area of provision, but the provision as a whole is not a priority for growth.
- This may relate to ensuring that the available provision is adequate or more diverse (and that this requires more providers).
- Please note that future Government decisions around work-based learning providers may impact the opportunity for new providers in this mode.
- This section may not be relevant. If that is the case please leave it blank.

NOT APPLICABLE

SECTION D – New qualifications and credentials

D1. Are there qualifications or credentials that you are developing or plan to develop that will be available in the next 12-18 months?



This section is important for signaling future qualifications or credentials you may wish us to prioritise investment in.

- This is the place to tell us about any qualifications or credentials that you intend to develop or significantly revise that may be available in 2026. Include any new qualifications or credentials that will replace existing ones identified as no longer fit for purpose.
- This will be “have regard” advice until the qualifications and/or credentials are listed on the New Zealand Qualifications and Credentials Framework. Once listed you can get in touch with us to make this give “give effect’ advice. This will follow the process for out-of-cycle advice and may require evidence.

As per TEC direction, our advice on new products (that will be available for delivery by February 2026) has been included in Section B.

SECTION E – Future workforce needs

E1. What emerging skill needs or major projects will impact future workforce needs and tertiary education for your sectors?

This section captures significant future tertiary education and training needs you see emerging beyond 2026.



- You may be aware of a future skill need or major project in one of your sectors that you expect will impact on workforce needs and tertiary education in the future. For example, this could include:
 - a change occurring in industry
 - a significant shift in the skill needs in a sector (that will impact qualifications and training)
 - major infrastructure projects
- This is “have regard” advice as it does not provide specific, evidenced recommendations for the mix of vocational education and training TEC invests in.
- We encourage you to keep this as **brief introductory headlines**. You may instead refer us to the relevant content on your website or in a WDP.
- If this section isn’t relevant, leave it blank.

Area of need or project	Expected occupations or skills that may be impacted	Timeframe	Who is involved (from tertiary education) eg, WDC, providers etc
<p>Pacific Health Workforce</p> <p>The <i>Pacific Health Workforce Forecast Overview Report</i> June 2023 outlines several future workforce needs for Pacific peoples in the health space, noting a need for more targeted training programs to increase the number of Pacific health professionals; targeted strategies to attract and retain Pacific health workers; upskilling of this workforce; a need to enhance cultural competency in the wider workforce to support Pacific communities, and increased leadership and representation. Advice for delivery to this community is also provided.</p>	<p>Health and allied health roles</p>	<p>Current and Future Workforce</p>	<p>Toitu te Waiora will be taking this advice into consideration as it leads qualification reviews and developments in the health area, with a particular focus on what is needed for upskilling, and cultural competency.* We will be considering how we can support tertiary providers to take on advice regarding how Pacific learners are best served – with a focus on culturally relevant education and pathways to work.</p> <p>* The findings in this report support our focus on cultural competency across all our work (Toitu te Waiora Investment Advice, December 2023).</p>

<p>Recognition of lived experience</p> <p>As noted in our Investment Advice December 2023, government research and funding requirements are placing a significant focus on lived experience as a key factor in a capable workforce.</p>	<p>Peer Support including but not limited to the Mental Health, Addictions, Justice, Disability, and Youth Work sectors</p>	<p>Current and Future Workforce</p>	<p>Toitu te Waiora has worked closely with the disability community in its Health and Wellbeing review over late 2023 and into 2024. This review has clearly evidenced the disability communities desire for more people working in the health, social and disability space to have lived experience. We are considering what this means for changes to the existing qualifications, and the design of two new certificates in Disability Support.</p>
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F1. Is there anything else you would like to advise TEC of in relation to investment in vocational education and training?



This section provides you with a space to record matters the template does not cover.

- Please ensure this advice is within TEC’s role to action. It is important that advice is given to the correct government agency to be actioned. If you are unsure about this, refer to the guidance document.
- We recommend a maximum of 200 words for this section.
- If this section isn’t relevant, leave it blank.

Mātauranga Māori Qualifications

Toitū te Waiora industry coverage includes sectors that are supported by Mātauranga Māori qualifications overseen by Māori Qualifications Services at NZQA. Over 2024 we have been engaging with Māori Qualifications Services to develop a better understanding of the training needs and provision available in this sector. From this we are developing a stronger understanding of how the uptake of these qualifications aligns with the increases in workforce demand on both a regional and national basis and the impact on the broader health and wellbeing, and education qualifications. We are also exploring options for cultural competency and cultural safety credentials to support our qualifications.

F2. Are there other system issues for vocational education that you are engaging with other government agencies (including the Ministry of Education) on that you want to share with TEC?

This section provides you with a space to record matters the template does not cover.



- All policy issues (e.g. relating to the Education and Training Act, provider eligibility, learner eligibility, funding rates etc.) are the responsibility of the Ministry of Education (MoE). We expect WDCs to work directly with MoE on these issues.
- You may list these issues here so we are aware of those discussions. There is no requirement to complete this section.
- You may also highlight specific work being undertaken with other government agencies such as the Ministry of Business, Innovation and Employment or the Ministry of Social Development.
- Any issues raised should be relevant to the investment round. Other issues and activities can be discussed with your Relationship Manager and/or communicated through your progress reports to TEC.
- **Note this is not the place to raise issues related to the consultation on vocational education system changes. Please use the official consultation channels to ensure your feedback is considered in the consultation process.**

No additional advice.

Appendix One

Author / Publisher	Date	Reference to workforce demand, shortage or need
Careers NZ Early Childhood Teacher Career Opportunities Early Childhood Teacher (careers.govt.nz)	July 2024	Evidence demand as per details in Section B.
New Zealand Journal of Teachers' Work Attracting and Retaining Diverse Kaiako in Early Childhood Education in Aotearoa New Zealand <i>Volume 19, Issue 2, 104-118, 2022</i>	2022	Discusses challenges of workforce retention in Early Childhood Education. The paper raises retention in work as the main challenge facing the workforce (mainly due to working conditions and pay rates/perceived value).
Teaching Council of Aotearoa New Zealand Snapshot of the teaching profession in Aotearoa New Zealand 2023 Snapshot of the teaching profession 2023 (teachingcouncil.nz)	2023	ECE related content (largely p.8) focuses on issues with qualification consistency, and perception of value of the workforce.
Office of Early Childhood Education Ministerial Briefing Paper from the Early Childhood Advisory Committee Ministerial briefing paper on ECE teacher supply and workforce	May 2024	Provides advice that supply for early childhood teachers is not meeting demand, due to low enrolments and failure to complete. However, as well as canvassing flow into training (and lack of completions), a heavy focus of the paper is on issues with retention in the workforce, which notes "the Ministry of Education has not collected data on ECE teacher retention and turnover in services. It has not provided/ published analysis of what the problems are and for which service types."
Te Whatu Ora	Sept 2024	Workforce plan identifies a need to increase clinical and support staff in mental health and addiction.

<p>Mental Health and Addiction Workforce Plan</p> <p>Mental Health and Addiction Workforce Plan 2024 – 2027 – Health New Zealand Te Whatu Ora</p>																		
<p>Te Whatu Ora</p> <p>Pacific Health Workforce Forecast Overview Report</p> <p>Pacific-Health-Workforce-Forecast-Overview-Report.pdf (tewhatuora.govt.nz)</p>	<p>June 2023</p>	<p>Workforce plan on key workforce needs and important aspects of training programme design for the Pacific Workforce.</p>																
<p>Department of Corrections</p> <p>Annual Report 2022/23</p> <p>Annual Report 2022/23 Department of Corrections</p>	<p>2023</p>	<p>Details 2022/23 workforce situation for Corrections and future planning for improving numbers. pp. 102-103 staffing</p>																
<p>New Zealand Government</p> <p>Budget 2024, Summary of Initiatives</p> <p>Budget 2024 - Summary of Initiatives - 30 May 2024</p>	<p>May 2024</p>	<p>Covers details of funding for Correction budget initiatives. Pg. 26</p> <p>Prisoner Population – Responding to Increasing Prisoner Numbers</p> <p>This initiative provides operating and capital funding for the additional costs associated with the increasing number of people in prison, including funding to hire additional frontline staff at Corrections. Funding is also held in contingency for investment in additional capacity in the prison network by expanding Waikeria Prison by three accommodation units to contribute towards managing a growing prisoner population.</p> <table border="1" data-bbox="801 1077 1877 1157"> <thead> <tr> <th>Vote</th> <th>2023/24</th> <th>2024/25</th> <th>2025/26</th> <th>2026/27</th> <th>2027/28</th> <th>Operating Total</th> <th>Capital Total</th> </tr> </thead> <tbody> <tr> <td>Corrections</td> <td>19.806</td> <td>199.321</td> <td>204.758</td> <td>193.034</td> <td>186.249</td> <td>803.168</td> <td>9.600</td> </tr> </tbody> </table>	Vote	2023/24	2024/25	2025/26	2026/27	2027/28	Operating Total	Capital Total	Corrections	19.806	199.321	204.758	193.034	186.249	803.168	9.600
Vote	2023/24	2024/25	2025/26	2026/27	2027/28	Operating Total	Capital Total											
Corrections	19.806	199.321	204.758	193.034	186.249	803.168	9.600											
<p>Ministry of Health</p> <p>Government Policy Statement on Health 2024–2027 Ministry of Health NZ</p>	<p>June 2024</p>	<p>Sets out direction for health and covers need for increases in most health delivery areas. Focus is Priority 4 workforce: having a skilled and culturally capable workforce who are accessible, responsive, and supported to deliver safe and effective health care. Pgs. 24-27</p> <p>No implementation plans yet to support the priority. We are waiting on the <i>Ministry of Health- Workforce planning for 2024 – 2029</i> document to be finalised and published and will provide advice to TEC out of cycle as needed once it is available.</p>																

<p>Beehive releases</p> <p>Fetal Alcohol related</p> <p>Speech to the Fetal Alcohol Spectrum Disorder Symposium 2024 Beehive.govt.nz</p> <p>Greater investment in FASD support and prevention Beehive.govt.nz</p> <p>\$1.9 billion investment to keep NZ safe from crime Beehive.govt.nz</p>	<p>Sept 2024</p>	<p>Speech references value of new credentials and Toitū te Waiora’s role in development.</p> <p>References Toitū te Waiora’s micro-credentials</p> <p>References funding for new frontline Corrections staff.</p>
<p>Toitū te Waiora</p> <p>Health and Wellbeing Qualifications Survey Summary</p> <p>Health and Wellbeing Survey Summary</p>	<p>2024</p>	<p>Provides overview of evidence for changes to Health and Wellbeing qualifications, in particular the need for new pathways and micro-credentials.</p>

Other information

Regional Workforce advice

With the demise of the Regional Skills and Leadership Groups we lost a valuable source of regional advice. To mitigate this, we have re-built our regional engagement team, and with a full team in place as of late September 2024, we are in a better position to provide regional insights in future advice.