



Bay of Plenty Tertiary Intentions Strategy

2014 - 2019 He Mahere Mātauranga Matua mō Tātau

A REGIONAL PLAN FOR THE STRATEGIC ALIGNMENT AND DEVELOPMENT OF POST-SECONDARY EDUCATION AND RESEARCH





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Toi Moana, Toi Whenua, Toi
Tangata!

Rangi e tū nei

Papa e takoto nei

Ruaimoko puritia tāwhia kia
mau, kia ū, kia ita!

Mai i Ngā Kurī a Whārei ki
Tihirau

Mai i Maketū ki uta
Tihē mauri ora!

Kei o tatau rau mate o te rohe
nei, haere whakangaro atu ki a
Ngāi Nunui mā i te pō

Ko tatau te hunga ora e mihi
nei, e tangi nei

Ko Ihoa te tīmatanga o te
mātauranga e rewa ake nei

Ko Tāwhaki nāna te kura
wānanga i kimi i te pō uriuri, i
te pō kerekere, i ngā rangi puhi,
i ngā rangi mamao ka tau ki
papa whenua ki te uri tangata

Tēnei rā te whakarewa ake i
tēnei kaupapa whakahirahira
hei taonga ki te rohe whānui
Nō reira tēnā kotou katoa.



Foreword

A strong and growing tertiary education sector that is well connected with regional stakeholders is critical to the social and cultural, environmental and economic wellbeing of the Bay of Plenty region.

This Tertiary Intentions Strategy is a regional plan developed for the people and communities of the wider Bay of Plenty. It is a somewhat innovative way of considering and addressing tertiary education and research requirements. Ultimately, its purpose is to provide collaborative leadership and advocacy for community needs in the post-compulsory education sector. It is not a tertiary institution plan, but should provide some guidance as to regional needs and aspirations, to tertiary education organisations including the Bay of Plenty Tertiary Education Partnership, who have key roles and opportunities to address those needs in a variety of ways.

This plan is the result of wide-ranging engagement with regional agencies, organisations and groups, and interested individuals, together with tertiary providers. The uniqueness of the approach is that tertiary providers are strongly supported by regional and sub-regional agencies in a collaborative manner.

This region has committed significant resource to enhancing tertiary education and research capacity over a number of years and is fortunate to have a range of quality institutions with which to work.

It is our belief that by working in partnership with tertiary education organisations we have a better chance of ensuring the region's priorities are met.

It is important for regional stakeholders to appreciate the complexity of aligning national, regional, sub-regional and community goals with those of tertiary institutions, each of whom operate with institutional autonomy. However, good progress has been made in the region through collaborative initiatives such as the Bay of Plenty Tertiary Education Partnership, which can be further enhanced to deliver greater synchronicity between regional needs and tertiary delivery. The Tertiary Intentions Strategy plays an important role in achieving this.

On behalf of the Bay of Plenty Tertiary Intentions Strategy Reference Group, I commend this plan to you and look forward to strengthening our collaboration with the tertiary education sector for the benefit of individuals and communities in the Bay of Plenty.

Bill Wasley



Chair
Bay of Plenty Tertiary Intentions Strategy Reference Group



Introduction

The Bay of Plenty has enormous potential. The region is diverse, rich in people, culture and resources. Collaboration at a regional and local level is a hallmark of the way local stakeholders approach issues and a solid track record has already been built in achieving positive community outcomes.

Post-compulsory sector (tertiary) education is a cornerstone of a strong and skilled economy and a major contributor to improved social wellbeing. A life-long approach to education and learning is recognised as playing a key role in enabling individuals and society to foster the skills and resilience that underlie effective social and economic engagement.

About the Tertiary Intentions Strategy

The Bay of Plenty Tertiary Intentions Strategy (TIS) provides a collective vision, strategy and desired actions for tertiary education and research delivery in the Bay of Plenty and Taupo, which is closely aligned with local industry and the community.

The TIS is a regional initiative funded by a range of local agencies, including the Bay of Plenty Regional Council, territorial local authorities, spatial planning partnerships and regional development agencies. It is supported by the Bay of Plenty Tertiary

Education Partnership (BoPTEP), which consists of the Bay of Plenty Polytechnic, Te Whare Wānanga o Awanuiārangī, Waiariki Institute of Technology and the University of Waikato.

The development of the TIS has been overseen by a reference group consisting of representatives from each sub-region, including each of the economic development agencies, spatial planning partnership, the BoPTEP, iwi and BayTrust.

Map of Tertiary Intentions Strategy region



Project objectives

The TIS recommends a framework by which the Bay of Plenty region can proactively advocate for its tertiary education and research needs in a collaborative manner, and in doing so support the region's overall objectives for tertiary education and research.

THESE OBJECTIVES INCLUDE:	
Capability and capacity – Te Ngoi	Increasing tertiary education (vocational, professional, academic and research) participation and attainment for people within our communities, particularly Māori; Developing a highly educated, entrepreneurial and skilled workforce that grows the prosperity of the Bay of Plenty.
Knowledge and innovation – Mātauranga	Increasing research and generating knowledge to enable innovation that fosters business growth and community development.
Sustainable growth – Toi Tupu	Harnessing talent, skills, knowledge and networks to support sustainable social, cultural, economic and environmental development across the region.

Methodology

The TIS was developed with significant community input (business/ employers, local government, iwi and community groups) and draws from a range of existing documents that have provided a detailed review of the social and economic profile of the Bay of Plenty and Taupo. A literature review was also completed, with a particular focus on international evidence and experience of international cooperative tertiary education models that have made a difference to regional development. Specifically, the TIS involved:

- A review of the national and international literature pertaining to regional models for tertiary education and research and economic/social development, regional innovation systems, labour-market models and Māori wellbeing.
- A review of national and regional research, reports and data relevant to regional demographics, skill needs and workforce requirements.

- A stocktake of current tertiary education supply in the Bay of Plenty and Taupo.
- Over 150 stakeholder interviews with business and community leaders, employers, students, principals of schools, iwi and local/regional agencies.
- A specific Māori consultation and engagement programme.
- Community input and feedback on a draft regional tertiary plan.
- Report and recommendations finalised.

The expectations of central government as expressed in the Tertiary Education Strategy (2014-2019) were also considered in developing the TIS, particularly those sections most relevant to the Bay of Plenty/Taupo and its people.

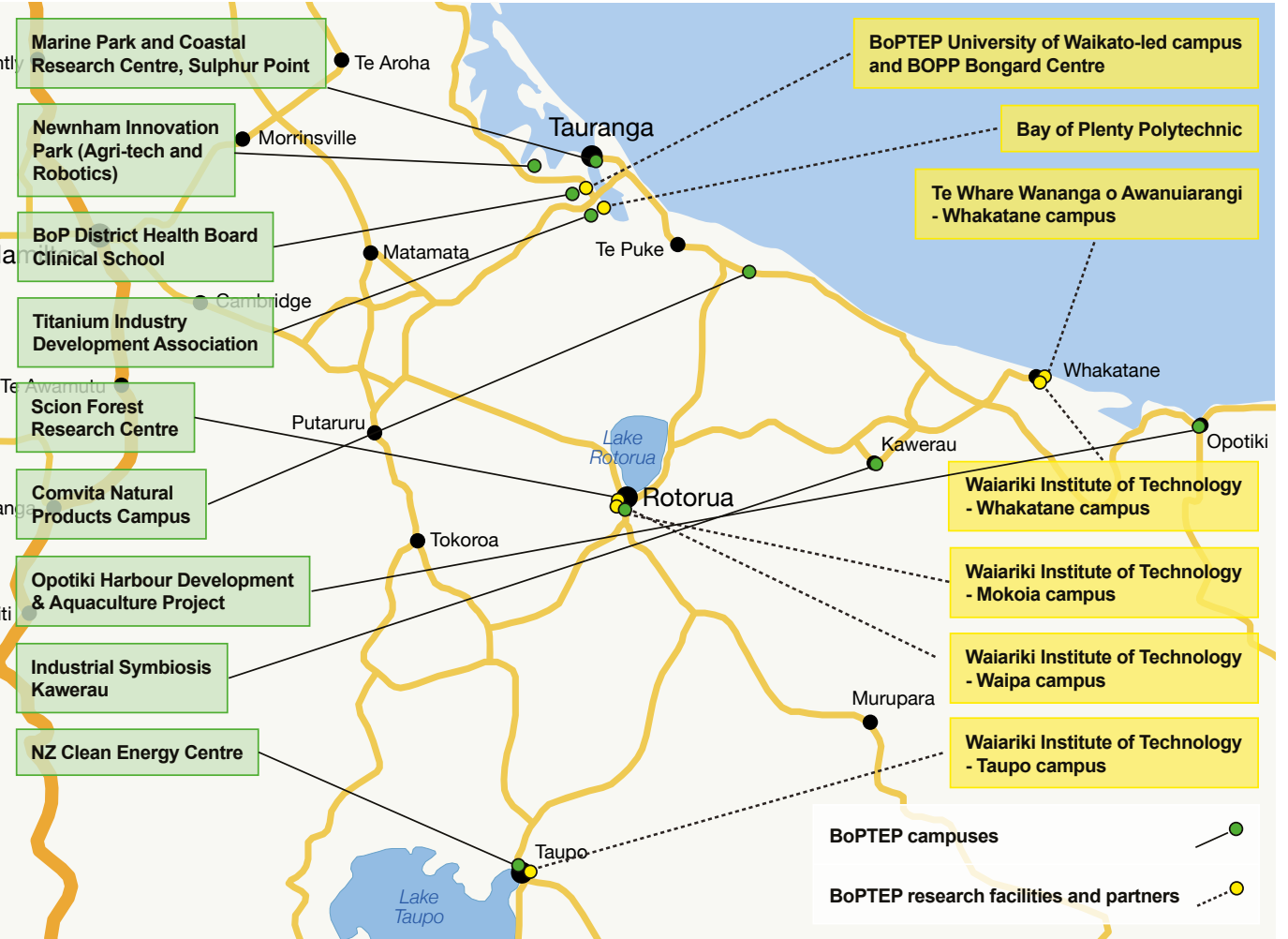


The national strategy

The priorities set out in the national Tertiary Education Strategy are all significant and relevant to the Bay of Plenty. This is particularly true regarding the need to boost achievement for Māori and Pasifika, getting young people into careers and delivering appropriate skills and attitudes for industry. This alignment between local/regional needs and national priorities enhances the potential for the region to work in partnership with central government and therefore support the region's tertiary initiatives.

Current tertiary education provision

The map below shows the extent of the BoPTEP's network of provision in the region – the locations of the campuses, and particular research areas that are a focus for growth.



Research findings

Based on the findings of the literature review, analysis of regional data and consultation with regional stakeholders, enhanced community and business sector engagement with the region's tertiary providers is needed, in order to assist in overcoming local and regional challenges and in taking best advantage of emerging opportunities.

The data highlights a number of significant regional characteristics, namely the region's youthful Māori population and rapidly ageing workforce, combined with substantial socio-economic diversity

across the region. However, the general consensus from regional stakeholders is that these can be converted into opportunities through collaborative leadership.

It was acknowledged that while there are some common issues and linkages, Western Bay of Plenty, Rotorua, Taupo and the Eastern Bay of Plenty face different demographic and economic challenges. Therefore, the delivery of education and research needs to reflect these different issues and strengths, while still working towards the agreed region-wide vision.

The literature review also highlighted that education is an essential component of wellbeing in contemporary society and that tertiary education provides individuals the best life-long protection against unemployment, low wages and poverty.

Addressing issues regionally will have a much greater impact, with resources well positioned to make a difference for our people and economy. This is especially important in areas like the Bay of Plenty, where the scale of resources, funds, students, staff and relevant organisations are more limited than major cities.

There are a number of recommendations in this plan aimed at better aligning the region's tertiary education sector with national and regional priorities for sustainable social and economic development. These recommendations cover more than the courses and skills development needs of the region. For example, there are recommendations for local authorities around spatial planning and infrastructure development that would assist in improving tertiary outcomes for the region.



NORSKE SKOG TASMAN, KAWERAU



“ Education is an essential component of wellbeing ”

Key findings

KEY FINDINGS THAT HAVE INFORMED THE STRATEGIC CONTEXT FOR RECOMMENDATIONS INCLUDE:	
Collaborative leadership	It is in the region's interest to actively engage with the tertiary education and research sector to better align tertiary outcomes with regional and sub-regional goals, and to be proactive in advocating for regional needs.
Māori engagement and participation	Young Māori are crucial to the future wellbeing of the region and it is therefore critical to increase Māori engagement and participation in tertiary education.
Transitions	Emphasis should be placed on improving links between secondary schools, tertiary education and employers in the region, in order to prepare young people with work-ready skills and improve the flow of young people into tertiary education and employment.
Innovation	The region should support and encourage concentrations of teaching and research excellence in key areas relevant to the Bay of Plenty to foster innovation, including links to education pathways, industry and employment.
International education	The region should support the attraction of international students, recognising they are an important source of skills, knowledge and global links, as well as export revenue for education institutions, local communities and the region.
In addition, based on strong community feedback, a number of other recommendations have been grouped according to:	<ul style="list-style-type: none"> • Local priorities • Tauranga campus development • Review and monitoring the TIS.



PHOTO: OTUMOETAU COLLEGE

1. Collaborative leadership

It is in the region's interest to actively engage with the tertiary education and research sector to achieve desired community outcomes. This entails a whole-of-community philosophy around working in partnership with tertiary education organisations (TEOs), government and other stakeholders to ensure that regional

priorities are met. It is about supporting local influence and development of initiatives whilst encouraging the Bay to work together where it is appropriate to do so, such as in approaches to government for tertiary related matters.

To assist in this process it is recommended that:

1. Bay of Plenty local authorities and regional development agencies establish a regional tertiary implementation group to provide a mechanism to connect stakeholder interests, agree regional priorities and engage in constructive dialogue

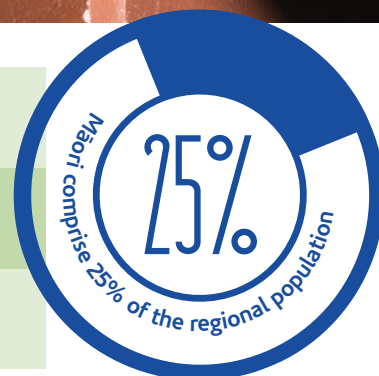
with the region's tertiary education sector to support tertiary education and research outcomes appropriate to the Bay of Plenty region.

2. Māori engagement



PHOTOGRAPHY BY: CHRIS WILLIAMS

Boosting the educational outcomes for Māori and Pasifika is a national priority. In the Bay of Plenty, increasing engagement and participation of Māori youth in tertiary education is imperative to its social and economic success.



Māori comprise 25% of the regional population (compared with 14% nationally) with one-half of the Bay of Plenty's young Māori between 0-24 years of age.¹

In the future, Māori will account for a significant proportion of the workforce in the region. A focus on engaging the youthful

Māori population with culturally respectful tertiary education and training, and in areas aligned to skills gaps and opportunities within the region, will make a major contribution towards achieving improved outcomes for Māori, with significant spin-off benefits for the wider community.

1. REVIEW OF DEMOGRAPHIC AND LABOUR FORCE PROJECTIONS FOR THE BAY OF PLENTY REGION FOR THE PERIOD 2013 – 2063. NATIONAL INSTITUTE FOR DEMOGRAPHIC AND ECONOMIC ANALYSIS, 2014.

Therefore, it is recommended that:

2. TEOs focus on creating partnerships with iwi and hapu to foster active participation, consultation and engagement with whanau, hapu and iwi on all areas pertaining to the successful education and skill development of Māori.
3. The BoPTEP considers inviting Te Wānanga o Aotearoa to join their collaborative arrangement.
4. TEOs consider developing tailored courses that align with Māori values and experiences and provide staff with the opportunity to receive training in Māori culture and values.
5. Bay of Plenty Iwi give consideration to consolidating education scholarships so that recipients receive a greater level of financial support to see them through their education.
6. Bay of Plenty Iwi give consideration to developing a pan-iwi view of tertiary provision in the region with agreed priorities communicated through the proposed regional tertiary implementation group.
7. Consideration be given to how the region can assist in linking the Tertiary Education Commission, Ministry of Education and Whanau Ora in order to ensure educational planning is incorporated into whanau development plans.

PHOTOGRAPHY BY: CHRIS WILLIAMS



3. Improving transitions

PHOTO: ZESPRI INTERNATIONAL



A focus on improving transitions between secondary and tertiary education and employment opportunities in the region is imperative to improving the flow of people with work-ready skills into tertiary education and employment.

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43% of Māori school leavers in the BOP do not transition to further training or education - MINISTRY OF EDUCATION -

Therefore, it is recommended that:

8. The BoPTEP develops a joint Bay of Plenty/Taupo Youth Strategy with specific regards to secondary tertiary transition, course and careers advice.
9. Bay of Plenty regional development agencies consider establishing a regional graduate profiling initiative to link local graduates with local employers and encourage opportunities for student internships.
10. Bay of Plenty regional development agencies continue to support and consider expanding existing initiatives that:
 - a. encourage participation of regional industries in local career expos as is the case in Taupo, Kawerau and the Western Bay of Plenty.
 - b. provide opportunities for secondary school principals and teachers to spend time with local industry to get a better feel for employer skill needs and personal qualities sought by employers.
 - c. organise industry days for local students to meet with key businesses or industries.
11. TEOs, secondary schools and regional development agencies consider developing collaborative initiatives to assist secondary to tertiary and tertiary to work transitions for Māori, e.g. mapping Bay of Plenty career pathways specifically for Māori.

4. Fostering innovation

Tertiary education and research plays an important role in preparing skills to fuel business growth and community development, as well as in the generation of new knowledge that fosters innovation.



Use our comparative advantage

There is a desire amongst regional stakeholders for the Bay of Plenty to develop a reputation as the region that provides the most relevant, innovative, connected education in the country, in turn producing graduates who are highly sought-after for their employability, who start successful businesses and are highly networked.

One of the ways in which the Bay of Plenty can differentiate itself in this manner is to create a strong tertiary education brand in niche areas of vocational and academic training and research aligned to industry sectors in which the region has a comparative advantage and can offer employment opportunities.

“Tertiary education and research fuels business growth and community development.”



PHOTO: BAY OF PLENTY POLYTECHNIC



PHOTO: NORRIS SKOG TASMAN

The following sectors were identified as initial areas the Bay should strive to differentiate itself:

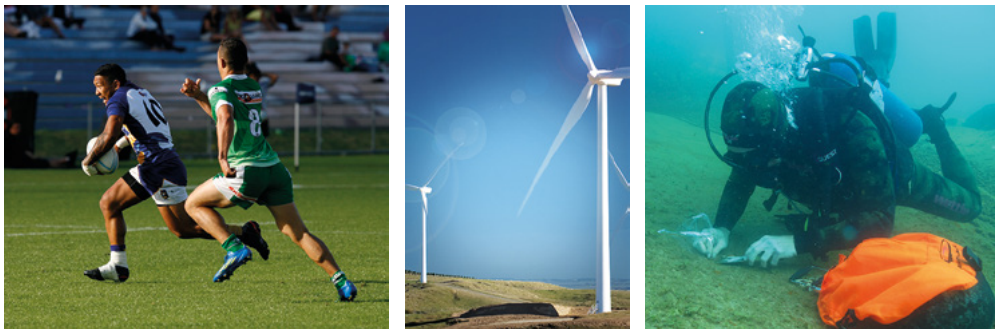
- Kiwifruit and horticulture
- Food processing and natural ingredients
- Freight and logistics
- Forestry
- Gerontology
- Restoration of freshwater quality in river and lake systems
- Tourism

Therefore, it is recommended that:

12. The BoPTEP and relevant TEOs work with New Zealand Kiwifruit Growers (NZKGI) to investigate appointing a regional champion for the kiwifruit sector and establishing a formal group to develop a business case for creating a global centre for primary sector research and education, initially focused around horticulture.
13. Bay of Plenty secondary schools consider developing a horticulture trades academy that feeds into local tertiary and employment opportunities.
14. The BoPTEP works closely with Scion to create more wealth and wellbeing for the Bay of Plenty from its forest resource – ranging from wood products and wood engineering, to bio-energy and new bio-materials, automation and engineering applied to forestry management.
15. Regional development agencies consider establishing a working group to develop a proposal and business case to create a regional centre for researching the workplace needs of mature and older people.
16. The BoPTEP supports the working group established by Grow Rotorua to develop a proposal and business case for a regional centre of expertise around restoration of freshwater quality in river and lake systems.
17. The BoPTEP and other TEOs consider undertaking a review of the mix, location and quantum of current tourism training provision, including the potential to further leverage Māori tourism to support indigenous development.
18. The BoPTEP and other relevant TEOs consider undertaking a review of the mix, location and quantum of current food safety and handling provision locally.

There are a number of new and emerging sectors within the region that require support from the tertiary sector to assist with sustainable growth and development.

- Aquaculture
- Manufacturing
- Energy
- High performance sports, eg biking and rugby sevens



19. As a general principle, the BoPTEP, other TEOs and regional development agencies actively support the education and training outcomes of the BoC industry sector strategies.
20. The BoPTEP actively engages with Toi EDA, Opotiki District Council and Whakatohea around supporting the training and research needs of the Opotiki harbour twin projects.
21. The BoPTEP and regional agencies provide strong support for the establishment of the WNT partnership high-technology incubator.
22. The Bay of Plenty Polytechnic considers the growth needs of TiDA, currently based on its Windemere campus, and likely to require significantly more land to meet growth targets.
23. The BoPTEP considers working with the Bay of Connections Energy Group to discuss ways in which the partners can support science training, career development and research to develop the region's potential from energy.

24. TEOs work with the ICT industry to (i) develop ICT curriculum that more strongly reflects industry needs for graduates who have a mix of soft skills, technical skills and enterprise skills; (ii) develop links with professional industry bodies to promote ICT career pathways.
25. The BoPTEP considers how it supports the development and implementation of the BoC Sevens and Biking strategies which have significant potential for the region's tourism sector, together with contributing to economic development.
26. Industry and regional agencies work with TEOs to provide more opportunities for student internships in the Bay of Plenty's key and emerging industry sectors.



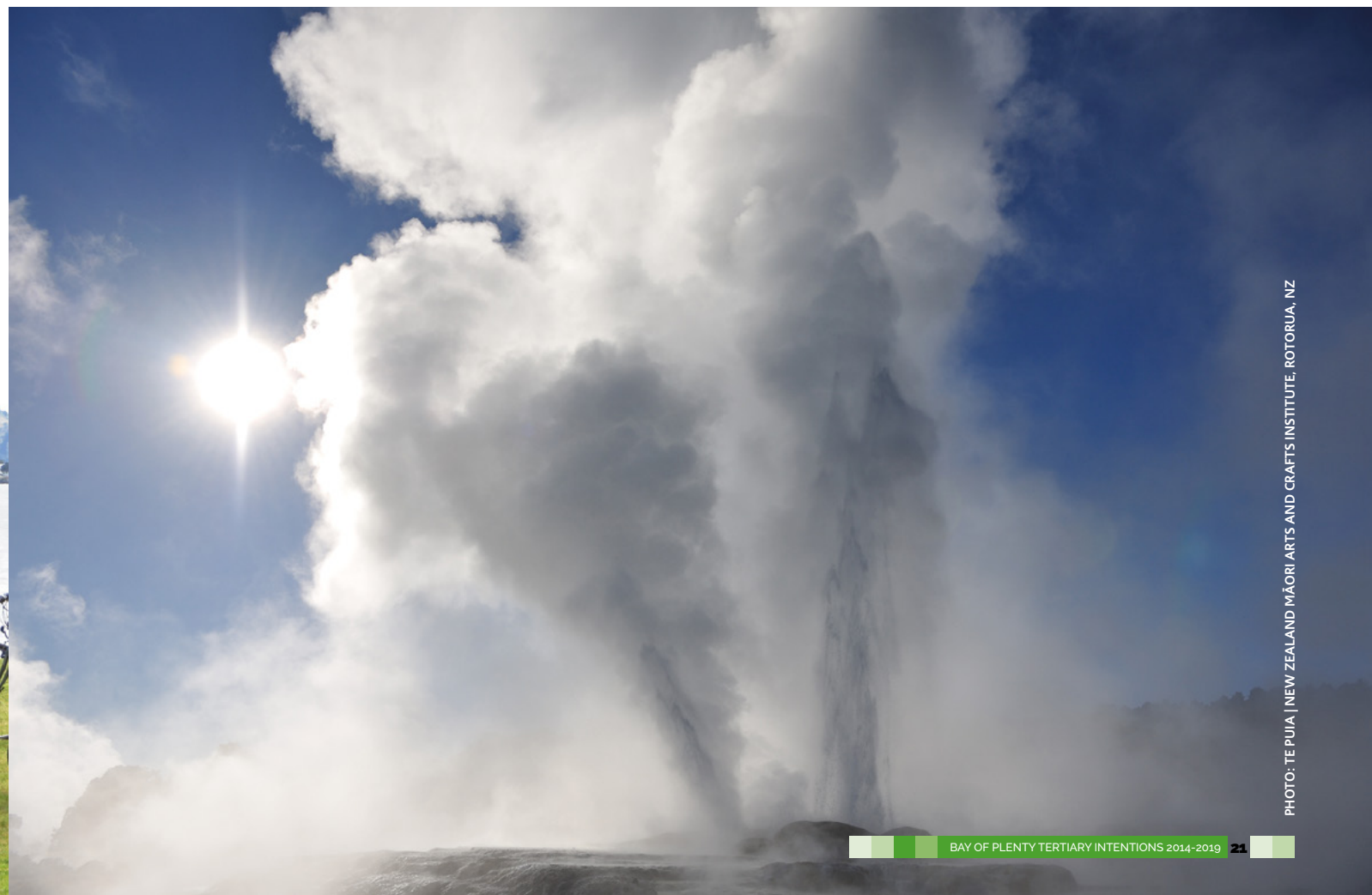
PHOTO: UNIVERSITY OF WAIKATO

MPI forecast a need for **50,000**
extra workers for the primary sector

by **2025**

- Agriculture
- Aged care
- Service sector
- Building and construction

<p>27. The region supports the efforts of TEOs with respect to the development of on-farm training initiatives, and seeks to understand whether there are opportunities for regional actors to support these initiatives, particularly with respect to better serving the needs of Māori, and in providing opportunities to enhance secondary/tertiary/employment transitions.</p> <p>28. TEOs involved in training for the aged care sector develop career maps for the sector and work with the aged care industry and secondary schools to better promote career pathways.</p>	<p>29. The region supports the continued development of business management and entrepreneurship training in the region, and in particular initiatives that encourage Māori to progress to higher levels of learning.</p> <p>30. Regional agencies support the efforts of industry training organisations and Māori Pacific Trades Training initiatives and seeks to understand whether there are opportunities for regional actors to further support initiatives aimed at better serving the needs of Māori, and in providing opportunities to enhance secondary/tertiary/employment transitions.</p>
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5. Attract international students



International education provides an important opportunity to improve the value delivered by tertiary education. It not only provides additional sources of income for New Zealand TEOs, but also stimulates international linkages with overseas counterparts.

International education helps enhance teaching and research, share knowledge, build human capital, and realise a number of wider benefits associated with New Zealand's international relationships and trade.

Growing the value of international education is a national priority that presents a significant opportunity for the Bay of Plenty region. Having appropriate degree and post-graduate pathways for international students is generally accepted as being an important factor in student attraction, as is the need for quality student accommodation and pastoral care.

Therefore, it is recommended that:

- Local councils and economic development agencies support the development and implementation of local international education plans to include:
 - welcoming international students to the region
 - supporting the development of destination marketing collateral
 - understanding student accommodation needs
 - supporting the development of student accommodation where needed
 - providing links that assist in the development of employment pathways (including part-time employment) for international students.
- The Bay of Connections Governance and Management Groups consider adding international education to the BoC key industry sectors, thus assisting to align and monitor sub-regional international education plans.

6. Local priorities

There are a number common priorities within communities around the Bay of Plenty, along with some specific local matters.

Address current perceived gaps

Tertiary provision in the following areas were identified as needing to be reviewed to ensure current provision was meeting regional needs. These areas included:

- Engineering skills (mechanical/megatronics engineering, particularly at a vocational/technician level) to support the region's growing manufacturing, transport and logistics sectors.
- Entrepreneurship and general business training within a broad range of regional training programmes.
- ICT/technology skills.



Therefore, it is recommended that:

- The BoPTEP and other relevant TEOs consider undertaking a review of the mix, location and quantum of current engineering provision.
- The BoPTEP and other local TEOs consider how they might incorporate concepts related to innovation and entrepreneurship, as well as technology training (e-commerce, business transformation etc) within new and existing programmes.
- The BoPTEP considers identifying areas for common curriculum development to be undertaken, and that key themes are included in all such shared development.

Taupo priorities



PHOTOGRAPHY COURTESY OF: DESTINATION GREAT LAKE TAUPŌ

The community sees significant benefits from a partnership approach in the region, versus working in perceived isolation with individual tertiary institutions. The importance of local secondary schools working with TEOs to provide vocational pathways was highlighted. Given many secondary school students are already training at tertiary level there is a need to align courses with local tertiary provision to ensure relevance and continuity.

Transport providing access to education and training is also viewed as a barrier that needs to be addressed, as is the upgrading/expansion of local tertiary facilities in order to increase

participation by young people. The community is particularly interested in enhanced tertiary provision in the following areas:

- management/entrepreneurship training
- forestry and agriculture training
- mechanical engineering (vocational) training
- geothermal energy training (degree and post-graduate)
- tourism industry training
- secondary/tertiary/employment transitions.

Therefore, it is recommended that:

36. Taupo District Council supports the establishment of a regional tertiary implementation and monitoring group and advocates for increased training and education in the areas identified above.
37. The BoPTEP considers meeting with Taupo District Council, Enterprise Great Lake Taupo, GNS and Contact Energy to discuss ways in which the partners can support science training and career development for the geothermal energy sector.
38. That the BoPTEP and other relevant TEOs consider undertaking a review of the mix, location and quantum of current tourism sector provision.
39. That relevant TEOs support the development of Taupo's youth transitions project facilitated by Enterprise Great Lake Taupo.

Eastern Bay of Plenty priorities



The Eastern Bay of Plenty district faces a number of specific challenges associated with population decline, numeracy, literacy and intergenerational social issues. However, there are also significant opportunities for the sub-region, which the tertiary education sector can support. These include the Opotiki harbour development and aquaculture project, Industrial Symbiosis Kawerau and tourism based around the unique attraction of White Island.

Courses covering such widely diverse subjects as forestry, nursing, truck driving, scaffolding, farm work and tourism along with appropriate trade and degree courses will be needed to keep people within the sub-region and available for work.

The Eastern Bay of Plenty sub-region feels the following points must be considered with respect to tertiary education provision:

- The need to include relevant trade and industry training that the Eastern Bay of Plenty requires.
- The importance of effective pre-employment/engagement/second-chance learning as a necessary gateway for many potential students into tertiary education and training.
- The need to keep such place-based training local within the region.

Therefore, it is recommended that:

40. Toi EDA and local stakeholders support the establishment of the proposed regional tertiary implementation and monitoring group and advocate for increased tertiary sector support associated with:
 - the training needs of the primary sector, particularly dairy, forestry and wood products, kiwifruit and the emerging aquaculture sector, together with associated industries servicing these sectors such as transport and logistics
 - the needs of other sectors expected to increase substantially in the sub-region over the next 10 years, including tourism, geothermal use and elderly care
 - the potential to deliver more first year degree courses in Whakatane
 - the vital importance of pre-employment/engagement/second-chance learning opportunities provided within the Eastern Bay of Plenty
 - the potential for developing international education in the Eastern Bay of Plenty.
41. Toi EDA or Whakatane District Council consider developing a local tertiary infrastructure plan with Te Whare Wānanga o Awanuiārangi and Waiariki Institute of Technology which includes:
 - a proposal to develop a tertiary precinct around Te Whare Wānanga o Awanuiārangi's campus in Whakatane
 - consideration of the potential to support a shift of the current Waiariki campus in Whakatane onto this precinct.
42. The BoPTEP considers engaging with Industrial Symbiosis Kawerau to more fully understand the specific training, education and research needs of this industry group.



PHOTOS: WHAKATANE DISTRICT COUNCIL

Rotorua priorities



PHOTO: WAIARIKI INSTITUTE OF TECHNOLOGY

Rotorua stakeholders have identified the following priority growth sectors – forestry and wood processing, tourism (including spa and wellness), geothermal, agriculture and international education. In addition, the skills and research needs associated with achieving Rotorua's vision to become a sustainable city are crucial.

Therefore, it is recommended that:

43. Rotorua Lakes Council support the establishment of the proposed regional tertiary implementation and monitoring group and advocate for:
 - the specific education and research needs of Rotorua's priority sectors
 - the education and research links with the proposed Scion wood innovation centre
 - Waiariki Institute of Technology's centre for excellence in forestry and wood manufacturing
 - the SkillMe Māori and Pasifika trades training initiative which will assist young people successfully through trades training and into apprenticeships and stable employment, while meeting the skills needs of regional employers
 - the case for developing a regional centre of expertise in sustainability, including the restoration of freshwater quality in river and lake systems
 - the growth of the export education sector in conjunction with Rotorua's export education group.
44. That the BoPTEP considers undertaking a review of the mix, location and quantum of current tourism sector provision, particularly as it relates to developing Rotorua as a world-class spa and wellness destination.





PHOTO: COASTAL MARINE FIELD STATION

Western Bay of Plenty priorities

Within the Western Bay of Plenty sub-region, both SmartGrowth (the sub-region's 50 year spatial plan) and Smart Economy (the sub-region's economic development strategy) have recently been reviewed.

There is a strong focus in both strategies on improving tertiary provision to meet local community and industry needs. SmartGrowth has a number of desired outcomes around (i) visionary leadership and collaboration, (ii) environmental sustainability, (iii) community building, (iv) the economy and (v) cultural identity.

Smart Economy identifies tertiary education as a priority area enabling regional innovation, supporting the growth of the export sector, city centre rejuvenation and Māori economic development.

Therefore, it is recommended that:

45. The SmartGrowth Implementation Committee supports the establishment of the proposed regional tertiary implementation and monitoring group and advocates for:

a. the development of specific tertiary education and research plans for the following sectors:

• Advanced manufacturing

• Coastal marine

• Added value primary industries (including horticulture/ food ingredients, forestry and aquaculture)

• Gerontology
- b. the sub-region's goals for developing export education in conjunction with Education Tauranga

c. a sub-regional tertiary infrastructure plan, including a plan around student accommodation and the future development of the Tauranga CBD tertiary precinct.
46. The BoPTEP and sub-regional agencies to provide strong support for the establishment of the WNT partnership high-technology incubator in Tauranga.

7. Tauranga campus development

The Bay of Plenty Tertiary Education Partnership is developing a university-led campus development in Tauranga.

Regional stakeholders are contributing significantly to the development of a tertiary campus facility in Tauranga. The campus is intended to be the University of Waikato led component of the BoPTEP's network of facilities in the Bay of Plenty region.

The new facility is envisaged to complement existing tertiary provision and provide purpose-built space for leading academics and Chairs, researchers and teaching staff, postgraduate and undergraduate students, industry and community collaborations, and commercialisation activities.

It is the stated intention of the BoPTEP to deliver programmes and activities directly related to areas of economic development in the region, enabling a step change in improving social, educational and economic outcomes for people in the Bay of Plenty.

The tertiary partnership is proposing that the initial focus of the new campus will be on marine, ICT and logistics – areas relating directly to already identified regional needs, further supported by the TIS.

Therefore, it is recommended that:

47. TLAs, regional development agencies and regional stakeholders support the proposed initial focus for academic provision on marine, ICT and logistics and engage with industry bodies and stakeholders in these sectors to ensure appropriate industry input is provided into course content and delivery, and opportunities for work placements/student internships are explored.
48. The BoPTEP aims to foster a culture of innovation and entrepreneurship within the new campus, recognising the significant opportunity to reflect wider regional aspirations, capture unique and distinctive regional opportunities and link closely with key stakeholders in the region's innovation ecosystem.

49. The BoPTEP considers the TIS in the development of new academic and research programmes.



8. Implementation and review

Regional plans such as the TIS require effective implementation, including robust monitoring to ensure intended outcomes are achieved, and that actions remain fit for purpose and relevant.

The proposed regional tertiary implementation group will have responsibility for development, implementation and monitoring of an annual action plan to achieve the anticipated outcomes of the TIS.

Therefore, it is recommended that:

50. This TIS is endorsed by the following groups on behalf of regional and local stakeholders:
 - a. Rotorua Lakes Council
 - b. Taupo District Council
 - c. Eastern Bay of Plenty Joint Committee
 - d. SmartGrowth Implementation Committee
 - e. Bay of Plenty Regional Council
 - f. Bay of Connections Governance Group
51. The TIS Reference Group be tasked with establishing the regional tertiary implementation group and recommending an appropriate administrative authority and long-term funding arrangements to formalise the structure and enable effective implementation of this TIS.
52. The proposed regional tertiary implementation group be responsible for working with identified stakeholders to develop and adopt an annual implementation plan (including timeframes), and reporting six monthly to Invest Bay of Plenty (once established), and the region's local authorities on progress.
53. A formal review of the TIS is undertaken in five years (2019).

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Acknowledgements

The Chair of the Bay of Plenty Tertiary Intentions Strategy Reference Group, Bill Wasley, would like to thank the following people and organisations for their support and commitment to developing this strategy:

- The project team, consisting of Greg Simmonds, Neil Barns and Shane Stuart
- The project reference group members, including Awanui Black, Chloe Walker, Francis Pauwels, John Galbraith, Margaret Noble and Terri Eggleton
- He Mauri Ohoohe, particularly Maui Hudson and Christina Diamond who undertook consultation with tangata whenua
- The Bay of Plenty Regional Council, Bay of Connections, Territorial Local Authorities and Economic Development Agencies from across the region
- The Bay of Plenty Tertiary Partnership (Bay of Plenty Polytechnic, Te Whare Wānanga o Awanuiarāangi, Waiariki Institute of Technology and University of Waikato)
- Jacky James and Madeleine Moore (Shine PR)
- The many individuals, businesses and organisations who provided input into the development of the regional tertiary intentions strategy.

A decorative graphic consisting of three squares: a light blue square on top, a white square on the bottom left, and a medium blue square on the bottom right.

February 2015

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A decorative graphic consisting of three squares: a light blue square on the left, a medium blue square in the middle, and a white square on the right. Below the white square is a light blue square.