INTRODUCTION

The Covid 19 pandemic has had a massive impact here in New Zealand and all around the world. Our country has managed to avoid the worst health impacts of the disease so far, but the decisions the government has had to take to protect the health of New Zealanders have unavoidably caused a large and growing economic dislocation.

The eight-week national lockdown in April and May, the further lockdown in Auckland in August, and the ongoing border controls have had a disproportionately large impact on many industry sectors, including the education sector.

Education providers of all types have had to scramble to deliver their teaching and learning online during the lockdown.

Most have also been significantly impacted by the disruption to the flow of people into and out of the country. New international enrolments have largely stopped, and the situation is very unclear into 2021. These are unprecedented times.

Providers are also faced with a rapidly changing demand environment for vocational training. Some qualifications that were hugely popular six months ago are falling out of favour in the short term, while others are surging in popularity as New Zealanders look to retrain for a post-Covid world.

QTI supports the decisions the government has taken in response to the pandemic to date. However we are approaching a tipping point. Decisions that need to be made in the next few months will have a huge impact on our sector.

Education providers can maintain their capability and drive forward confidently to meet the skills needs of the changed world we live in. Or the sector can retrench and make changes that will greatly restrict our ability to assist the post-Covid economic recovery.

QTI providers have the proven ability to assist the government to meet the skills needs of our post-Covid future. From pathwaying school leavers into universities and polytechnics through to conducting quality degree programmes of our own, we complement the government-owned providers.

In this election manifesto, QTI is focusing almost exclusively on the next steps in the response to Covid 19. We are positively promoting a set of key policies that will not just benefit our members, but the whole tertiary education sector.

We offer them to all political parties constructively and would welcome a two-way discussion, as we all seek to negotiate the uncharted waters before us.
WHO IS QTI?

QTI is a recognised industry association providing a strong collective voice for ten high-quality Private Training Establishments located across New Zealand. Our members offer a wide range of courses to over 12,000 students from foundation to certificate to degree to post-graduate level.

QTI members teach a diverse range of subjects and all are student-focused and committed to excellent results.

To be a member of QTI, providers must meet size and strict quality requirements, and be approved by existing members. Our organisation’s primary focus is on improving the educational environment and outcomes for all students.

The roles of QTI are to:

• Provide a strong, constructive and valued voice for members through constructive submissions, active participation in government meetings and conferences, and linking members directly with politicians and senior officials through our Board meetings and functions.

• Foster collaboration by bringing members together to honestly discuss best practices, help address any issues they are experiencing, and look for innovation and creativity in others. The aim is always to lift education and organisational performance, and to improve the student experience and outcomes for learners.

• Remain focussed on quality in all aspects of tertiary education at all times. Never be afraid to confront low quality wherever it occurs. It damages the reputation of the entire sector and is unfair on students.

• Work to advance the performance, reputation and equal treatment of the private tertiary sector. PTEs are often faced with funding and policy discriminations compared to public providers, or at least calls for more discrimination to be applied against private providers. The process never occurs the other way around.

• Promote international education by highlighting New Zealand as a world class education system, noting that it receives excellent student satisfaction ratings, and is a major contributor to the local economy.

QTI was formerly the Independent Tertiary Institutions (ITI) - Nga Wananga Motuhake.
SUMMARY OF POLICY PROPOSALS

Election 2020

To ensure the tertiary education sector is ready to take up the challenge of training and re-training New Zealanders for the post-Covid world the next government should...

1. Maintain funding for all quality public and private providers in 2021 to at least 2020 levels to ensure the network of provision is maintained and is able to respond effectively to meet New Zealand’s retraining needs following the large dislocation in the employment market.

2. Particularly maintain provision for industries most affected by Covid 19 border restrictions such as tourism, hospitality, retail and accommodation services, to ensure the workforce is maintained as much as possible to meet the demands of the post-Covid recovery, and that displaced staff have the opportunity to study and upskill in the meantime.

To help maintain the pipeline of international students to New Zealand by taking practical steps that ensure enrolments continue while border restrictions are in place the government should ensure...

3. Immigration New Zealand immediately re-starts the issuance of student visas.

4. All providers who have been given temporary permission to deliver online to international students located offshore for 2020 only, be permitted to do so in 2021.

5. Students whose enrolment commences in 2021 qualify for normal post-study work rights even if they have to complete their first year of study or part year offshore in 2021, up to a maximum of 50% of their study load.

6. Auckland post-study work rights be adjusted up to be the same as the rest of the country.

7. The criteria for student pathways visas are broadened to allow more quality providers, including English language providers, to participate in pathways programmes that staircase into diploma and degree level study or higher.

To recognise that high-quality private training establishments have an important contribution to make to New Zealand the next government should...

8. Recognise the important role of PTEs, and provide a level playing field to all types of providers.

9. Recognise that students are the most important stakeholder in tertiary education, that meeting the needs of a range of stakeholders is crucial for effective tertiary education outcomes, and private providers are highly incentivised to deliver quality tertiary education.

10. Ensure government processes are fair and transparent, with reasonable consultation, timelines and appeal processes.

Make public funding available to tertiary providers on the basis of performance, not ownership.
QTI ELECTION POLICIES

Domestic Provision in 2021

QTI supports the steps taken by the Government to protect the income of tertiary education providers in 2020. The decision by the Tertiary Education Commission (TEC) to maintain funding levels and suspend performance requirements provided a lifeline to the sector in very difficult and uncertain times.

More importantly from the country’s perspective, the decisions meant the network of provision, both public and private was retained largely intact across the country.

The Covid 19 pandemic has been and will continue to cause massive economic dislocation here and around the world. The Tertiary sector will be required to step up dramatically in the next few years to meet much greater training and retraining needs for the New Zealand workforce. This can only be done from a position of certainty and financial security.

The big questions now are how that increase in training demand will present itself, and the timing of it.

QTI endorses the increased flexibility shown by the Government to the training needs of New Zealanders by advancing the work on micro-credentials and reducing the minimum EFTS requirement for tuition subsidies from 0.35 to 0.042 EFTs. These are timely moves to allow rapid retraining to occur.

We know the economic dislocation has been abrupt in many sectors, but we also know the government wage subsidy has delayed many of the employment effects of the pandemic to date. We also don’t know yet what the second and third order effects of the pandemic caused by downturns in world growth and trade will be – but these will likely be significant.

We are now just beginning to see the impact of the border disruption on the availability of skilled labour in specific sectors like agriculture and aged care.

QTI therefore recommends that the new Government ensures that funding levels are maintained through 2021 so that all providers can respond to the different possible scenarios, and meet the need for training next year and into the future, despite the uncertainty as to when and how that demand will present itself.

1. Maintain funding for all quality public and private providers in 2021 to at least 2020 levels to ensure the network of provision is maintained and is able to respond effectively to meet New Zealand retraining needs following the large dislocation in the employment market.

We also caution political parties against removing funding for training in particular sectors that have experienced Covid 19 induced slowdowns, like tourism, hospitality and accommodation services.

Any wholesale reduction in training places in those industries will greatly limit the opportunities for them to have a large enough workforce once borders fully reopen again. Such a move would also restrict opportunities for current staff to upskill on a full or part-time basis while they are not working or working reduced hours.
2. Particularly maintain provision for industries most affected by Covid 19 border restrictions – such as tourism, hospitality, retail and accommodation services, to ensure the workforce is maintained as much as possible to meet the demands of the post-Covid period, and displaced staff have the opportunity to study and upskill in the meantime.

We note that these policy proposals are especially important for QTI members, given that most members have not accessed or been able to access the wage subsidy and most are probably not eligible for the recently announced PTE targeted assistance fund.

**International Education**

QTI members recruit and train some international students as do most other New Zealand education providers. International enrolments help increase the scale of our operations and enrich the learning environment for all students.

All our members, like other providers, have been greatly affected by the closure of New Zealand’s borders during 2020. While some of this year’s international students were already in the country at the time border restrictions commenced, many have subsequently returned home and subsequent cohorts due to arrive through the year have been unable to.

Institutions have sought to provide online learning options to their international students stranded offshore, and NZQA has assisted by allowing many providers that hadn’t previously delivered online internationally to deliver remotely to their existing international students.

However, as the 2021 academic year rapidly approaches, providers are currently in the dark about what level of international education activity will be possible. They simply don’t know whether any students will be allowed across the border or when. Immigration New Zealand has recently added to the uncertainty by halting the issuance of new student visas, alongside other short-term visas.

Providers and their agents would normally be actively recruiting right now to create a pipeline of students for 2021 and 2022. The current uncertainty makes that very difficult and that creates real risks for the viability of New Zealand education providers not just in 2021, but into the future.

It also creates ongoing economic risks to New Zealand as a whole. Our sector generates $5 billion in export income annually, and it is New Zealand’s fifth largest export earner. There is a real risk that other competitor countries increase their share of international students by continuing to recruit during this period.

Ironically, New Zealand’s attractiveness as a study destination has if anything increased during the pandemic. Our widely publicised success in battling Covid-19 has underscored our reputation as a reliable, safe English-language country in which to study.

To capitalise on that opportunity, New Zealand must provide the opportunity to study here, even if students can’t come here right away.

QTI members recognise that the government is unable to predict the path of the pandemic, and therefore will be unable to provide complete certainty to education providers or indeed anyone else as to when the border will be open again to allow the safe transit of international students.
However, we believe it is possible to put in place some practical steps in the meantime that will allow education providers to maintain and grow their pipeline of international students while border restrictions remain in place.

Specifically, we propose the next government ensures that:

3. Immigration New Zealand immediately re-starts the issuance of student visas.
4. All providers who have been given temporary permission to deliver online to international students located offshore for 2020 only, be permitted to do so in 2021.
5. Students whose enrolment commences in 2021 will qualify for normal post-study work rights even if they have to complete their first year of study or part year offshore in 2021, up to a maximum of 50% of their total study load.
6. Auckland post-study work rights are adjusted up to be the same as the rest of the country.
7. The criteria for student pathways visas are broadened to allow more quality providers, including English language providers, to participate in pathways programmes that staircase into diploma and degree level study or higher.

These policy proposals will allow providers to recruit, enrol and train international students remotely using online provision initially, on the understanding that they can continue their studies in New Zealand, without any impact on their study visas, once the borders are able to be safely opened.

They recognise that an important part of any international study experience is the opportunity to study in-country, and in many cases apply that study in a work setting following graduation. This is particularly so in New Zealand. Our reputation as a safe, friendly, beautiful country in which to study is an important attractant for all our international students and their families.

The proposal to normalise post-study work rights in Auckland with the rest of the country reflects that Auckland is no longer under the intense population pressure that it was when this policy was first put in place; and that it needs international students to return to study there to help the city recover.

QTI also supports proposals by other parts of the education sector to work collaboratively with the next government to develop safe and effective methods to bring international students into the country as soon as possible, while maintaining access across the border at all times for New Zealand citizens returning home. We stand ready to work with government agencies to achieve this objective.

**The Role of Private Tertiary Education**

Private tertiary education providers make a contribution in almost every sector of New Zealand’s economy and community and have done so for over 150 years. Their role is simply to serve the needs of students, employers, community groups and the wider public. Many PTEs are not-for-profit organisations, despite the ‘all private providers are profit-driven’ stereotypes seen too often in the media.

PTEs developed rapidly in the 1980s and 1990s, shifting from 1-2% of enrolments to 10-15% of enrolments. Many PTEs developed into large, multi-site organisations meeting mainstream
education. QTI's members were at the front of that charge, matching high growth with excellent student outcomes.

Many QTI members operate on a similar or larger scale than the public sector in their specialist area, so while they do not have the corporate overheads of a polytechnic, they have more focus on their specialist areas.

Private providers, and QTI members in particular, complement the government-owned institutions. Some provide foundation learning pathways for secondary students who aren't ready for university, others provide specialist vocational programmes that complement polytechnic provision, and still others provide high-quality niche degree programmes. No one loses in this arrangement, with the benefit going to our Rangatahi.

By supporting the role of the private sector, New Zealand will benefit from the innovation that diverse providers can produce. While economies of scale are important in some subjects (such as medicine), the value delivered by diversity more than offsets the smaller size of some QTI members. They will continue to focus on innovation and excellence in tertiary education well into the future.

QTI recommends that the next government:

8. Recognises the important role of PTEs, and provides a level playing field to all types of providers.

The Benefits of Private Tertiary Education

PTEs are often reported to be “private for-profit companies”, “private companies who make a profit off students” or even “private companies that want to make a profit from selling education.” The assertion that private ownership and/or commercial activities are incompatible with quality tertiary education is misguided.

There is a wide range of ownership structures in the PTE sector including charitable trusts, community trusts, not-for-profit organisations and charities. Even in commercial operations it is important to remember that PTEs are first and foremost educational providers. Some look to make a modest profit but running a PTE is not an easy way to make money.

People run PTEs and work in PTEs because of what they achieve for learners, the community and employers. This involves working efficiently, in a similar way to universities and polytechnics that have to ensure their books stay in the black and they meet the requirement to run a surplus.

The diversity of our tertiary education sector is a strength. We believe it is important that Government supports student choice and educational success, wherever it occurs. Private providers have a strong record of building close relationships with communities and with industry. Not only is this the best way to raise educational performance, but PTEs have to remain connected and relevant because, unlike public providers, we can fail. The Government will not bail us out of any predicament. Relationships are critical for PTEs and they have every incentive to perform.

QTI asks that political parties should:

9. Recognise that students are the most important stakeholder in tertiary education, that meeting the needs of a range of stakeholders is crucial for effective tertiary education outcomes, and private providers are highly incentivised to deliver quality tertiary education.
Effective Government Processes

QTI members face many government requirements for registration, course approval, student visas and funding. We have a strong interest in government agencies designing and implementing those requirements effectively and efficiently.

We work constructively with government agencies to identify and deal with any problems that arise. Some of our concerns are that:

• rules be developed with a clear understanding of the context in which they will operate and the impacts that they will have on those affected;

• funding decisions be made well before the end of the year, allowing providers to inform students about course availability;

• quality auditors apply standards fairly and at a reasonable cost;

• poor performers are identified and, if they do not improve, have their funding or accreditation removed; and

• good performers are given more freedom to operate.

QTI wants to ensure that when our members demonstrate their quality and relevance, they have a chance to grow on the same basis as any other organisation. With every PTE qualification being checked for quality and relevance, the successful providers expect a fair hearing from the government.

Central agencies hold providers to account for consistently meeting a large number of deadlines. They should model the behaviour they require from the sector. Improving decision making times and shedding excessive compliance is vital to encouraging innovation and lifting our responsiveness to changing needs and demands.

Government agencies throughout the world face challenges in managing funding, contracting and quality assurance processes, and New Zealand agencies are no different. QTI is committed to working with them to improve the timeliness, consistency, standard, legality and responsiveness of their processes.

QTI believes that the next government should:

10. Ensure government processes are fair and transparent, with reasonable consultation, timelines and appeal processes.

Public Funding Based on Performance

QTI supports public funding that is based on performance, rather than ownership. The government is a major funder of tertiary education in New Zealand and that funding should be used in a way that maximises the economic and social outcomes for the country.

QTI supports demand-driven funding systems such as the Student Component/EFTS funding system because providers are paid for what they do. Such systems have to include benchmarks for student completion and graduate outcomes, though, to avoid abuse.
Graduate outcomes are an important way to measure tertiary education i.e. do students get a job, go on to a higher course or achieve other relevant outcomes after their course? QTI requires high student outcomes in its membership criteria. It is also important that students stay in and pass the course, to measure whether entry criteria are set at the right level and teaching is effective. When these measures are reported publicly, they provide students and the government with crucial information for study and funding decisions.

Simple and useful benchmarks need to be matched with audits that can look at more complex elements of tertiary education i.e. are courses well designed, is assessment fair and are facilities adequate?

While performance measurements and audits provide clear assurance of quality, the current government continues to fund on the basis of ownership, rather than performance. There are clear quality differences within the public and private sectors, but average quality in each sector is much the same. Unfortunately, the major differences in funding relate to ownership and not performance.

QTI’s members currently face many restrictions on their contribution to New Zealand tertiary education. They face an absolute cap on the number of students they will be funded for, while public providers can grow.

QTI supports a shift towards funding on the basis of performance. Good providers should be able to grow, increasing their contribution to the country, regardless of ownership.

QTI proposes that the next government should:

11. Make public funding available to tertiary providers on the basis of performance, not ownership.
APPENDIX - QTI MEMBERS PROFILES

Future Skills Academy

Future Skills is dedicated to improving the lives of those who attend our programmes and prides itself on offering our students a safe, caring, supportive environment in which they can study and work towards the betterment of their lives and that of our communities.

We are a highly regarded and successful Category 1 training provider with campuses in Manukau and Royal Oak. In collaboration with Otago Polytechnic, we also have an international campus in Auckland CBD offering a range of programmes from Level 6 through to Masters, in a learning environment that utilises the most up-to-date experiential and project-based learning methodologies.

Future Skills’ offers a range of certificate and diploma level programmes and has been particularly successful in the health and wellbeing, and construction industries. We are the only institution offering an in-employment Diploma in Building Surveying L6 and working with Councils to deliver this throughout the country. Our work placements offer students the opportunity to experience ‘real-life’ learning and our small classes, modern facilities, and dedicated, experienced tutors, enables one-to-one care and attention.

Areas of Study

- Early Childhood Education and Community Services
- Auto Engineering and Welding
- Carpentry and Construction
- Building Regulatory Environment (In-employment)
- Quantity Surveying
- Building Surveying (In-employment)
- Health and Wellbeing

Levels: 4 – 9

Campuses

Manukau, Royal Oak and Otago Polytechnic
Auckland International Campus

IPU New Zealand

IPU New Zealand is a unique and successful international tertiary institution in New Zealand with students and teaching staff from over 30 different countries. IPU New Zealand is proud to be one of the first private tertiary institutes established in New Zealand.

Since 1990, IPU New Zealand has earned a reputation for delivering a global vision for education. Students from all over the world help make IPU New Zealand a truly multilingual and multicultural academic environment for the 21st century. IPU New Zealand provides a professional learning experience for students in International Business, Marketing, Management, Accounting, International Relations, TESOL, Japanese Studies and Environmental Studies through internationally recognised and NZQA-
accredited diplomas, degrees, and post-graduate programmes.

Campus
Palmerston North

Programmes
• Master of Contemporary International Studies
• Postgraduate Diploma of Contemporary International Studies
• Graduate Diploma of Contemporary International Studies
• Bachelor of Contemporary International Studies
• Diploma of Japanese Studies
• Level 5 Tourism and Travel Studies
• Trinity College London Certificate in TESOL
Levels: 5 – 9

International Travel College of New Zealand

The International Travel College of New Zealand (ITC) is a premium supplier of training courses for the airline, airport, travel and tourism industries.

Our programs range from Certificates to Diplomas, to ensure students graduate with the technical skills required by the travel & tourism industry, through to management training (such as Tourism Sustainability, Financial Analysis, HR, Marketing and Communications etc). Our graduates are highly employable across a wide variety of roles, in multiple industries.

ITC offers both face-to-face and distance learning courses (through our Study from home division). Students are well supported, in small classes, with industry trained (and qualified) tutors.

Campuses
Auckland (CBD and Botany), Christchurch & Whangarei

Programmes
• Aviation
• Tourism and Travel
• Tourism and Travel Management
Levels: 3 – 5

Laidlaw College

Laidlaw College is a dynamic and vibrant centre of learning committed to training people of influence on behalf of church and society – people who will bring the clarity of grace and wisdom. As one of the South Pacific’s largest tertiary theological institutions, the college offers quality teaching in an inter-denominational, multi-cultural and diverse environment. Laidlaw programmes have a strong academic emphasis combined with practical experience, providing students with truly integrated study options. Students at Laidlaw train to be schoolteachers, counsellors, pastors and workers for Christian organisations. Many students enhance their theological knowledge before returning to a diverse range of occupations and applying the knowledge and skills they have learnt to the workplace.

Laidlaw College has over 1000 students studying in five schools – education, counselling, theology, mission and ministry, and postgraduate – as well as a Centre for Academic Preparation and Support. Distance learning options are also available.
Campuses
Auckland (national office), Christchurch

Programmes
- Theology
- Teaching and Worldview Studies
- Biblical Studies
- Counselling
Levels: 5 – 10

Media Design School
Media Design School was the first school in New Zealand to recognise the growing influence of emerging creative industries - such as Game Development, Animation and VFX, Media Design, VR/AR, Creative Advertising, Software Engineering, and more - and develop qualifications to fuel them with talented graduates. Media Design School offers foundation to Masters level programmes at NZQF levels 3-9. Based in the heart of Auckland’s CBD, their state-of-the-art learning environment and unique teaching style combines boutique class sizes, project-based learning and a strong industry focus to produce highly employable graduates who are making waves in creative tech across the globe.

Their teaching style is designed to arm students with both the hard and soft skills they’ll need to make it in their chosen field from day one. Course content and structure is regularly reviewed by a dedicated Industry Panel, ensuring that they’re consistently producing graduates who are prized by industry and who are able to fill the skills gaps in the global creative tech industry.

Campus
Auckland

Programmes
- Digital Creativity
- Art and Design (3D Animation and VFX)
- Media Design (Graphic Design, Interactive Design, Motion Graphics)
- Creative Technologies (Game Art)
- Software Engineering (Game Programming, AI or Cloud Computing)
- Creative Advertising
Levels: 4 – 9

NZMA
New Zealand Management Academies (NZMA) provides certificate and diploma level training in a wide range of areas. NZMA aims to develop students’ potential to be the best they can be, backing that up with small classes, personal attention and extra support when required.

Founded in 1985, NZMA was purchased in 2014 by ACG (now UP Education).

NZMA operates under four brands: NZMA, the Culinary Collective, NZIS and NZCM. NZMA has campuses located in Central Auckland, Greenlane, Mt Wellington, Otahuhu, Manakau, Hamilton, Rotorua, Porirua, Wellington and Christchurch. Students are supported by tutors with extensive industry experience, by student advisors at each campus, and by employment coordinators for assistance with part-time and full-time positions. The emphasis is placed on gaining employment through training in a realistic environment.
NZMA has a number of articulation arrangements in place with Auckland University of Technology, Victoria University of Wellington, University of Canterbury and Manukau Institute of Technology.

Campuses
Auckland Central (6), Hamilton, Rotorua, Porirua, Wellington and Christchurch (2)

Programme
- Hospitality
- Hospitality Management
- Cookery
- Business and Technology
- Applied Management
- Early Childhood Education
- Health Studies
- Health & Wellbeing (aged care)
- Trades – Construction, Plumbing, Electrical Engineering, Painting & Plastering
- Sport, Recreation and Exercise
- Pre-police proficiency
Levels: 2 – 7

NZ School of Education
Founded in 2003 with the vision of transforming lives through the power of learning, New Zealand School of Education (NZSE) has been offering foundation to tertiary level learning to the community with valuable contribution to the education sector in New Zealand. Now NZSE has four campuses across Auckland and Hamilton delivering a range of programmes in Vocational pathways, Military Prep, Security, University Preparation, Healthcare, Early Childhood Education, Information Technology and Business. NZSE is firmly rooted in the belief that every aspiring student should have access to quality education. NZSE works closely with local schools in our community and offers unique pathways to the top three New Zealand universities AUT, Massey and Waikato providing students a seamless transition to higher level studies.

NZSE provides unmatched student support services, flexible learning options, internships, career guidance and work placement opportunities. Students who study with NZSE are immersed in a caring and supportive environment benefiting from substantial time with dedicated and expert tutors. NZSE strives to impart skills for career advancement, workforce development and community education which are responsive to the local communities and industries.

Campuses
Central Auckland
West Auckland
South Auckland
Hamilton

Programmes
- Business Administration and Technology
- Early Childhood Education (online)
- Health and Wellbeing
- Community Healthcare and Support
- Information Technology
- Technical Support
- Networking
- Software Development
- Security
- Military and Vocational Preparation
- Fitness and Recreation
- Social and community services
Levels: 2 – 7
Pacific International Hotel Management School

At the Pacific International Hotel Management School (PIHMS) in New Plymouth, students benefit from world-class hospitality training. PIHMS aims to meet the demand for specialised hospitality management education and training by producing graduates with professional and personal skills at the highest level. The school provides a unique learning environment that gives students the right skills, knowledge and experience to take up a career in the hospitality industry anywhere in the world.

As well as academic study, students gain real experience from hands-on learning. Students run PIHMS as a fully functioning hotel; they learn to operate the various departments of a hotel and to manage the different business aspects of the hotel industry. Paid industry placements in hotels in New Zealand and overseas is an integral element of the training. This well balanced educational programme combines practical skills, theoretical knowledge, and personal development to New Zealand and international industry standards. PIHMS is a member of the Leading Hotel Schools of the World network.

Campus
New Plymouth

Programmes
- Diplomas, Bachelor Degrees, Postgraduate Diplomas & Master’s Degree
- English Language
- Hospitality Management
- Applied Hospitality & Tourism Management
- Hotel Management
Levels: 5 – 9

Whitecliffe

Whitecliffe offers internationally recognised tertiary level programmes ranging from Foundation to Masters, and is New Zealand’s highest ranked and awarded research institution in the private sector and a long-standing Category One Private Tertiary Establishment. Whitecliffe now also represents a newly formed organisation that combines three of the oldest PTE’s in New Zealand: Whitecliffe College of Arts and Design (est. 1982), NZ Fashion Tech (est. 1974) and Computer Power Plus (est. 1968).

Whitecliffe’s focus is on building a globally recognised education brand that develops future business and community leaders that are creative, critical and design thinkers. As a result, our graduates are creative innovators and smart thinkers, whose flair and technical skills make them well equipped for a career in the creative art, design, fashion, technology, and business sectors.

Whitecliffe currently offers two Bachelor programmes. The four-year Bachelor of Fine Arts, with majors in fashion design, fine arts, digital media and design, and photo media, and the Bachelor of Applied Information Technology which prepares industry ready graduates who are specialists in Network Engineering and Security, or Software and Web Development. Two Masters qualifications include the only clinical arts therapy and programme in NZ, and a highly respected fine arts programme that attracts undergraduate degree graduates from across the country.
Campuses
Auckland City, Manukau City, Wellington, Christchurch

Programmes
- Arts and Design
- Digital Media and Design
- Apparel and Fashion Technology
- IT Essentials
- Web Development and Design
- IT Technical Support
- Networking
- Applied Information Technology
- Fine Arts (Fine Arts, Photo Media, Graphic Design, Fashion and Sustainability)
- Software Development
- Arts Therapy
Levels: 3 – 9

Yoobee Colleges
The creative minds and legacies of South Seas Film & Television School, Animation College, Yoobee School of Design, AMES – The Institute of IT and Design & Arts College joined forces to become Yoobee Colleges, an interdisciplinary college with seven campuses located across New Zealand.

The colleges all have rich histories, dating back 30 years in some cases, and they have been working collaboratively for several years to offer complementary pathway programmes.

The official joining of these forces under one umbrella strengthens these relationships, enabling greater pathway options for students and stronger educational outcomes, as some of the best creative educators in New Zealand come together for the joint purpose of training the country’s top creatives and IT professionals and getting them into rewarding careers.

Programmes
- Animation
- Digital Design – Animation and Film Production
- Specialised Animation
- 3D Production
- Game Art and Development
- Creative Media
- Makeup Artistry
- Fashion
- Digital Design – Web and Graphic Design
- Creative Digital Design
- Web and UX Design
- Film and TV Production
- Screen Production
- Drama (Screen Acting)
- SQL Server Administration and Support
- Information Technology and Client Support
- Web and Application Development
- Networking
- Systems Administration
- Software Engineering – Creative
Levels: 4 – 7