# Investment Plan

## 2019 to 2021

## Ara Institute of Canterbury

# Contents

# Introduction

This Investment Plan sets out how we will continue to be a relevant, contemporary and vibrant contributor to individual and community prosperity throughout Canterbury.

During the period covered by the last Investment Plan (Plan), we delivered sector-leading education outcomes for learners, managed a complex merger, delivered a significant capital development programme and were one of the few TEOs to improve our quality assurance rating and deliver an operating surplus. This Plan builds on that foundation of excellence.

The Government is looking for ITPs to be: regionally focused; learner-centred; responsive to industry; and operating efficiently and at scale. By any of these measures, Ara is an exemplar of what Government wants from the sector. This Plan sets out the steps we are taking internally and with our partners to build on our central role in the skills system regionally and nationally.

We are part of a well co-ordinated network of provision in Canterbury. We offer a range of foundation, vocational and advanced education programmes. These programmes are centred on and accountable to the communities we serve in greater Christchurch, South Canterbury, the wider Canterbury region and North Otago. This Plan speaks to how our offerings align with the Government's regional economic development agenda and the priorities of the region.

We have an enduring partnership with Ngāi Tahu. This Plan sets out how we are supporting the economic, social and environmental aspirations of iwi, and our commitment to programme co-design and development including with Papatipu Rūnanga across Canterbury.

Equity of participation and achievement for Māori and Pasifika learners is a key challenge for the whole tertiary sector. Ara already exceeds many of the benchmarks that the TEC has set for 2020 by a significant margin. This Plan sets outs the practical steps we are taking to deliver parity of participation and achievement.

We are national leaders in many areas delivering exceptional results for learners underpinned by the Ara Advantage, our comprehensive and holistic support for learners.

Our high-quality, innovative teaching and learning practices and growing applied research programmes are underpinned by effective governance and management, deep product knowledge, quality community engagement and highly capable staff.

Our commitment is to build on our past performance by delivering the 2021 - Sustainable Ara plan that will make the required changes that further enhance and deliver excellent outcomes for our learners, communities and employers, and collaborate with our peer organisations to improve the performance of the tertiary education system.


Thérèse Arseneau                                             Tony Gray
**Chair**                                                          **Chief Executive**

# Our mission and role

## Mission

Empowering our students to build better worlds

## Role

We see the role that an Ara education can play for our city, region and New Zealand as built on four core components – programmes that are relevant; real life learning; inspiring mentors; and work/life ready students.

We seek to ensure that all of our provision is up to date with industry best practice and reflects what industry and people need in a continually changing and developing world.  Inspiring students through outstanding mentors and delivery within real world environments that closely align to industry; offering complete immersion in the worlds they will enter and build to be better. An Ara graduate is prepared with the skills needed for success in work and life.

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# Mission-led capability

## Exceptional capability, excellent results

**Our capability**

This section of our Plan sets out how Ara maintains and builds on a track record of excellence. The key elements of this capability include our:

- High-performing Council and the supporting governance mechanisms (see *A high-performing Council* below);
- Plan to change in response to key global and national trends (see *Preparing for the Future*).
- Demonstrated track record of collaboration (see *Sector leadership*);
- Systematic approach to stakeholder engagement (see *Addressing the needs of our Stakeholders* and *Economic Development Priorities*);
- Sector-leading educational infrastructure (see *Flexible, innovative infrastructure*);
- Comprehensive approach to staff and workforce development (see *Staff development*).

Underlining our capability is the Ara Advantage, our distinctive package of comprehensive, holistic support for learners (see *Ara Advantage*).

**A high-performing Council**

The Ara Council comprises eight members with a high level of capability. These members bring experience and expertise from a range of perspectives including in the governance of large, complex businesses and organisations, both for-profit and not-for-profit. Some examples include ChristchurchNZ, J Ballantyne and Company, Opuha Water Limited, Nurse

Maude Association, Brackenridge Estate, Canterbury Employers Chamber of Commerce and Nelson Bays Primary Health.

Appointments are made under Council statutes prepared in accordance with the Education Act (1989 as amended). These statutes set out the competencies required of Council members including knowledge of tertiary education, strategic and business skills, personal qualities and the ability to reflect a range of perspectives.

In making appointments, the Council must consult with organisations defined as part of the statutes and must consult with Ngāi Tahu on the appointment of at least one member.

The Council has processes in place for competency self-assessments and transition planning.

**A clear purpose and strategy**

The Council has articulated the purpose of Ara clearly through our strategic plan (see Our mission and role).

The Council is responsible for other key planning and reporting documents such as this Investment Plan, the Annual Report and the Statement of Service Reporting.

The steps that the Ara Council has taken to ensure that our strategy, performance goals and resource allocations align to that purpose are described in the section *Preparing for the future*.

**Excellent education**

The Council monitors the execution of the organisation's strategy to maintain and

improve educational quality through a variety of means. A key element is oversight of the activities of the Ara Academic Board.

The Academic Board is delegated by Council to advise on the academic strategic direction of the organisation. The role of the Academic Board encompasses academic and research policy-making, programme approval decisions and other matters as determined by the Ara Council or Chief Executive.

The Academic Board reports to Council on membership changes, policy development and implementation, workforce development, the status and outcomes of programme reviews and internal and external evaluation and review processes and the results of significant monitoring activities, such as the Graduate Outcomes Survey.

## Robust monitoring

Oversight of the performance of Ara is exercised systematically in accordance with an agreed Council Work Programme. The Council has two sub-committees which each meet six times per year: the Council Audit and Risk Committee; and the Council Campus Redevelopment Committee.

The Council meets formally 10 times per year reviewing comprehensive reports from senior management (such as the Chief Executive and the Kaiārahi), related entities (such as Ara Foundation), key management bodies (such as Academic Board) and Council sub-committees. These reports have a defined format. Consideration must be given to the relationship to the organisation's strategy and any implications for the organisation's financial and risk profile.

Detailed financial reporting is supplied for each meeting covering the 12 months to the end of the month preceding the Council meeting and comparison to the prior period

along with supporting analysis and commentary

## Effective risk management

The Council Audit and Risk Committee has five voting members including an independent Chair. This committee considers internal and external audit reports, monitors the Financial Information Management System and oversees the organisation's financial delegation's policy and key risk register.

Risk management is integrated into our governance processes with regular reporting and a planned approach to the review of risks. The committee oversees regular audit activities including external audits by Audit New Zealand.

Council also receives a Health and Safety report monthly, and members participate in health and safety walkarounds at Ara's campuses. Each report to Council discusses any new incidents, the steps that Ara staff took to avoid, minimise or transfer new or previously identified health and safety risks including detailed actions.

This report provides Council with performance data covering the year to the end of the month preceding the Council meeting and comparison to the prior period. This reporting includes cumulative reporting, the split of notifiable and non-notifiable events, incidents by cause and incidents by group (contractors, staff, learners, visitors and capital works-related). Council is also updated on any audits, training and the implications for staff welfare of any incidents.

Additional reporting is provided in relation to the Capital Works Programme.

# Preparing for the future

## 2021 - Sustainable Ara

**Our context**

Ara is among New Zealand's leading providers of tertiary education and training. (see *Mission-led Capability*).

Our operating environment is changing significantly including through:

- shifts in learning and training demand as the nature of work changes;
- changes in the structure of the ITP sector, the way vocational education and training is organised and the education system generally;
- the ongoing contribution by Ara to the Christchurch recovery and the region;
- an increasingly competitive and complex market for international learners;
- changes in tertiary funding and regulatory policies; and
- the opportunities offered by technology for more personalised and learner-centric delivery models.

Despite our successes we know we need to do more to meet the expectations of our learners, the communities we serve and Government.

**2021 – Sustainable Ara**

We are committed to a change strategy, *2021 – Sustainable Ara* (Ara, 2018).

This strategy aims to entrench our commitment to putting learners at the centre of all we do, and our place as the 'Institute of Technology' of choice for the Canterbury region, New Zealand and international learners.

The key benefits of this plan will further ensure that we are:

- providing dynamic world-class products and learning and teaching delivery (see *Innovation and quality*);
- creating greater responsiveness to customers, and leadership across the region and the tertiary sector (see *Stakeholder-led provision*);
- developing a future-focused, adaptable and high performing workforce (see *Staff development*);
- achieving cohesive organisational planning using learner data and analytics and a strategic approach to planning (see *Flexible, innovative infrastructure*); and
- using technology to enhance the learner experience to achieve greater agility, flexibility and efficiency (see *Innovation and quality*).

**Key enablers**

Ara demonstrates a systematic approach to delivering quality teaching and learning. Each academic unit prepares detailed business plans, and performance is assessed through expert performance panels.

The experience of learners is closely monitored with their interactions with Ara tracked through our case management tool. These data is combined with learner participation and achievement data through an increasingly sophisticated learner analytics platform.

Our governance and management processes support a deliberate, well-executed business plan and measurable improvements in academic quality over time. Our success is underpinned by the *Ara Advantage*.

# Sector leadership

## Our contributions to the skills system are manifold

**Tangible contributions**

The Government wants to see the ITP sector operating more as a system.

Ara has a long track record of leadership in the sector and across the tertiary education system. We make a strong contribution to an agile, innovative and streamlined and efficient system. We are renown for:

- a commitment to innovation: Our innovations have informed nationwide initiatives such as Māori and Pasifika Trades Training and the Trades Academies programme.
- leadership in qualification development: Ara staff were engaged in the Targeted and Mandatory Review of Qualifications and the Mātauranga Māori Evaluative Quality Assurance system.
- enabling system efficiency. We played a major leadership role in the development of the New Zealand Benchmarking Tool, collaborative sector insurance procurement and the TANZ Accord including most recently online teaching and learning through the TANZ e-Campus initiative.
- effective integration. The successful merger that created Ara demonstrates our capacity to manage structural change where necessary.
- being a valued collaborator. We collaborate on a range of programmes with TEOs across NZ.

**Exceptional performance**

Ara delivers sector-leading performance evidenced by our high EER rating (see *Outcome and measures*) and high rates of:

- Graduate employment outcomes. A very high proportion (85.4%) of Ara graduates are in employment or further study in the year following their graduation (Ara, 2018a).
- Course completion. We consistently lead the ITP sector in course completion with a rate of 84% (TEC, 2017) - this rate is the seventh highest nationally among tertiary education institutions. The rate for international learners is even higher at 90.1% (Ara, 2018a).
- First-year retention. We recorded a rate of 72% in 2016, the fourth highest in the ITP sector (TEC, 2017).
- Progression to higher level study. Our 2016 rate of progression of 43% is considerably higher than the sector median of 29%, and the fourth highest in the ITP sector (TEC, 2017).
- Qualification completion. This rate in 2016 was 72% reflecting the sector median (TEC, 2017a).
- Student satisfaction. We recorded a student satisfaction rate of 82.4% in 2016 (Ara, 2018a).

**Vital collaborations**

Ara is a member of the Tertiary Accord of New Zealand (TANZ), Canterbury Tertiary Alliance (CTA) and the South Island Tertiary Alliance (Ara, University of Canterbury, Lincoln University, Otago University, and Otago Polytechnic).

We also partner with other TEOs on a range of initiatives including:

- SIGNAL ICT Grad School. This initiative is a collaboration of the five leading

South Island tertiary institutions: University of Canterbury, Lincoln University, Ara Institute of Canterbury, University of Otago and Otago Polytechnic. The school aims to grow the ICT Industry in the South Island by working closely with industry.

- Agribusiness training. We collaborate with the Primary ITO to offer advanced management qualifications to people working in the agricultural sector (see *Stakeholder-led provision*).
- Nursing Masters-level qualifications. We work with EIT and CDHB to offer a Master of Nursing programme offering learners advanced nursing knowledge, critical analysis and advanced practice and research skills (Ara, 2016).
- Pathways with the University of Canterbury. We offer a dual programme with the University of Canterbury which offers learners classes in Ara's clinical practice units, clinical placements organised by Ara, and UC postgraduate health science courses that count as prior learning credit towards nursing degrees at Ara (Ara, 2017).
- Promoting Māori achievement. Te Taura Whiri i Te Reo Māori, University of Canterbury, Te Whare Wānanga o Awanuiārangi, Ako Aotearoa and Tokona te Raki are collaborating on a Framework for Māori Achievement. The framework will guide a range of strategies to strengthen cultural practice at Ara and support Māori learners to succeed across qualification completion and employment (Ara, 2017).
- Programme development. We develop new programmes with a range of partners including construction-related programmes (with Unitec and UCOL), and an engineering programme for Māori (with Otago Polytechnic) (see Stakeholder-led provision).

- National educational research. We are working with NMIT, Tokona te Raki and Unitec to produce guidelines for effective assessment of vocational learners (see Strengthening research-based institutions).

**Leading through innovation**

Ara is a pathfinder in terms of innovative teaching and learning practice.

Our innovative practice demonstrating what is possible when ITPs combine a focus on learner outcomes, and 'future-focused' excellent staff and strategic investments.

Whether it is our virtual reality training facilities (see *Cutting-edge simulation technology*), our Manawa Health Research and Education Facility which combines the energies of CDHB, University of Canterbury, Ara and iwi partners (see *World-class teaching, learning and research facilities*), the use of interactive lightboard technology (see *Innovation and Quality*), joint programme development with international partners (see *Growing international linkages*) or building 'tiny houses' as part of foundation-level education (see *Real-world challenges*), Ara offers a mix of innovative approaches to engage learners and real-world learning opportunities.

We are boosting diversity in the engineering profession through the He Toki initiative (see *Boosting Achievement for Māori*) and delivering world-class teaching, learning and research environments (see *Flexible, Innovative Infrastructure*).

**TANZ eCampus**

The Government wants to increase the innovative capacity and responsiveness of the sector, improve the sector's ability to meet diverse learner needs including upskilling adults in work and contribute to regional economic development.

## Our value proposition

TANZ is making an important contribution to these goals through TANZ eCampus Limited.

This jointly established shared online delivery platform offers first-rate online education opportunities to learners across New Zealand.

This approach supports our growing orientation toward employees and employers and integration with the labour market. Significantly the platform allows greater access to high-quality, innovative provision for people in employment.

By taking a network-wide approach, we achieve greater scale and manage costs.

## Key features

The key features of the platform are: predictive and learner analytic capability; collaborative programme development; a modern online delivery platform for tertiary education; and, shared intellectual property that reduces duplication in the sector.

Collaborative delivery promotes the sustainability of our provision by combining small numbers of learners in each ITP and concentrating expertise in online delivery and facilitation.

We leverage our existing economies of scale by using the existing enrolment and learner management systems of each partner.

Each TANZ partner has access to our jointly developed programmes and the associated shared intellectual property.

## Delivery

Demand for this flexible, learner-centred option is growing rapidly. We forecast that TANZ eCampus will enrol at least 500 EFTS in 2018, an increase from 200 in 2017. Analysis of learners choosing TANZ eCampus in 2018 shows 70% are female,

and 17% of learners are Māori. Both Māori and Pasifika uptake is higher than the Ara average (TANZ , 2018).

The age of learners is predominantly in the 25-34-year-old bracket (40%) with U25 representation at 31%, and the remainder at 35 years and above (TANZ , 2018).

Our projections indicate that TANZ eCampus will deliver 1,200 EFTS in 2019, increasing to 2,000 in 2020 and out years.

## Governance and ownership

The TANZ eCampus partners are Ara, Eastern Institute of Technology NorthTec, Otago Polytechnic, Nelson Marlborough Institute of Technology, and Universal College of Learning.

Each partner is represented on the Board of TANZ eCampus which is chaired by an independent professional director.

Each partner has provided funds to the company as equity. This funding enables the capital investment to develop a high-quality online platform and the necessary joint course and programme development.

## Future developments

We are working with the TEC and NZQA to explore options for the future organisational form of the TANZ eCampus.

**Future collaborations**

We are accelerating several collaborative initiatives as part of the TANZ group's contribution to the 'ITP Roadmap' project.

These initiatives include options for structural change, shared programme and learning and teaching resource development and collaborative learner and learning management and predictive analytics system development (Gray, 2018).

We are also engaged with NZITP to integrate these developments with any all-of-sector' initiatives.

# Addressing the needs of our stakeholders

The Canterbury region is home to over 620,000 people and distinct, specialised economies.

## Our stakeholders

Ara plays a key role in the development of our region. The 'Ara catchment' (rohe) refers to the Canterbury region plus the Waitaki (North Otago) District.

The Ara rohe stretches from Kaikoura in the North, to Oamaru in the South, and from the East Coast of the South Island to Twizel and Omarama in the South West, and Hanmer Springs in the North West. It is made up of ten territorial authorities (Ara, 2017).

## The people of our regions

The Canterbury region is home to an estimated 620,300 people. The population is concentrated around the city of Christchurch with 82% living in Waimakariri District, Selwyn District and Christchurch city. Other important population centres include the Timaru (45,400) and Ashburton (32,400) districts.

The region is becoming more ethnically diverse driven by population changes in Christchurch. While Europeans make up 83.4% of the population, there are significant and growing populations of New Zealand Māori (7.7%), Asian (6.5%) and Pasifika (2.4%) peoples.

Ngāi Tahu is the largest iwi by population in the South Island and holds the rangatiratanga (tribal authority) to over 80% of the South Island. There are ten Papatipu Rūnanga (marae communities) within the Ara catchment, and these are centres of tribal development (Ara, 2017).

## Economy

The Canterbury region produces 12.3 per cent of New Zealand's GDP (Canterbury Mayoral Forum, 2017). There are around 338,000 people employed in the Ara catchment, with 256,000 working full time (Ara, 2017).

The region's economic focus includes construction, manufacturing, healthcare, retail trades, professional, scientific and technical services and, particularly outside of Christchurch, agriculture and related industries (Ara, 2017).

The regional economy is in transition. The region experienced considerable GDP growth during the earthquake recovery and rebuild phase. GDP growth was 1.0% in the year to December 2017. Growth is settling at a lower rate, but the level of economic activity is set to stay elevated during the next Plan period (Canterbury Mayoral Forum, 2017).

## Māori economic aspirations

Ngāi Tahu 2025, the tribal strategy for the prosperity of Ngāi Tahu Whānui identifies priorities including freshwater management, economic growth, education and training, economic and social

development and wellbeing (Ngāi Tahu, 2010).

Tokona Te Raki (Māori Futures Collective) is an evolution of iwi efforts to increase Māori participation, success and progression in education and employment. The collective is a collaboration between Te Runanga o Ngāi Tahu and their partners (including Ara).

Research commissioned by the collective quantified the financial impact of education and employment inequalities (Tokona Te Raki, 2018a) and called for the rewiring of the education system. Key elements include culturally responsive education pathways, better matching of skills supply to labour market needs and preparing workers for the future world of work (Tokona Te Raki, 2018b).

The focus of iwi on supporting the tertiary education system to change reflects projected rapid growth of the Māori population in the Ngāi Tahu takiwā (by 80% by 2038) and as a share of the working-age population (Tokona Te Raki, 2018c).

Iwi has a focus on building the skills, knowledge and expertise of people within each of the Papatipu Rūnanga, particularly around the management of resources (Ara, 2017).

## South Canterbury

The South Canterbury region is a major agricultural centre supported by significant manufacturing, processing, engineering and distribution sectors. Timaru hosts major port, industrial and logistics facilities (Timaru District Council, 2018).

Population projections suggest that the region will experience modest population growth underpinned by significant structural ageing in the future (Jackson, 2014). This changing age profile will underpin demand for health and social services provision.

## Skills and employment

There are significant opportunities to build on the strong economic growth in the region.

The unemployment rate is relatively low at 3.7% (compared to 5.2% nationally), and the region has an exceptionally low proportion (10.6%) of 15-24-year-olds not in employment, education or training (NEET) (CDC, 2017).

Strong employment growth is projected in construction, manufacturing, health, business services, retail and accommodation services (MBIE, 2018). The regional economy is hampered by skill shortages. There are shortages of skilled construction, engineering, trades and transport workers in Canterbury (INZ, 2017).

The pipeline of people into the workforce is enhanced by improving educational outcomes among young people. The youth of Canterbury record high levels of educational achievement (such as NCEA level 2 achievement) (Ministry of Education, 2017).

Key limiting factors include widespread differences in the education level, demographics and access to employment opportunities for some groups, particularly Māori and Pasifika (Tanielu, et al., 2013), (BERL, 2018).

Both Māori and Pasifika workers are overrepresented in occupations and industries that are relatively vulnerable to external economic shocks (MBIE, 2017), (MBIE, 2016).

Around 18.5% of the working-age population in the Ara rohe do not hold a formal qualification (Ara, 2017) with higher rates for Māori (28.1%) and Pasifika (24.8%) (StatsNZ, 2013).

While the strong economic performance of the regional economy means the economy can currently absorb less well-skilled

workers, people without formal qualifications are less well-prepared to adjust to adverse economic changes.

The region has identified key priorities that we need to adapt to (See *Economic Development Priorities*).

## Social wellbeing

The health and wellbeing of learners is an influence on learner success.

The Canterbury earthquakes have significant ongoing effects, particularly on young people. For example, contacts with mental health services increased by 68% between 2011 and 2015 (compared to 5% nationally) (Ara, 2017).

We are investing in our capacity to respond to these changing needs (see *Getting At-Risk Young People into a Career*).

## Significant partnerships

Ara has significant partnerships with key organisations across the region.

Our relationship with Māori, particularly Ngāi Tahu, is central to our identity and purpose. We collaborate with the iwi through Tokona Te Raki (the Māori Futures Collective) supporting the approach and aspirations of iwi-influenced investment (Tokona Te Raki, 2018b) (see *Our Capability*).

Ara staff also maintain an active programme of outreach to Māori communities across the region centred on the ten Papatipu Rūnanga. We are heavily involved in the He Toki ki te Rika trades training partnership (see *Boosting the Achievement of Māori and Pasifika*).

We are a key member of the TANZ alliance of ITPs. This alliance combines the strengths of New Zealand's leading ITPs (see *Sector Leadership*).

We are collaborating with the Primary ITO using the ITO's network of field staff to promote training and education

opportunities that target critical gaps in the current primary sector workforce, particularly management capability (see *Delivering Skills for Industry*).

Underpinning our contribution to the region are relationships with local Government and related economic development agencies. We work with Canterbury Regional Council, Christchurch City Council, and the Kaikoura, Timaru, Hurunui, Selwyn, Waimakariri, Ashburton, MacKenzie, Waimate and Waitaki District Councils. The focus of this work is to align with the regional economic development priorities. Besides these entities, we engage with three crown-led agencies (Regenerate Christchurch, Ōtākaro Limited, and the Greater Christchurch Group) and a local government agency (Christchurch Development Limited) that support recovery activities.

The Ministry of Health, the Canterbury and South Canterbury District Health Boards, Land Information New Zealand, and the Ministry of Business, Innovation and Employment also contribute to the regeneration of Christchurch and the surrounding region.

Key agencies supporting business that provide valuable intelligence include the ChristchurchNZ, Canterbury Business Association, Aoraki Development Trust, the South Canterbury Chamber of Commerce, the Institute of Directors, the Canterbury Employers' Chamber of Commerce, the Committee for Canterbury, Enterprise Canterbury, Grow Mid-Canterbury, and the Canterbury branch of the New Zealand Manufacturers and Exporters Association (see *Delivering Skills for Industry)*.

Ara is contributing to the new Manawa Health Research and Education Facility (Manawa) in Christchurch. Our partners for this facility are the CDHB and the University of Canterbury. Manawa

integrates health research, education and simulation environments based on clinical care in a shared collaborative space (see *Innovation and quality*)

We are making a significant contribution to engineering provision in New Zealand. We contribute to the Engineering e2e Steering Group and the New Zealand Board of Engineering Diplomas (see *Delivering Skills for Industry*).

We partner with 51 secondary schools within the Canterbury and North Otago regions in several ways. We deliver secondary-tertiary pathways programmes, offer engagement programmes in a wide range of discipline areas and use business intelligence from our recruitment activities to shape our provision (see *Getting At-Risk Young People into a Career*).

We are developing new relationships with community organisations. Our engagement involves connecting with people where they live, work, play, worship and celebrate. Some examples include the Canterbury Rugby Football Union (CRFU), Canterbury Cricket, Celebration Church and the Canterbury Youth Workers Collective (see *Getting At-Risk Young People into a Career*).

Ara has a long history of delivering training to people at Christchurch Men's Prison. We work with the Department of Corrections to bring our sector-leading expertise to the challenge of supporting people to reintegrate into society (see *Delivering Skills for Industry*).

We are strongly connected to Pasifika communities through the Ara Pasifika Advisory Group, the Pasifika Trades Governance Group and the Christchurch Metropolitan Pasifika Collective Body (see *Boosting the Achievement of Māori and Pasifika*).

**The learner voice**

Learners are represented in key decision-making bodies including the Student Council and Academic Board.

We also maintain strong representative systems for learners that are well-resourced and influential. Our student council coordinates feedback to key decision-making bodies such as academic board and sustainability and health and safety committees. The council supports learner-led initiatives including those relating to learners with mental health issues and the LGBTQIA+ community.

Learners participate in class and programme surveys and an annual student experience survey. The results of these surveys are used in a 'You Said, We're Doing' programme responding to student feedback.

There are paid learner teams operating across the campus, support for learner groups, clubs and societies and a website dedicated to helping learners navigate Ara.

Each class group has a volunteer student representative. These representatives receive training and support resources. They share feedback from learners at regular student representative meetings.

Student groups offer a range of options for student community building including for Pasifika (PISA), Māori (Te Pou Hereka Waka), women in technology (Tech Girls), the LGBTQIA+ community (Spectrum), mature learners (Network 25+) and international learners.

There is also an independent Student Advocate and registered counsellor available to learners.

**The staff voice**

The views of teaching and support staff are represented through our internal decision-

making bodies and advocacy through the Tertiary Education Union.

Key fora include a Staff and Council Advisory Group (an advisory group to the Ara Council) and Academic Board and its subcommittees (Programme Approval; Evaluation and Review; Learning and Teaching; and Research & Knowledge Transfer).

Each department has a Board of Study and regular internal engagement and feedback mechanisms. Staff can influence the direction of the organisation through regular professional and academic development discussions with their managers and peers.

**How we report progress**

Ara reports progress in meeting the needs of key stakeholders through a mix of mechanisms tailored to the requirements of each group. These mechanisms include:

- Annual formal and consolidated reporting through our Annual Report including performance against the Statement of Service Performance (SSP). These flagship reporting tools provide a comprehensive overview of performance against the organisation's strategic plan;
- Monthly or bi-monthly progress against the commitments made in this plan and through the SSP is reported internally and to key stakeholder groups, such as the representative and advisory groups for Māori and Pasifika learners;
- On-demand sophisticated information products that we push to key internal decision-making bodies and, where relevant, External Programme Advisory and Industry Advisory Group. Data on applications and enrolments, learner achievement, graduate outcomes and financial performance is analysed and used to inform assessments of the

efficacy of programmes, and recommendations for change;

- As part of post-completion reviews, progress and achievement data is also shared with key industry clients so that they can assess the returns that they obtain from their investment;
- Daily updates are made through our comprehensive presence in media, including social media, which serves to inform and shape opinions about the performance of each organisation; and
- Administrative data reported to the TEC through the Single data Return and in accordance with other reporting requirements. This reporting provides the TEC with detailed information about the performance of the organisation for accountability and funding purposes.

Reporting to stakeholders takes a variety of forms including written public reports, detailed analytical reporting, and oral briefings and communications. Most often reporting takes a combination of these forms.

# Economic development priorities

The region launched a refreshed economic development strategy in 2017.

*In our role of increasing momentum towards economic, social and environmental regeneration of the City we are looking to supporting the sunrise industries that will replace the manufacturing and service jobs lost or displaced due to the earthquake and changing nature of work. Ara has a pivotal role to play as an Institute of Technology. The creative and technology industries, health, and wellbeing are cornerstones of a new economy. City Centres are a natural attractor of learners, and R&D allied industries. Our vision for Ara would be an enhanced campus environment supporting an internationally recognised Institute of Technology that blurs the boundaries between Town and Gown. A Live Work Play campus that moves seamlessly beyond its boundaries to embrace the wider City Centre environment and economy within a vibrant and accessible City Centre environment.*

Regenerate Christchurch

## Introduction

Economic development priorities for the region are articulated through strategies that are place-based (region-wide or linked to local government areas), sector-based (such as ICT, international education and major events), resource (such as water) and capability-based (such as Antarctic-related capabilities and resilience). These strategies provide us with a clear guide to the major opportunities, challenges and priorities of stakeholders in the region.

This section of our Plan identifies key themes from these strategies.

## Context for the region

Most strategies seek to 'look through' the short-term effects of the regional rebuild to understand how to drive economic growth and employment. They are all anchored in a deep understanding of the effects of the 2010/2011 earthquakes, particularly the interruption to many important sectors, the new demographic patterns that resulted and the economic changes they engendered.

The 'place-based' strategies highlight the divergence between regional and urban Canterbury (Christchurch). The former forecast modest population growth, an ageing population and a 'missing' cohort of 20-24-year olds from the population structure (Market Economics Limited, 2017), (Enterprise North Canterbury, 2012), (Timaru District Council, 2018).

By contrast Christchurch (and to some extent Selwyn district (PLANZ Consultants, 2014) is characterised by significant population growth, high levels of transnational migration and increasing ethnic and cultural diversity (ChristchurchNZ, 2017).

All of these strategies recognise the continued importance of primary production, particularly agriculture. The 'place-based' strategies are differentiated by the extent of economic diversification. Christchurch city is highly diversified with a large and complex construction, manufacturing, transport and logistics, technology, research, tourism, and health and social services sectors.

The strategies for the Timaru and Selwyn districts point to the large food processing facilities and their strategic transport links. Tourism is central to the economy of Kaikoura accounting for 50% of all employment (Kaikoura District Council, 2017) but is an important feature of the wider regional economy.

The 'sector-based' strategies consider the interruption to major service sectors such as ICT and tourism from the earthquakes. Increasing pressure on natural resources is also a feature, most notably in relation to the management of water resources but often linked to greater recognition of the value of partnering with Ngāi Tahu (Canterbury Water, 2010).

'Capability-based' strategies point to concentrations of experience, expertise and infrastructure. Christchurch city sees major opportunities to build on the city's role as a gateway to Antarctica (Christchurch City Council, 2018). The region's experiences of natural disasters stimulated a recognition of the importance of resilient communities (Greater Christchurch Partnership, 2015).

Each of these strategies recognises the interconnectedness of the region, most tangibly expressed in the regional economic development strategy (Canterbury Mayoral Forum, 2017).

**Key priorities**

Common themes that are developed in the strategies include:

- Building off existing economic strength, particularly developing the support and processing industries for agriculture.
- Deepening the partnership between local government and iwi, particularly Ngāi Tahu.
- Maintaining and developing quality and resilient infrastructure, particularly digital connectivity and transport links.
- Increasing the profile for the region, nationally and internationally, in terms of attracting new investment and skilled people and promoting tourism and international education.
- Maintaining and restoring the natural environment, particularly freshwater management and irrigation infrastructure.
- Effective and efficient regulatory processes, particularly in relation to resource consents.
- Meeting the education, health and social needs of the community, particularly effective strategies to respond to growing diversity and quality community facilities.

**How we can respond**

Ara has a direct role in supporting the execution of these strategies. We are contributing to the economic priorities for the region by:

- Delivering graduates with the skills needed to contribute to key economic sectors, particularly in areas of growth (See *Delivering Skills for Industry*);
- Sustaining a deep and mutually supportive partnership with Ngāi Tahu (see *Boosting achievement of Māori*);
- Education and training to support water management (see *Stakeholder-led provision*);
- Broadening the range of source countries for international learners (see *New pathways*);
- Supporting youth transitions (see *Successful transitions*);
- Capitalising on the Health Precinct development (see *Innovation and quality*); and
- Contributing to the SIGNAL ICT Grad School initiative (see *Sector Leadership*).

This Plan speaks to how we orient ourselves to regional economic priorities in the context of the Tertiary Education Strategy.

# Flexible, innovative infrastructure

Our new capital assets are designed with the future of teaching and learning in mind.

**Capital asset management**

At the end of 2017, the total assets of Ara were valued at $357m, including $287m associated with land, buildings, plant and equipment, fixtures and fittings, and information technology. There are approximately 100,950 square meters of built space, spread over multiple campuses (Ara, 2018a).

The 2010 and 2011 earthquakes caused significant damage to Ara campuses.

**Major redevelopments**

A City Campus Master Plan (2013) guided how we responded to this damage. The delivery of the plan was augmented by the $18.9m invested by Government in trades training facilities (the Better Business Case for Trades Training).

Major developments since 2014 were:

- Whareora catering to sports science and learner health and recreation (2015);
- Trades campus redevelopment (2015-17);
- Kahukura for the engineering and architecture programmes (2017);
- Te Kei (2017) for corporate services;
- Landscaping and 'wayfinding' improvements to the city campuses; and
- Apartments for 120 learners (2017) and ongoing refurbishment of accommodation for a further 74 learners.

These facilities collectively provide contemporary, highly sustainable building and leading-edge educational facilities.

These facilities were completed to scope and budget. An Independent Quality Assessment of the Trades Training development emphasised how well the objectives were met.

The new capital assets provide modern, flexible and open spaces that support collaborative teaching, learning and work. The investment was designed with the future of teaching and learning in mind and underpinned by evidence-based research.

These changes support pedagogical developments that ensure Ara graduates continue to be work ready and armed with a breadth of skills making them creative, resilient, adaptable, responsible and sustainable environmentally, socially and economically. These capital assets place Ara at the forefront of modern teaching and learning practice in the tertiary sector, capable of adapting and responding to new and changing demands of learners and industry regionally, nationally and globally.

## Manawa Health Research and Education Facility

The next major development is the completion of Manawa, the Health Research and Education Facility in the Health Precinct. This facility supports co-developed and delivered health education for more than 1,000 EFTS.

We have outlined the distinctive value proposition that Manawa represents as part of our description of our strategy for delivering skills for industry.

This development will support delivery of programmes including the Bachelor of Nursing, Midwifery and Medical Imaging degrees. The facility will be fully occupied by the beginning of 2019 (see *Innovation and quality*).

## Regional Master Planning

Ara is developing an updated Regional Master Plan. The plan is being developed in three stages:

- One: Background, context and current state stage describing the current stock of capital assets (completed by Athfield Architects Limited in 2018);
- Two: Campus Analysis to determine what is needed for the future considering educational, cultural, heritage, sustainability, and urban structure and spatial requirements (under development by Chow Hill and expected to be completed by year end, 2018); and
- Three: the Regional Master Plan will be reaffirmed during 2019 informed by the analysis of Stage 2. This process will allow Ara to make suitably considered and responsive investment decisions and align that investment with educational delivery needs across the region. An important element of this planning will be aligning our capital investment with expected learner demand across the campus network.

## Information and Systems Strategy Programme

Ara has undertaken several key information and systems projects to support the organisation's strategic planning.

These projects include:

- Financial Management Information System.
- Performance Reporting Infrastructure Framework

- Learner Retention and Achievement
- Digital Engagement Capability.

These projects have delivered a cloud-based financial platform, comprehensive admission, enrolment and financial performance reporting capability, and learner case management and predictive analytics capability.

Key benefits from this work include:

- improved reporting and monitoring of financial performance across all areas of responsibility - ensuring better-informed budget holders and other key stakeholders, and better visibility of the financial performance of the institution at all levels
- the infrastructure and organizational capability to deliver a comprehensive information suite to decision-makers, reflecting institutional priorities
- the ability to use a wide array of available student data points to predict likely educational outcomes, determine the most effective interventions with available resources and then case manage the experience of each student
- a platform for engagement of a diverse range of audiences in a cohesive and effective manner.

These projects will continue during the term of this Plan. Major deliverables include improved budgeting, forecasting, modelling and planning, integration of predictive analytics with the case management tool and a responsive and accessible web search and connect capability integrated with social media.

## Student-centred technology investments

As part of preparing for the future, Ara is exploring investments as part of the information and systems strategy programme that strengthen our engagement and support for learners. These key investments are outlined below.

| **myday – student portal and app** | **Student Pulse** |
|---|---|
| myday is a highly configurable student portal that will allow Ara to engage with its learners at every stage of their experience and do so in such a way as to allow learners to communicate with staff, with each other and to see all the information we hold about them and their study. <br><br> The app will use targeted communications that will vary depending on the 'groups' learners might belong to, it may have different designs depending on the characteristics or discipline area of learners <br><br> The app will be configurable by users so they can control how they interact with it, what they see and don't see and what push notifications they want to receive. | Student Pulse will use a variety of data sources to create 'micro engagements' with individual learners. <br><br> Our student management system holds data that allows us to make judgements about the progress of learners. The Student Pulse tool will combine these data with other data from Moodle, learners' activity on our networks and access to our campuses to develop a rich picture of each student. <br><br> Student Pulse will then draw from a library of tailored engagement events supporting learners to reflect on their own engagement, offer simple interventions and support our 'Summer Melt' and 'Autumn Melt' initiatives. |
| **Assess2Educate – Commitment and Readiness Assessment** | **CognAssist – Neurodiversity Analytics and Learning Support** |
| Assess2Educate uses research-based approaches that target support based on a learner's commitment and readiness to change. <br><br> The tool will assess this level of readiness based on a simple diagnostic test, trigger personalised engagement with learners employing the range of motivational techniques employed by Ara staff in a more systematic way. <br><br> This approach allows us to scale and systematise this model of engagement and support. | This diagnostic tool helps to identify areas of cognitive strength and potential development for learners. <br><br> CognAssist then creates a tailored online learning library of support materials. This library includes material on coping strategies and interventions that help them deal with their needs plus access to a range of free resources. A staff member monitors the student's use of the learning library and can intervene with the student if they are struggling to use it or wish to discuss their needs. |

# Staff development

The most important purpose of teaching is to promote learning and improve outcomes for learners.

**Introduction**

Staff support to ensure they can confidently and effectively meet the needs of learners is organised around the Ara Academic Capability Framework (Ara, 2018). This framework has four domains: Learning, Teaching and Assessment Practice; Academic Quality; Scholarship of Teaching and Learning and Research; and Industry Knowledge.

The framework defines core academic capabilities for each domain and indicators that staff have attained these. The framework includes additional indicators that denote the level of influence and leadership on quality teaching and learning expected of academic leaders.

## Induction and initial training

We ensure that staff are well-prepared by offering comprehensive induction, developmental teaching observations and a range of tertiary teaching qualifications.

All staff benefit from a comprehensive induction programme which includes a 'New to Teaching' workshop. The workshop covers topics such as positive learning environments, understanding and engaging learners and managing behaviour.

Developmental teaching observations provide a structured opportunity during a teacher's first year of employment to focus on specific aspects of teaching practice, feedback and coaching. The process promotes reflection and conversation about good teaching practice.

Ara expects that all teaching staff will have a teaching qualification. These include the New Zealand Certificate in Adult and Tertiary teaching (Level 5), New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5), and Graduate Diploma in Tertiary Teaching and Learning (Level 7).

## Ongoing support

Ara offers a variety of tools, guidelines and procedures to support staff. These include formal observations, developmental teaching observations, peer observations, learning walks, quality of teaching surveys and student feedback focus groups.

A key strategy is formal observations. These observations provide evidence for developmental feedback for individuals through professional conversations, action plans and development activity. The results of the observations inform assessments of each department's teaching effectiveness and the overall teaching and learning quality of the organisation.

## Additional resources

Ara has an Academic Capability Development team to support staff and a dedicated Teaching and Learning @ Ara Moodle site. Capability development activities include assessment health checks and workshops on moderation, blended learning and increasing engagement through technology.

Where appropriate personalised support or department-wide support is available.

# Ara Advantage

OUR NEW ARA ADVANTAGE

## The new Ara Advantage

### Programmes that are relevant

This is about ensuring that all of our programmes are up to date with industry best practice.

Having programmes that reflect what industry and people need, and continually change with the times.

### Real life learning

This is about teaching within an environment that is closely aligned with industry.

It's about offering students complete immersion in the worlds they may be about to enter, either through conditions we have created ourselves, or through work placements that we arrange.

### Inspiring mentors

This is about developing a team of world-class tutors who stay connected to the industries they represent, bringing the best practices and representatives into the classroom.

It's a philosophy of getting the best out of every student on their pathway to success.

### Work / life ready students

This is about ensuring that our graduates have both the soft and hard skills to find success after graduation.

It is about preparing them for the workplace and for the next chapter of their lives.

# Giving effect to the TES

This section of the Plan sets out how Ara aligns its strategic and business planning and activities to the priorities identified in the Tertiary Education Strategy (2014-2019) (Ministry of Education, 2014).

# Delivering skills for industry

Our strategy for delivering skills for industry involves an overall portfolio that is responsive to stakeholder need, a firm commitment to employer-led programme design and innovative, high-quality and sustainable teaching and learning.

We will evolve our provision to meet changing patterns of demand from the health, construction, engineering and primary sector-related industries during the term of this Plan. We will also maintain a range of high-quality and well-performing provision in areas important to the economic, social and environmental life of the region. We will continue to validate our portfolio against the imperatives of the TES and carefully consider provision that delivers poor outcomes.

Ara is central to the economic development of the wider Canterbury region providing several thousand skilled graduates each year (Ara, 2018a). The education and training we offer responds directly to regional and national skill shortages in key industry areas. Our portfolio continues to adapt to respond to evidence of stakeholder need. We update our mix of programmes to respond to changes in the labour market, the priorities set by our region and to lift our performance.

Our programmes cater to the diverse economic base of the region. Our product mix reflects our role as the region's pre-eminent provider of vocational and advanced education and training in areas of priority for the regional economy. We offer provision at levels 1-9 on the New Zealand Qualifications Framework that is widely acknowledged to be responsive and flexible to the needs of industry.

## Stakeholder-led provision

*Reducing or exiting from provision with poor labour market or socio-economic outcomes, improve labour market relevance and increase provision in areas of labour market demand*

Our overall mix of provision reflects the diverse needs of the region within the constraints of our business model. Ara produces graduates who are equipped to meet the demands of the local, national and international labour markets. We recognise the value of good data on labour market and socio-economic outcomes which we use to stimulate dialogue with industry partners and inform decisions about programme changes (see *Employer-led design*). We recognise that our product mix needs to be timed and sequenced to match the changing skills and labour needs of industry.

*Expanding access to high-quality health-related provision*

Our health provision is nationally significant, delivers exceptional employment outcomes and is tightly integrated with the regional skills system. Our proposed changes build on this foundation of excellence by:

- Realising the benefits of our major investment in Manawa (see *Innovation and quality*). This investment reflects our long-standing commitment to providing the best quality teaching and learning environments for learners. This facility provides a platform to increase access to nursing and allied health options including medical imaging, midwifery and osteopathy at the undergraduate and postgraduate level.
- Developing new programmes where the South Island is underserved. We plan to develop and offer a paramedicine programme from 2020. There is no provider of this training in the South Island and significant shortages of suitably qualified people regionally and nationally.
- Creating new pathways into degree-level programme such as social work. Diploma-level programmes in addiction support developed out of the targeted review of qualifications are not offered by providers in the South Island currently. We intend to address this gap during 2019.
- Increasing access for the people of South Canterbury. Our new Health Hub in Timaru links health and nursing learners with health providers, particularly in community-based and aged care health provision. This development is a notable example of how we worked with a partner ITP (Otago Polytechnic) to assume responsibility for Bachelor of Nursing provision in South Canterbury allowing better integration with our wider portfolio of health-related provision.

*Responding to changing patterns of construction-related training*

The particular demands of the Christchurch and North Canterbury rebuild drive our investment in construction-related training. We are developing a new programme leading to the New Zealand Diploma in Interior Design (Commercial) in collaboration with Unitec and UCOL from 2019 to cater to the changing focus of the rebuild. This development is integrated with a review of the New Zealand Diploma in Interior Design (Residential) programme.

## Case Study: Networking is key

To facilitate connections between learners and companies within the ICT and business sectors, Trish Handley from the Ara Careers Centre organised a *Career Speed Meet* evening for fifty final year learners to meet with thirty different industry representatives, including MYOB, Datacom and the New Zealand Marketing Association.

Handley says the event was a new initiative to help learners to "practice interview skills, get guidance and mentoring and learn about potential opportunities within the industry."

Ara graduate Jess Down met someone from Datacom at an Ara networking event. "When it came time to do my capstone I emailed them and they had a project which was just sitting there waiting for a student to come and work on it. By the time I was graduating … Datacom were actually looking for senior business analysts, but I applied anyway… it just all flowed on from that. My interview was so easy because they already knew who I was; it wasn't a brand-new interaction anymore," says Downs (Ara, 2018f).

*Innovation in building management*

We will pursue development of a new qualification in Building Information Modelling from 2019. This programme prepares graduates to develop and manage digital representations of buildings. These models improve the efficiency and efficacy of construction and building and energy management. Demand for this kind of training is likely to be driven by an increased emphasis on sustainability, particularly over the medium term. We will work with industry to understand the level of demand for this programme.

*Improving the quality of engineering education is an area of significant focus*

Our collaboration through the He Toki initiative to graduate 50 Māori engineers by 2021 in collaboration with Otago Polytechnic is linked to wider efforts to contribute to diversity in the profession (see *Boosting achievement of Māori*). We will pursue new opportunities relating to Fire Engineering and Public Works engineering subject to evidence of sufficient demand.

*Supporting the primary industries, particularly in South Canterbury*

We conducted a significant review of our primary sector provision during 2017. This review led us to refocus on advanced education and training options, including our collaboration with the Primary ITO to deliver agribusiness training. This new programme is acknowledged as successfully matched to the needs of learners by offering training highly attuned to individual agribusinesses, offering clear value to stakeholders through Dairy NZ and Fonterra-commissioned research and being underpinned by multiple layers of positive relationships and support (NZQA, 2017).

We are now looking at how we can align more strongly with regional economic development priorities, particularly in South Canterbury. Key examples include training applied science graduates in techniques to turn waste materials into economically viable products to improve freshwater quality, exploring new transport and logistics options, and linking secondary school learners with major food manufacturing employers in regional Canterbury and associated training opportunities.

## Employer-led design

The Ara portfolio of programmes and products is focused on delivering applied education that is relevant to industry and in particular, meets regional and national

### Case Study: Invaluable industry experience

Throughout their three-year degree, the Bachelor of Design (Fashion and Technology) learners gain invaluable industry experience and final year learners undertake 140-hour work placements with some of the top names in fashion. Fashion Programme Leader, Nicola Chrisp says this introduces learners to real working life.

"Essentially what we're asking them to do is what would be expected of them in half a year, in the industry. Learners get given a client brief to interpret, and then they design and create a mini collection comprising five standalone looks. They design all the concepts, refine it, present it, make the patterns and the garments, put their selling booklet together, do their photoshoot and then showcase it," Chrisp says describing a process common for industry to repeat a few times a year.

Working with industry was eye opening for McCormack and her classmates. "It made me realise how much of what we learn in class is industry focused... and I think industry is equally pleased by how we can just pick up on what they're doing straight away." (Ara, 2018g)

labour market demand. These programmes are designed to support learners to be work ready by offering them skills and knowledge tailored to the needs of industry. Authentic work experiences are built into programmes and mean that our graduates are sought after in the labour market.

*Systematic and multi-layered engagement with industry*

We work systematically with industry to ensure we understand what they value. This process is multi-layered. Key methods include industry advisory groups and communication networks, employer surveys, surveys of graduates, industry on assessment panels, feedback on placements and work integrated learning. When we consider new programmes or a significant refresh of current offerings, very specific consultation occurs with industry to ensure that the graduate outcomes, learning outcomes and key experiences reflect what industry values. The results of this engagement determine how we work with learners and the kinds of experiences we offer. This approach ensures that learners are valued by employers.

This level of joint work with industry leads to many important changes to our programmes. Examples include offering more report writing experience for engineering learners so they have 'soft skills' demanded by employers, the new Post Graduate Diploma in Professional Supervision which builds professional management skills in health, education, social practice and management, and the new Bachelor of International Tourism and Hospitality Management which will deliver skilled managers for the tourism industry.

*The right skills and capabilities*

Ara has now shifted its focus from new qualifications and programmes to working with industry to ensure our products meet the needs of learners and industry. Most Ara learners work or have significant community or personal commitments. Our industry partners need to up-skill their current staff as often as finding new talent. We are exploring the potential for micro-credentials as part of wider efforts to support recognition of learning at and through work.

We augment our formal teaching and learning with interventions that extend the social capital and work readiness of graduates. Regular industry evenings give learners opportunities to meet with employers and understand their perspectives. Challenge-

## Case Study: Graduate employment

Ara nursing graduates remain in demand according to Nurse Education in the Tertiary Sector's New Graduate Destinations report (NETS, 2018).

94% of the Ara Bachelor of Nursing graduates who finished their studies at the end of 2017 and looked for work found work as a nurse within three months. The result is well ahead of the national average of 80% and continues a trend of excellence for the department. Ara performed best amongst the larger institutes offering nursing education.

We have built a close relationship with CDHB, and other health providers, which opens doors for employment and further workplace training programmes and opportunities for our learners," Head of Nursing, Midwifery and Allied Health at Ara Cathy Andrew says. "We listen to the needs of our health sector partners and we have earned their trust that our nursing graduates have the skills needed in health environments today.

Ara graduates over 200 registered nurses each year, as well as offering enrolled nursing, postgraduate nursing and health science (Ara, 2018h).

based integrative learning opportunities such as capstone projects are often assessed by industry professionals. Feedback from industry helps learners to develop resilience and confidence.

We are leading a major project to identify work-ready capabilities that employers would like to see in engineering graduates. We will work with other ITPs during 2019 to support them to implement innovative teaching practices and lift the overall quality of engineering education in the sector.

*Two-way dialogue with employers*

Our engagement with industry is mutually reinforcing. We actively shape the organisational culture of our employer partners, emphasising the value of transferable qualifications. Many of our programmes involve deliberate efforts to pathway learners to employment before their qualifications are complete. We work with employers and learners to put the right incentives in place to encourage qualification completion, including work-integrated learning, memoranda of understanding and encouraging employers to support learners through their training.

*Flexible training that reflects the realities of employers*

We deliver highly flexible training options. Significant examples include the Bachelor of Construction which involves workplace-based training augmented by a small number of block courses offered on a Friday and Saturday and the New Zealand Diploma in Agribusiness Management which involves monthly one day workshops. The timing of programme delivery is adjusted to reflect workplace demands, particularly given the seasonal nature of the primary sector. Our most flexible approaches are increasingly adopted across Ara.

## Innovation and quality

Ara is renowned for the way it integrates innovative practice into our portfolio of high quality, excellent teaching and learning. Our approach encompasses world-class teaching, learning and research facilities, cutting-edge simulation technology and learning that reflects real-world challenges.

*World-class teaching, learning and research facilities*

Our facilities reflect and inform new ways of delivering learning, making learning more relevant and accessible to our learners, including school leavers, professionals and career changers, and the communities that use Ara campuses.

Our flagship investment is the new Health Research and Education Facility (Manawa). This facility is the centrepiece of Te Papa Hauora/The Health Precinct. The precinct is a world-class hub for health, education and research. The precinct is a purposeful effort to bring together a network of world-class researchers, learners and clinicians in a single central space to create a vibrant and stimulating environment. We expect that a strong culture of innovation and entrepreneurship will develop by having these professionals, researchers and learners together in one location.

Manawa co-locates staff and learners from the Canterbury District Health Board, University of Canterbury and Ara. We are then able to share infrastructure and to benefit from the synergies created by collaboration. The buildings in the precinct including Manawa

were built by a private developer and the partners have committed to long-term leases. This approach allows us to make the best use of our capital resources.

Some important advantages of Manawa include:

- Teaching spaces over floors that are shared between the Canterbury District Health Board, University of Canterbury and Ara. This shared space allows us to optimise the allocation of these teaching spaces;
- A mix of teaching spaces including large learning commons, collaborative spaces that cater for between 10 and 200 learners and small booths for online teaching;
- Co-located teaching and research spaces for staff from the three institutions;
- Shared simulation facilities enable us to meet the challenge of catering to large first-year undergraduate classes and the small number of learners undertaking specialist training.

Manawa will provide a significant point of difference for Ara nationally and arguably in the Southern hemisphere. Our involvement in the Health Precinct consolidates the position of Ara as the largest provider of non-medical health education in the South Island and a key partner for the Canterbury District Health Board.

The recently completed Kahukura (Architecture and Engineering) facility offers flexible, open teaching and learning spaces necessary for project-based learning. The facility also provides a venue for two-way exchange with industry. These include exhibitions such as Exit (Architectural Studies), Visualise (Interior Design), IDraught (Architectural Technology) and the Engineering Showcase (BEngTech).

*Cutting-edge simulation technology*

The use of cutting-edge simulation technology at Ara enables us to achieve the complementary goals of improving the quality of teaching and learning, adapting our approaches to accommodate the circumstances of learners and increasing the relevance of our portfolio.

Ara is a world leader in the use of virtual reality technology in tertiary education. We partnered with Virtual Medical Coaching and Skilitics to develop a medical imaging training suite with fully integrated adaptive learning capabilities.

This innovation means that medical imaging learners can become expert in x-ray techniques without the physical constraints of scarce, expensive machinery and the risks associated with radiation exposure. Learners can also train in their own time enabling them

## Case Study: Manawa

The Health Research and Education partnership group worked with cultural consultant Te Pākura Ltd to engage with local iwi to cloak this facility with a bespoke cultural narrative, from which emerged the name and a suite of designs that speak to this narrative.

The name 'Manawa' means heart, patience or breath on its own. It is, however, taken from the proverb 'Manawa whenua; Manawa tangata' which reminds us of the intimate link between the health of our fresh water (manawa whenua) and the health of people (manawa tangata).

Stella Ward, Canterbury DHB, says: "we had already identified challenges with the teaching and simulation facilities we had at (the time of the earthquakes),… The Health Precinct concept provided an amazing opportunity for us to quite literally come together in this fantastic, state-of-the-art facility as the new home for our region's health education and research activities. We have had great working relationships with both Ara and UC and co-location will enhance these. We are looking forward to welcoming, and working with our new neighbors." (Ara, 2018e)

to balance work, family and community commitments. Adaptive learning means that learners can progress rapidly and gaps in knowledge can be addressed by the software automatically.

The efficiency of the model for learners is mirrored in the experience of staff. Their time is increasingly focused on developing quality content and supporting learning, rather than teaching didactyly.

The use of virtual reality x-ray simulation increased self-directed learning by 50% and resulted in a 20% increase in clinical quality among medical imaging learners in 2017. International recognition from the eLearning Guild affirmed the value of our end to end solution for radiographic education (The eLearning Guild, 2017).

We are extending the use of cutting-edge simulation technology into new discipline areas. As well as the simulation floor at Manawa that enables large-scale simulations in real-world healthcare environments, we will expand the use of virtual simulations into new discipline areas including midwifery and nursing learners. For midwifery learners, this technology allows the simulation of a range of clinical scenarios from normal births to multiple, high-intensity events in a safe and controlled environment. This innovation means that before they commence their clinical placements and employment, learners will be exposed to a wider range of clinical scenarios than was previously possible.

*Real-world challenges*

We work closely with a range of business partners to enhance learners' real-world learning experiences and opportunities. These opportunities ensure that graduates have skills well-matched to labour market needs, and develop transferable skills valued by employers.

Work-integrated, work-simulations, project and challenge-based learning create deliberate opportunities for learners to hone their technical skills while improving their ability to communicate well, process information effectively, think logically and critically and adapt to future changes. The involvement of industry in the identification of projects and assessments of the results gives learners real-world feedback.

These opportunities are wide-ranging. Broadcasting learners run a live radio station, hospitality learners manage a working restaurant, our agribusiness programme is work-integrated and trades learners enjoy work experience components as part of their

### Case Study: Stop Smoking Canterbury apps

As part of the Mobile Technology course, Bachelor of ICT learners were tasked to build a prototype app that will allow the client, **Stop Smoking Canterbury** to provide a service available to everyone, more especially reach young adults where a high prevalence of smoking occurs.

Four learners emerged as winners in the app development. They are **Sarah Ball, Jake Reddock, Timothy Fowler** and **Soon (John) Ee**. The learners presented their winning apps and posters to Canterbury District Health Board (CDHB) and were awarded certificates of excellence.

The CDHB's Stop Smoking Canterbury programme supports the Smokefree Aotearoa goal of less than 5% of New Zealanders smoking by 2025, by supporting smokers to quit.

Industry-based work placements and research projects are an important component of the ICT programme where learners learn to adapt their technical skills to the needs of a client and a real-world challenge. (Ara, 2018b)

programmes. Clinical placements underpin our health provision providing the skills and experience necessary for safe practice.

We actively match learners to appropriate work experience opportunities. For example, we arrange introductory meetings between ICT learners who identified as Māori and employers to ensure that their proposed projects are a good match. Many projects are collaborative in nature enhancing teamwork, interpersonal skills and a sense of belonging.

Project-based learning is a key aspect of programmes at all levels. Youth pathways learners participating in our dual enrolment programme build 'tiny houses' (Ara, 2018d). The commercial realities of working as tradespeople are integrated into these kinds of projects with the final products sold to the public. Capstone projects in engineering and ICT involve responding to a mix of commercial and community needs. Bachelor of Māori Language and Indigenous Studies learners complete a capstone project in their final semester providing the opportunity for learners to undertake research to benefit organisations in a kaupapa Māori context that incorporates te reo and tikanga Māori. For more information about how our teaching and learning responds to the needs of Māori see *Boosting achievement of Māori*.

The results of these approaches are exceptional. Assessments of our agribusiness programmes show that they are highly attuned to the individual agribusiness enterprises of the learner (e.g. dairy, cropping, contracting, etc.) and that their work on real projects is immediately useful in their enterprise. Bachelor of Māori Language and Indigenous Studies learners are highly valued particularly for their ability to combine advanced te reo Māori skills with research capabilities. 94% of Ara Bachelor of Nursing graduates who finished their studies in 2017 found work within three months, significantly higher than the national average of 80% (NETS, 2018).

## The steps we will take

During the term of this Plan we will:

- continue to ensure that stakeholder needs and evidence of positive graduate outcomes shape our provision with a particular focus on:
    - expanding access to high-quality health-related provision centred around Manawa in Christchurch and Health hub in Timaru and develop options for first responder training in the South Island;
    - anticipating and responding to the changing demands of the residential and commercial rebuild and development in Canterbury and North Canterbury;
    - offer New Zealand's first qualification in Building Information Modelling;
    - better supporting the wider skills needs of the primary industries, particularly the science underpinning freshwater quality, the transport and logistics needs of the sector and clearer pathways to the food manufacturing industries.
- Maintain and extend our two-way dialogue with employers and look for further opportunities to increase the flexibility of our delivery arrangements;
- Realise the benefits of our world-class teaching, learning and research facilities, particularly our new Trades Training facilities, Manawa and Kahukura;
- Extend the use of cutting-edge simulation technology into new discipline areas; and

- Maintain our competitive advantage in connecting learners with real-world challenges, so we continue to deliver sector-leading employment outcomes.

## Our commitments

The following tables set out the performance indicators and targets we have set.

**Delivering Skills for Industry**

| Performance Indicator | Increase EFTS delivered in healthcare provision at Levels 3-9[1] | Increase EFTS delivered in STEM subjects at Levels 3-9[2] | Maintain EFTS delivered in Trades[3] provision at Levels 3-9 |
|---|---|---|---|
| Baseline, 2017 | 972 EFTS | 1,276 EFTS | 1,184 EFTS |
| Interim Target, 2019 | 1,059 EFTS (+4.4% p.a.) | 1,332 EFTS (+2.2% p.a.) | 1,183 EFTS (n/c) |
| Final Target, 2021 | 1,120 EFTS (+2.8% p.a.) | 1,453 EFTS (+2.2% p.a.) | 1,183 EFTS (n/c) |

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[1] SAC 3+ delivery into courses with course classifications of 3.1, 17, 24, 27
[2] SAC 3+ delivery into courses with course classifications of 2, 6, 11,11.1, 18
[3] SAC 3+ delivery into courses with course classifications of 22 and 22.1

# Getting at-risk young people into a career

A key focus area for Ara is placing learners at the heart of everything we do. We have excellent and comprehensive systems to help learners make informed choices and transition into tertiary study and employment successfully. Our investment in working with schools gives us valuable insights into the needs of learners, our Cornerstone model guides a set of integrated and effective learner support services, and our portfolio of provision offers a range of nationally recognised options for young people.

## Informed choices

Our approach to ensuring that learners make informed choices about tertiary education is comprehensive and multi-layered. Our approach involves quality information, two-way dialogue and exceptional experiences.

We have an active and effective approach to sharing information about Ara. Our strategy takes account of the psychographic motivators of our different target markets including those specific to Māori, Pasifika, youth and school leavers. We use a mix of advertising including promotions at malls, on streaming radio services and outdoor advertising, printed materials, and community and radio advertising focused on influencers to promote our youth pathways. Extensive use is made of social media and personal connections to take messages into community settings (marae, churches and youth groups).

We resource those approaches well. All of the staff involved in learner recruitment and pre-enrolment are trained to provide high-quality advice to learners, and information resources are designed to provide relevant information. Teams of Learner Support Advisors including six youth-specialists provide course counselling as part of the enrolment process, and these staff are backed up by two additional learner support administrators. A key aspect of this counselling is supporting learners to make appropriate choices taking account of their prior achievement recognising each learner's particular competencies, personal goals and areas of potential development.

Targeted support for younger learners includes advice on Youth Guarantee and other appropriate programmes through one on one engagement, training for staff on the full range of Youth Pathway options, participation by our Youth Transitions team at education/careers expos, working with principals and careers advisors, and producing high-quality resources, study guides, and marketing collateral. We round out our support with career advice and career planning advice provided through our Career Centre.

We make sure learners know what options are available to them, what each programme aims to achieve, how learners are expected to contribute to their success, and to facilitate access to our high-quality support services. The expectations for learners are published online, described in guidelines for learners and explained as part of enrolment processes and reinforced during each learner's studies. These expectations include consistent attendance, attending scheduled academic support sessions and maintaining proactive communication with their allocated advisor and academic staff.

We can provide a comprehensive range of learning opportunities for learners. This flexibility means that we can proactively direct learners to the right option and help them explore other options so that they can achieve their personal goals. Our open entry criteria at level three differentiates us from other ITPs. This flexibility maximises access for learners to our full suite of programmes at lower levels (1-3) on the framework allowing us the opportunity to help them shape their learning journey.

We understand these processes to be continuous. This process is a dialogue between learners, key stakeholders and Ara. This dialogue allows: learners to understand more about their aspirations and the means available to achieve them; stakeholders to shape and influence our offerings; and for Ara to have a more organic relationship with our partners.

This dialogue involves intensive engagement with our community partners. This approach involves pioneering highly effective approaches that connect people with tertiary education where they live, work, play, worship and celebrate. For example, we have a formalised partnership with the Canterbury Rugby Football Union (CRFU) to pathway players to our training programmes and provide capability development to the union. We are investing considerable effort and time in relationships with organisations as diverse as Celebration Church, Canterbury Cricket, BizDojo, the Canterbury Youth Workers Collective and the Ideas Festival. These relationships involve working with these groups in their contexts to understand how Ara can contribute to their goals with a particular focus on the needs of younger people and whanau.

There is a tight nexus between our community partners, particularly secondary schools, and the Experience Ara range of taster, experiential activities and workshops for learners, teachers, community agencies, parents/whanau and caregivers. These opportunities provide prospective learners and their whanau with tangible experiences at Ara so they can understand the range of options available to them.

## Successful transitions

We recognise that for learners to realise the benefits of our sector-leading portfolio of education and training we need to maintain their engagement during key transition points.

Our portfolio of provision is highly successful at supporting effective transitions from school to tertiary education and employment. TEC's Qlikview data on the employment outcomes of tertiary education for graduates of Ara is positive, particularly at levels 1-3. The proportion of graduates from Ara who were on a benefit nine years after completing a level 1-3 programme was between 0% and 5%. The comparable rate for all providers was between 10% and 15% (TEC, 2018).

One of the key reasons for this success is our high-quality engagement with the secondary school system. This engagement ensures that learners are well-prepared for tertiary study and employment, particularly younger learners with complex needs. We take a highly collaborative and flexible approach offering schools and their learners a variety of options. These include:

- direct teaching where we develop and deliver programmes where schools lack the required economies of scale or to meet specific employment needs.
- curriculum enhancement where we provide schools with access to our specialist facilities or resources;

- Experience Ara which is a range of innovative engagement activities and events onsite at Ara. In 2017, we offered 106 workshops, taster activities and STAR courses and holiday workshops targeting year 9-13 learners;
- our extensive Trades Academy programmes which provide clear pathways to higher level study, motivate learners to remain engaged with teaching and learning and improve the responsiveness of the secondary school system to the needs of business; and
- staff capability development offering skills-based training and professional development at Ara to local secondary school teachers.

Our approach has several self-reinforcing aspects. We are recognised nationally for the quality and effectiveness of our programmes at the secondary-tertiary interface, particularly the design and implementation of dual enrolment programmes. We offer highly specialised and targeted programmes that respond to the needs identified by our customers. Schools gain access to our specialised resources to improve the quality of their teaching and learning. A collaborative approach underpinned by strategic dialogue about the resources and professional development opportunities we offer reduces competitive tension with schools. Learners are better informed about and prepared for tertiary study. Ara gathers high-quality data about potential learners which we use for targeted recruitment and ongoing contact. We use that data to inform judgements about which schools to target, particularly those with high numbers of Māori and Pasifika learners.

We proactively support learners to maintain engagement with Ara, particularly to address the 'summer melt' and 'autumn melt' phenomena. We follow up with prospective learners who are part way through applications or who withdrew without providing a reason. We offer 'Get Ready' days for new and returning learners to help them prepare for study and reduce the number of 'non-starter' withdrawals (people who enrol but then decide not to show up). Twilight open campus events cater to learners returning from their summer holidays. We proactively manage the risk of learner disengagement between the first and second semester (the 'autumn melt') through regular contact and reminders.

We intend to continue to refine our sector-leading portfolio to enhance its alignment to the needs of iwi and demand for people with STEAM skills. We see our role as balancing the need to respond to urgent, immediate skill shortages in the region and the importance of promoting and supporting young people to pursue options that enable them to achieve their long-term career aspirations.

## Effective support

We understand support for learners to be a continuous process commencing with how we go about raising the profile of Ara with the communities that we serve and giving them a realistic appreciation of what they can expect from Ara (see *Informed Choices*). We connect with these learners through our partnerships with community groups and schools (see *Significant Partnerships*).

Our support for learners is underpinned by New Zealand's leading range of vocational education and training for young people. The experience that staff have developed supporting learners to succeed in the Youth Guarantee, Canterbury Tertiary College, Youth Transition, STAR, STP and Dual Pathways pilot is nationally recognised and has been applied across the organisation. Through these initiatives, we worked with 48 secondary schools in 2017, drawn from some of the regions most deprived socioeconomic areas.

High quality, comprehensive and targeted learner support is fundamental to the success of all our learners, particularly youth and people without experience of success in education or employment. Our approach combines evidence-based learner support models, comprehensive case management tools and increasingly predictive learner analytics under the organising framework of Ara Advantage.

Learners are offered a mix of self-help resources, group and peer support and intensive one on one assistance. This support includes triangulated support with the academic tutor, family, caregivers/whanau and the learner, access to counselling, support connecting to external agencies as required, facilitation of academic support as required, course counselling, careers and employability skills training and progression to further study or employment support. Ara staff maintain an open dialogue with learners collecting information about opportunities to improve the quality of support services.

Access to this support is managed through the Cornerstone learner support approach. This model prioritises resources to those learners with the greatest, most complex needs. The model aims to deliver targeted and specialised support to those learners that require it while promoting learner self-reliance and independence by providing all learners with access to self-help navigation and support resources.

Integrated case management then allows us to track service referrals, monitor their uptake and validate the effectiveness of our investment in learner support. Investments in learner analytics will allow us to increase the sophistication of our responses. We partnered with the AWARE group to apply machine learning to historical and current learner data, develop an analytic framework and design reporting tools. We are evolving this approach so we can intervene earlier, provide richer business intelligence to learner support and teaching staff and refine our learner support services.

This model incorporates initiatives designed to cater to the mental health of our learners. Key initiatives include the 'Mates in Trades' suicide prevention programme, interdisciplinary workshops and referral support tools. We will continue to develop our capabilities to respond to the increased depth and breadth of mental health issues affecting learners.

In 2018, Ara staff travelled to several universities in the United States of America to investigate initiatives being implemented to support learner retention and achievement. These visits highlighted the importance of building support initiatives into our programme design and organisation structure, making it easier for tutors to recommend support interventions for learners, increase the range of data we collect through the pre-enrolment process so we can provide more sophisticated analytics to staff and learners, and ensure high-quality data governance.

### The steps we will take

During the term of this Plan we will:

- continue to develop our highly effective approaches that connect people with tertiary education where they live, work, play, worship and celebrate adapting our provision accordingly;

- fully integrate our predictive analytics and case management system and open up access to reporting for our teaching departments; and
- continue to support the youth of Canterbury to transition to tertiary education and employment successfully.

## Our commitments

The following tables set out the performance indicators and targets we have set.

**Getting at-risk young people into a career**

| Performance Indicator | Increase the number of learners enrolled in provision targeted at young people | Increase the achievement of youth learners |
|---|---|---|
| Baseline, 2017 | **318 EFTS/ 820 learners** | 79.0% successful course completion<br><br>45.5% progression rate |
| Interim Target, 2019 | **358 EFTS/ 922 learners** | 80.0% successful course completion rate<br><br>48.0% progression rate |
| Final Target, 2021 | **379 EFTS/ 980 learners** | 82.0% successful course completion rate<br><br>48.0% progression rate |

# Boosting achievement of Māori

Our aspiration is for Māori to experience parity of participation, achievement and outcomes relative to non-Māori, non-Pasifika.

We are already delivering overall parity of participation and delivering high levels of achievement for Māori learners relative to the wider sector (see *What does parity of achievement look like for Ara?*).

We have more work to do to deliver parity of participation in terms of the level of study and subject area (using NZSCED as a proxy) relative to non-Māori, non-Pasifika learners by 2022 (see *What does parity of participation for Māori look like for Ara?*).

Our plan to deliver parity of participation, achievement and outcomes involves the whole organisation. Our plan is organised around a Framework for Māori Achievement[4]. This framework encompasses partnerships and relationship development, programme development, staff recruitment, learner recruitment and retention, engagement with Māori communities and organisation systems and processes.

## How we demonstrate our commitment to parity?

Our plan for boosting Māori achievement reflects our extensive *partnerships and relationships*. These partnerships reflect our deep and sustained commitment to Māori learner achievement. This commitment is underpinned by the aspirations that Te Rūnanga o Ngāi Tahu expressed for Māori such as the urgent need to address the income gap of $2.6 billion per year for Māori. We see out role clearly as contributing to reducing the number (55,000) of Māori without a tertiary qualification and supporting 22,500 Māori to move from low-skilled to high-skilled jobs (Tokona Te Raki, 2018a).

> *The success of our younger and faster growing Māori workforce is critical to the future of our nation. We want Māori to be the rock stars of our economy and communities and need to work with partners who have the scale, influence and commitment to help us achieve our goal. We have worked in partnership with Ara for 20 years and look forward to doing so for the next 20 years as we both work to create a world where all our tamariki thrive.*
>
> Eruera Tarena, Kaihautu/Chief Executive, Tokona Te Raki/Māori Futures Collective

Ngāi Tahu is represented on the Ara Council, and we have been a formal partner with Te Rūnanga o Ngāi Tahu since 1996. The partnership stimulated the establishment of Te Tapuae o Rehua along with Lincoln University, the University of Canterbury, Otago Polytechnic and Otago University.

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[4] Draft as of May 2018.

Our relationship with Te Rūnanga o Ngāi Tahu has evolved in recent years. We are working with Tokona Te Raki Māori Future Collective to support their aspiration for more Māori to engage in higher level study as part of an integrated "kura to career" system. This aspiration for the transformation of education and training through collaboration among providers, employers and the community is aligned to our own change plans. We are closely supporting the collective to design and implement the iwi-influenced investment approach and providing strategic and technical advice. Our shared commitment extends to data sharing arrangements so we can monitor our progress and adapt our approaches based on a common understanding.

We have *engaged Māori communities* including Ngāi Tahu Papatipu Rūnanga to understand their needs and engaging them in the programme development process. Our work with Te Rūnanga o Kaikoura facilitated the development of their Education Strategy, which will inform our support for them.

We are developing relationships with other partners in the sector such as, Eastern Institute of Technology, Manukau Institute of Technology, Otago Polytechnic, Unitec New Zealand and the University of Canterbury to promote extra-institutional linkages to identify and develop initiatives to promote Māori achievement, and we are an active member of Te Tira Manukura (the national collective of Kaiārahi/Māori Directors). We also provide sector leadership for the Māori and Pasifika Trades Training consortia with an independent hui on best practice and future opportunities planned for 2018.

We closely monitor the results achieved by Māori. Our academic and evaluative practices involve a systematic review of learner achievement data at key decision-making bodies such as Te Kāhui Manukura (our senior management team) and Academic Board.

## What does parity of participation for Māori look like for Ara?

Overall participation

Ara performs well in terms of overall participation. Māori aged 15-64 years made up 8.7% of the regional population and 12.8% of the Ara learner population. We recognise that differences in the age profile of learners influences participation. Māori aged 15-24 years make up 12.8% of the regional population and 14.2% of the Ara learner population (Ara, 2017).

Participation by level

Differences in participation by level of study are fundamentally related to an under-representation by Māori in programmes at level 7 and above.

High levels of participation at levels 1-3 are partly a reflection of our success in maximising access to programmes at the secondary-tertiary interface. We are also effective in providing connecting Māori learners with programmes at levels 4-7 (non-degree) in engineering, the natural sciences, and architecture and building programmes. Parity of participation by level would involve shifting enrolments by Māori learners equivalent to 128 EFTS from levels 1-3 to level 7 (see Table 1).

Table 1: Disparities in participation by level, Māori and non- Māori, non-Pasifika, 2017

| Level grouping | Non- Māori, non-Pasifika | Māori | Over/under-enrolment by Māori relative to non-Māori, non-Pasifika (EFTS) |
|---|---|---|---|
| Levels 1-3 | 18.1% | 34.1% | N/A |
| Levels 4-7 (non-degree) | 37.4% | 35.1% | -18.4 |
| Level 7 | 44.2% | 30.6% | -108.9 |
| Level 8+ | 0.3% | 0.2% | -0.5 |
| Total | 100.0% | 100.0% | N/A |

Source: Ara Student Management System

Note: Positive values in the Disparity (EFTS) column indicate that Māori learners are 'over-represented' relative to their non- Māori, non-Pasifika peers. Negatives values denote the number of additional EFTS associated with Māori learners that would need to be enrolled to attain parity. For example, for Māori to achieve parity of participation at level 4-7 (non-degree), Ara needs to enrol an additional 18.4 EFTS.

## Participation by subject area

Māori learners are well-represented in programmes in the fields of Architecture and Building, Society and Culture, and Natural and Physical Sciences, participating at a higher rate than their non-Māori, non-Pasifika peers (see Table 2). The high concentrations of Māori in engineering, the natural sciences, and architecture and building programmes are particularly encouraging and reflect our long-standing commitment to supporting participation in trades-based education and training.

We are committed to lifting participation, particularly at degree-level, in health, information and communications technology and management and commerce. We outline a range of interventions in key departments below to support Māori learners better.

## What does parity of achievement look like for Ara?

Ara is particularly focused on lifting achievement for Māori at levels 4-7 (non-degree) and level 7. We recognise that our efforts to promote higher level programmes will only be truly successful when we deliver equity of outcomes.

In general terms, Ara is performing well. The overall level of achievement for Māori learners, particularly in relation to course completion, is very encouraging. Ara exceeded the TEC's benchmarks in 2016 for course completions and first-year retention at level 4-7 (non-degree) and level 7.

Despite some variations on a year to year basis, Ara considers that it is on track to meet the TEC's benchmarks for 2020 and 2022.

Table 2: Disparities in participation by NZSCED and selected levels, Māori and non- Māori, non-Pasifika, 2017

| Level grouping | Non- Māori, non-Pasifika | Māori | Over/under-enrolment by Māori relative to non-Māori, non-Pasifika (EFTS) |
|---|---|---|---|
| 01 Natural and Physical Sciences | 3.0% | 4.3% | 11.5 |
| 02 Information Technology | 5.6% | 2.6% | -25.0 |
| 03 Engineering and Related Technologies | 10.2% | 10.9% | 5.6 |
| 04 Architecture and Building | 13.5% | 20.5% | 57.6 |
| 05 Agriculture, Environmental and Related Studies | 0.1% | 0.1% | -0.2 |
| 06 Health | 18.7% | 14.3% | -36.5 |
| 07 Education | 1.1% | 0.8% | -2.4 |
| 08 Management and Commerce | 15.3% | 11.1% | -34.8 |
| 09 Society and Culture | 10.6% | 13.2% | 21.4 |
| 10 Creative Arts | 10.8% | 9.7% | -9.5 |
| 11 Food, Hospitality and Personal Services | 8.4% | 7.9% | -4.1 |
| 12 Mixed Field Programmes | 2.6% | 4.6% | 16.3 |
| Total | 100.0% | 100.0% | 0.0 |

Source: Ara Student Management System

Note: Positive values in the Disparity (EFTS) column indicate that Māori learners are 'over-represented' relative to their non- Māori, non-Pasifika peers. Negatives values denote the number of additional EFTS associated with Māori learners that would need to be enrolled to attain parity. For example, for Māori to achieve parity of participation in Information Technology, Ara needs to enrol an additional 25.0 EFTS.

## How does teaching and learning respond to the needs of Māori?

The 2021 - Sustainable Ara plan (see How we are preparing for the future) commits the organisation to changing *programme development* to meet the needs of Māori better. These changes involve integrating kaupapa and mātauranga Māori within all Ara programmes.

This goal is reflected in our strategic planning. The business plans of our teaching departments set out the steps they will take to meet this commitment. These steps include changes to teaching approaches, the content of the curriculum and programme development approaches. We are exploring a common cultural competence paper in degree programmes, the use of Māori content and noho marae as part of business, architecture and engineering programmes and a new curriculum for the Bachelor of International Tourism and Hospitality. We are currently evaluating and reviewing our work supporting Māori trades training to inform decisions about how best to support their activities in the future. For other examples, please refer to *Delivering Skills for Industry*.

We also recognise that the physical environment used for teaching and learning has a distinctive cultural dimension. Planning for the Health Research Education Facility (see *Delivering Skills for Industry*) incorporated a distinctively Māori cultural narrative. Our health department offers tutorial and mentoring support that is designed for Māori learners including kaupapa Māori approaches and 'same ethnicity' tutorial staff.

These changes will be augmented by improvements to *staff recruitment and professional development*. We are reviewing our current recruitment processes, building cultural competence and cultural confidence into role descriptions and professional development. This approach recognises that teaching quality is the key determinant of learner success.

We recognise that Māori staff have particular demands placed on them, whether by the organisation or arising from their connections to the community. Balancing these obligations is an important part of our approach to staff development along with supporting Māori staff to remain engaged and influential in guiding our approaches. We offer targeted professional development and mentoring to support these staff including regular wānanga.

## What support do we offer to Māori learners?

Providing good information to Māori learners and their whanau and comprehensive support through the transition to tertiary education is integral to our success with *learner recruitment and retention*. Māori learners are highly visible in recruitment materials, and their successes are celebrated through web stories and e-books, support for Te Wiki o Te Reo, proactive selection of learner testimonials demonstrating successful pathways and outcomes and using Māori and Pasifika learners in video contexts.

We carefully examined our approach to Māori achievement in 2016 to make sure we have the right *organisational systems and processes*. This review identified that we needed a more integrated approach to learner support and separate achievement targets (EPIs) for Māori suggested a lower expectation. We have integrated support for Māori learners more fully within both our learner recruitment and support systems (See Getting at-risk young people into a career) and the expectations and accountabilities of all

staff. We discontinued organisation-wide ethnic-specific EPI measures so that our expectation of excellence for all learners are clear, but we continue to monitor the progress toward parity at a department and programme level.

We also made a series of changes to provide a more welcoming and culturally inclusive environment. A series of Whakatau events welcome new and returning learners and staff to the Woolston, Timaru and Madras Street campuses at the beginning of each semester. A week-long celebration of Matariki contributes to a sense of inclusiveness among Māori, exposes the learners to this celebration and engages the wider community. These events are showcased through our marketing and communication channels.

We are supporting staff to recognise the value of diversity in the learner community and to take initial steps to make the learning environment more welcoming, including using te reo Māori. We are also trialling the use of ethnic-specific quarterly learner meetings, regular drop-in sessions and whanau learner groups.

## The steps we will take

We will work during the next Plan period to:

- Work closely with Tokona Te Raki: Māori Futures Collective to support the education strategies, aspirations and initiatives of Ngāi Tahu including the potential for an 'iwi influenced investment' approach to tertiary education;
- Deliver on our *2021 - Sustainable Ara* plan including integrating the Framework for Māori Achievement within strategic and business planning;
- Continue our journey of redesigning teaching and learning programmes and developing the capabilities of our staff, so they integrate kaupapa and mātauranga Māori; and
- Translate the aspirations of Ngāi Tahu Papatipu Rūnanga into practical programme offerings.

## Our commitments

The following tables set out the performance indicators and targets we have set.

**Boosting Achievement of Māori**

| Performance Indicator | Increase the participation of Māori learners at higher levels | Increasing the course achievement of Māori | Increasing the retention and qualification of Māori learners |
|---|---|---|---|
| Baseline, 2017 | Māori at L4-6: 4.9%<br>Māori at L7+: 4.4% | Māori at L4-6: 73.4%<br>Māori at L7+: 86.6% | Number of SAC/YG graduates at L1-3: 184<br>First Year Retention at L4-7: 49.2%<br>First Year Retention at L7: 72.1% |
| Interim Target, 2019 | Māori at L4-6: 4.9%<br>Māori at L7+: 4.5% | Māori at L4-6: 75.0%<br>Māori at L7+: 87.5% | Number of SAC/YG graduates at L1-3: 200<br>First Year Retention at L4-7: 50.5%<br>First Year Retention at L7: 73.0% |
| Final Target, 2021 | Māori at L4-6: 5.1%<br>Māori at L7+: 4.7% | Māori at L4-6: 79.0%<br>Māori at L7+: 88.5% | Number of SAC/YG graduates at L1-3: 220<br>First Year Retention at L4-7: 54.5%<br>First Year Retention at L7: 75.0% |

# Boosting achievement of Pasifika

Our aspiration is for Pasifika to experience parity of participation, achievement and outcomes relative to non-Māori, non-Pasifika.

We are already delivering overall parity of participation relative to the share of Pasifika people in the regional population. We have more work to do to deliver parity of participation in terms of the level of study and subject area (using NZSCED as a proxy) relative to non-Māori, non-Pasifika learners by 2022 (see *What does parity of Pasifika participation look like for Ara?).*

We deliver high levels of achievement for Pasifika learners relative to the wider sector (see What does parity of achievement look like for Ara?).

There is considerable energy and activity focused on delivering parity of participation, achievement and outcomes for Pasifika learners. Our Pasifika Strategy 2017-2019 (Ara, 2017c) was generated by the Pasifika community and launched in 2017. The strategy provides a framework to guide Ara in creating a thriving community of Pasifika teaching and learning practice which will support Pasifika learners to contribute to the social, cultural and economic wellbeing of Aotearoa New Zealand.

The strategy incorporates Pasifika cultural values relating to family and community, spirituality and religion, identity and language, respect and humility, leadership and service and a recognition of the diversity of these communities.

The outcomes that we seek through this strategy are:

- Pasifika learners participate, progress and achieve qualifications
- The learning environment at Ara incorporates Pasifika values
- Increase Pasifika graduate employment rates; and
- Pasifika staff participate and progress within the organisation across management, teaching, research, administration and support roles.

We have identified several actions through this strategy that contribute to these outcomes. We are increasingly focusing on recognising that these actions are naturally occurring elements of the way we operate, rather than 'add-on' or 'standalone' actions. Some significant actions that we will progress during the term of this Plan are outlined in more detail below.

## What does parity of participation look like for Ara?

Overall participation

Participation by Pasifika at Ara has grown significantly over the past decade increasing from 2.0% of the learner population in 2010 to 4.5% in 2018. Pasifika aged 15-64 years make up 2.7% of the regional population and 4.5% of all Pasifika learners at Ara. We

recognise that differences in the age profile of learners influences participation. Pasifika aged 15-24 years make up 4.1% of the regional population and 5.1% of the Ara learner body (Ara, 2017).

## Participation by level

Pasifika are underrepresented in programmes at level 7 and above compared to their non-Māori, non-Pasifika peers. The numbers of learners involved are relatively modest, equivalent to 54 EFTS who would need to enrol at level 7 in preference to non-degree programmes (see Table 3).

Table 3: Disparities in participation by level, Pasifika and non- Māori, non-Pasifika, 2017

| Level grouping | Non- Māori, non-Pasifika | Pasifika | Over/under-enrolment by Pasifika relative to non-Māori, non-Pasifika (EFTS) |
|---|---|---|---|
| Levels 1-3 | 18.1% | 33.5% | N/A |
| Levels 4-7 (non-degree) | 37.4% | 40.1% | N/A |
| Level 7 | 44.2% | 26.2% | -53.6 |
| Level 8+ | 0.3% | 0.2% | -0.4 |
| Total | 100.0 | 100.0% | |

Source: Ara Student Management System

Note: Positive values in the Disparity (EFTS) column indicate that Pasifika learners are 'over-represented' relative to their non- Māori, non-Pasifika peers. Negatives values denote the number of additional EFTS associated with Pasifika learners that would need to be enrolled to attain parity. For example, for Pasifika to achieve parity of participation at level 7, Ara needs to enrol an additional 53.6 EFTS.

## Participation by subject area

Pasifika learners are well-represented in programmes in the fields of Architecture and Building, Management and Commerce, and Natural and Physical Sciences, participating at a higher rate than their non-Māori, non-Pasifika peers (see Table 4). The high concentrations of Pasifika in these areas reflect the success of our contribution to the Māori and Pasifika Trades Training initiative and deliberate efforts to promote the transition of young Pasifika into tertiary education.

We are committed to lifting participation at degree-level in health, information technology and engineering. We outline a range of interventions in key departments to better support Pasifika learners below.

Table 4: Disparities in participation by NZSCED and selected levels, Pasifika and non- Māori, non-Pasifika, 2017

| Level grouping | Non- Māori, non-Pasifika | Pasifika | Over/under-enrolment by Pasifika relative to non-Māori, non-Pasifika (EFTS) |
|---|---|---|---|
| 01 Natural and Physical Sciences | 3.0% | 5.1% | 6.5 |
| 02 Information Technology | 5.6% | 3.1% | -7.9 |
| 03 Engineering and Related Technologies | 10.2% | 8.6% | -4.9 |
| 04 Architecture and Building | 13.5% | 24.0% | 32.6 |
| 05 Agriculture, Environmental and Related Studies | 0.1% | 0.2% | 0.3 |
| 06 Health | 18.7% | 11.9% | -21.0 |
| 07 Education | 1.1% | 0.6% | -1.6 |
| 08 Management and Commerce | 15.3% | 19.3% | 12.3 |
| 09 Society and Culture | 10.6% | 10.3% | -0.9 |
| 10 Creative Arts | 10.8% | 7.4% | -10.6 |
| 11 Food, Hospitality and Personal Services | 8.4% | 6.2% | -6.9 |
| 12 Mixed Field Programmes | 2.6% | 3.3% | 2.2 |
| Total | 100.0% | 100.0% | 0.0 |

Source: Ara Student Management System

Note: Positive values in the Disparity (EFTS) column indicate that Pasifika learners are 'over-represented' relative to their non- Māori, non-Pasifika peers. Negatives values denote the number of additional EFTS associated with Pasifika learners that would need to be enrolled to attain parity. For example, for Pasifika to achieve parity of participation in Engineering and Related Technology, Ara needs to enrol an additional 4.9 EFTS.

## What does parity of achievement look like for Ara?

Ara is particularly focused on lifting achievement for Pasifika at levels 4-7 (non-degree) and level 7. We recognise that our efforts to promote higher level programmes will only be truly successful when we deliver equity of outcomes.

The overall level of achievement for Pasifika learners, particularly in relation to course completion, is very encouraging. Ara exceeded the TEC's benchmarks in 2016 for course completions and first-year retention at level 4-7 (non-degree) and level 7.

Despite some variations on a year to year basis, Ara considers that it is on track to meet the TEC's benchmarks for 2020 and 2022.

## How we demonstrate our commitment to parity?

Our commitment to the success of Pasifika learners develops out of a strong and engaged Pasifika community. The main focus for the community in engaging with Ara is the Pasifika Advisory Group. This group is made up of people external to Ara who are deeply engaged with the Pasifika communities in our region. This group of stakeholders has and asserts a mandate to hold the organisation to account for delivering on the aspirations in the Pasifika Strategy.

There is a multi-level engagement with the Pasifika Advisory Group and other stakeholders in the wider community. The Council and senior management engage directly with this group on a regular basis. The Chair of the Ara Council proactively meets with Pasifika staff at Ara to listen to and better understand their perspectives and help to inform and shape the organisation's strategy. This positive engagement is infusing the general organisation culture creating a sense of accomplishment around the potential for community-led priority setting to influence wider change.

The energy associated with our renewed focus on Pasifika achievement is giving Pasifika staff and learners more confidence. The Pacific Island Student Association is taking increased ownership of learner engagement activities. Pasifika staff also report improved levels of confidence in claiming leadership roles across the organisation. The Chair of the Pasifika Advisory Group works alongside Pasifika staff helping them to develop and realise the potential of these leadership opportunities.

The Canterbury Pasifika Trades Governance Group and the Christchurch Metropolitan Pasifika Collective Body provides a connection between senior managers at Ara and people with credibility among Pasifika communities. Sustaining these relationships represents an important way we can ensure that our programmes are connected to and respond to the emerging issues and needs of Pasifika learners.

We closely monitor the results achieved by Pasifika. Our academic and evaluative practices involve a systematic review of learner achievement data at key decision-making bodies such as Te Kāhui Manukura (our senior management team) and Academic Board.

## How does teaching and learning respond to the needs of Pasifika?

Our approaches are informed by the results of the Ako Aotearoa Regional Hub Project Fund project, Change Strategies to Enhance Pasifika Learner Success at Canterbury Tertiary Institutions. This project challenged us to increase Pasifika content and perspectives in programmes and courses, change how we support and monitor the progress of Pasifika learners and create welcoming physical and cultural spaces (Luafutu-Simpson, et al., 2016).

These imperatives are reflected in the Pasifika Strategy and have been incorporated into our 2021 - Sustainable Ara plan (see How we are preparing for the future) which commits the organisation to changing *programme development* to meet the needs of Pasifika better.

The business planning process outlined above involves teaching departments describing how they will go about achieving these goals. Key steps include changes to teaching approaches, the content of the curriculum and programme development approaches. A significant example is an interest expressed by the Tongan community in building on our success with Samoan language education. The Tongan community has developed a plan for offering NCEA level language education and approached Ara asking how we can be involved. We will continue to work with the community to develop this opportunity.

We are also investing in our staff to ensure they are well-prepared. As well as the professional and leadership development of Pasifika staff, we will continue to provide opportunities for non-Pasifika staff to participate in relevant fora, such as the Pacific Tertiary Education Forum.

We are also party to the Ako Aotearoa Regional Hub Fund project 'Implementing and evaluating the Pasifika Success Toolkit with Canterbury Tertiary Organisations' which will continue to inform our approaches.

## What support do we offer to Pasifika learners?

Providing good information to Pasifika learners and their fanau and comprehensive support through the transition to tertiary education is integral to our success. Our approaches outlined in the preceding section Getting at-risk young people into a career integrate approaches appropriate to Pasifika.

Ara hosts information and careers evenings that specifically target Pasifika. The Pasifika Careers Expo is hosted by Ara in collaboration with SPACPAC (Specifically Pacific) annually. The event provides overview information and encourages Pasifika learners to think about the types of preparation they can do at high school. The Pasifika Information Evening engages Pasifika families to promote Ara as a viable option for tertiary education. We also showcase Ara at national events such as Polyfest.

We offer holiday workshops in Christchurch and Timaru that target Pasifika young people specifically. These initiatives aim to connect cultural values relating to family and service with opportunities to become familiar with Ara and our educational options.

Our comprehensive, high-quality support services ensure that we have the right support systems and processes (see *Ara Advantage*, *Getting at-risk young people into a career* and *Boosting achievement of Māori*).

## The steps we will take

We will work during the next Plan period to:

- deliver on our 2021 - Sustainable Ara plan including realising the aspirations of the Pasifika Strategy through our strategic and business planning;
- continue our journey of redesigning teaching and learning programmes, so they integrate Pasifika content and perspectives; and
- build on the increased engagement of the Pasifika community to shape our programme offerings, learner support and build the capability of staff.

## Our commitments

The following tables set out the performance indicators and targets we have set.

**Boosting Achievement of Pasifika**

| Performance Indicator | Increase the participation of Pasifika learners at higher levels | Increasing the course achievement of Pasifika learners | Increasing the retention and qualification of Pasifika learners |
|---|---|---|---|
| Baseline, 2017 | Pasifika at L4-6: 2.0%<br>Pasifika at L7+: 1.4% | Pasifika at L4-6: 67.6%<br>Pasifika at L7+: 77.1% | Number of SAC/YG graduates at L1-3: 89<br>First Year Retention at L4-7: 46.4%<br>First Year Retention at L7: 75.0% |
| Interim Target, 2019 | Pasifika at L4-6: 2.1%<br>Pasifika at L7+: 1.5% | Pasifika at L4-6: 74.0%<br>Pasifika at L7+: 79.0% | Number of SAC/YG graduates at L1-3: 92<br>First Year Retention at L4-7: 49.0%<br>First Year Retention at L7: 76.0% |
| Final Target, 2021 | Pasifika at L4-6: 2.3%<br>Pasifika at L7+: 1.7% | Pasifika at L4-6: 79.0%<br>Pasifika at L7+: 85.0% | Number of SAC/YG graduates at L1-3: 106<br>First Year Retention at L4-7: 53.0%<br>First Year Retention at L7: |

# Improving adult literacy and numeracy

The opportunities we offer people to develop literacy, language and numeracy skills give them access to a range of opportunities, contribute to social cohesion and economic success. Literacy and numeracy education is an integral part of good course design and effective teaching practice at Ara and is supported by the well-planned use of the national assessment tool and our expert learning services team. Ara has striven to align the key building blocks of effective literacy and numeracy practice by developing the qualifications of staff, redesigning courses and course delivery, and enhancing learner support.

## The right learners in the right programmes

The screening of learners to ensure they are enrolled in the most appropriate programme is a continuous process and reflects the complexity of each learner's journey. This screening occurs as part of pre-enrolment, enrolment and assessment processes. These systems involve skilled learner engagement staff working with each prospective learner to make sure they are well-prepared for their preferred programme of study, directing them to alternative options where appropriate, and ensuring that they are referred to support services as necessary. Assessment of learner progress provides an opportunity for regular review of programme selection supported by the holistic support as part of Ara Advantage.

Ara fully meets the TEC's description of mature embedded practice in the embedding of literacy and numeracy in vocational programmes and courses. The organisation has adopted best practice models to align teaching and learning activities to the learning progressions. Programme content is mapped systematically against the learning progressions, and assessment approaches and resources that are used are appropriate to the requirements of learners.

## Monitoring and measurement

The use of the Literacy and Numeracy for Adult Assessment Tool (LNAAT) is aligned to the TEC's Model Embedded Literacy and Numeracy Practices and affirms the central role that the LNAAT plays in understanding the literacy and numeracy needs of learners. Our approach is characterised by a high degree of systemization, centralised monitoring, clear accountability at the departmental, programme and learner level.

Specific strategies that staff employ include changing the way they interact with learners by providing a range of supplementary information and additional hands-on support, adjusting the flow and detail of each programme, and referring learners to one on one support with specialists as appropriate to their needs. LNAAT results are used as part of programme and course evaluation where the results are used to understand the contribution that ELN is making to learning outcomes.

Utilisation rates for LNAAT increased markedly alongside these strategies. Initial assessments were administered to 82.4% of eligible learners in 2017, an increase from 46.3% in 2014. Progress assessments increased from 59.9% to 70.0% over the same period (TEC, 2018).

## Our staff capability

We meet the TEC's expectations regarding the capability of our teaching workforce through a carefully designed approach to professional development. We ensure that staff have the skill, knowledge and competencies needed to embed literacy and numeracy.

Key resources we use are the Ara Academic Literacies Framework and the Academic Capability Framework (Ara, 2018). These resources and associated professional development support staff to scaffold Academic Literacies into their programmes. Academic literacies include information literacy, academic writing, embedding literacy and numeracy, report writing, problem-solving, critical thinking and digital literacy. The Learning Progressions are embedded within the framework.

An ability to identify and support literacy and numeracy needs of learners is identified as a key way that staff can demonstrate the academic capability that 'Learners are well supported'. Academic leaders are charged with ensuring that the literacy and numeracy needs of all learners are identified and supported.

We are focused on continuously improving the quality and effectiveness of teaching. An important part of this process is a formal observation process (Ara, 2017d). These observations provide evidence for feedback through professional dialogue. The quality of the embedding of literacy and numeracy is an important dimension considered in these professional conversations, action plans and development activities.

All teaching staff hold or are working toward appropriate qualifications for literacy and numeracy educators. Staff are required to complete an appropriate qualification within 12 months of their appointment.

## The steps we will take

We will work during the next Plan period to:

- Continue to exceed the TEC's targets for progress assessments through the LNAAT and meet the target for initial assessments;
- Continue to maintain our high level of staff capability including the completion of relevant qualifications and sustain the embedding of literacy and numeracy in our programmes; and
- Monitor the implementation of our Academic Capability Framework and refresh that framework and professional development as appropriate.

## Our commitments

The following tables set out the performance indicators and targets we have set.

**Improving Adult Literacy and Numeracy**

| Performance Indicator | Increase enrolments in SAC Provision at Levels 1-3 | Achievement of SAC learners at levels 1-3 | Maintain enrolments in specialist literacy and numeracy provision |
|---|---|---|---|
| Baseline, 2017 | Level 1-2: 88 EFTS<br><br>Level 3: 938 EFTS | Course completion<br><br>Level 1 = 73.4%<br><br>Level 2 = 69.1%<br><br>Level 3 = 76.8% | ILN – 60 learners, 6706 hours<br><br>ILN ESOL – 27 learners, 8,136 hours<br><br>Total – 87 learners, 14,842 hours |
| Interim Target, 2019 | Level 1-2: 162 EFTS<br><br>Level 3: 1,067 EFTS | Course completion<br><br>Level 1 = 73.4%<br><br>Level 2 = 69.1%<br><br>Level 3 = 76.8% | ILN – 44 learners, 6,486 hours<br><br>ILN ESOL – 44 learners, 8800 hours<br><br>Total – 88 learners, 15,286 |
| Final Target, 2021 | Level 1-2: 170 EFTS<br><br>Level 3: 1,100 EFTS | Course completion<br><br>Level 1 = 73.4%<br><br>Level 2 = 69.1%<br><br>Level 3 = 76.8% | ILN – 44 learners, 6,486 hours<br><br>ILN ESOL – 44 learners, 8800 hours<br><br>Total – 88 learners, 15,286 |

**Notes:** The figures and percentages shown for course completions are calculated using the TEC's methodology for educational performance indicators. This particular measure refers to the proportion of students who successfully complete their courses compared to the total number of enrolments in programmes at levels 1-3 on the New Zealand Qualifications Framework.

ILN refers to 'Intensive Literacy and Numeracy', which is the intensive provision of high quality, fees-free literacy and numeracy learning opportunities for learners with low-level literacy and numeracy skills.

# Strengthening research-based institutions

Ara has a flourishing creative and applied research culture with 116 research projects that underpin our undergraduate and graduate degree programmes. Around 64% of those teaching substantively on a degree programme or above are research active. Our applied research is aligned to the needs of regional businesses and community responding to practical challenges for community and industry, solving real-world problems and developing ideas. Based on our internal monitoring 64% of our applied research projects currently were industry aligned in 2017. Our focus is on quality peer-reviewed research and in 2017 85% of the applied research outputs were quality assured.

## Services for industry and the community

Ara offers a mix of research services to business, government and community organisations in traditional areas health and wellbeing, manufacturing, ICT and commerce, sustainability, broadcasting, education and performing and visual arts. Our research supports current issues such as rural midwifery workforce and productivity in construction projects, evolving fields such as crowdfunding and cloud computing, and emergent technologies such as MARS.

An important example is our collaboration with NMIT, Tokona te Raki and Unitec New Zealand to produce guidelines for effective assessment of vocational learners. These guidelines will help to modernise the education and assessment programmes and incorporate mātauranga Māori for at levels 2 to 5 across New Zealand (Chan, 2017). We are leading research into the use of virtual reality in teaching and learning with our planned developments for nursing and midwifery learners (see *Innovation and quality*). We have also entered into a collaboration and gained funding to develop new processes which will support a key primary industry.

Projects are currently funded by Ako Aotearoa, Education Outside the Classroom, Scion and Ecan, and we work collaboratively with universities, ITPs, CDHB, Scion, ESR and AgResearch and local businesses. Locally, Christchurch City Council has again supported our creative researchers to participate again in the Nights of D'Lights winter event. Internationally our creative researchers have been invited to participate in performances or exhibitions in New Caledonia and North America, and Ara has collaborations with universities in Australia, Cambodia and Scotland. The new Manawa facility will act as a powerful attractor for research and development investment and opportunities (see *Case Study: Manawa*).

## Developing our research culture

Staff engaged in degree level and postgraduate teaching are allocated research time. Departments and staff have structured research programmes. This research time allows staff to develop research opportunities aligned with the curriculum for our degree programmes and to respond to community and industry-initiated opportunities. Our research programme is overseen by a Research and Knowledge Transfer Committee. A subcommittee, the Human Ethics subcommittee, gives ethics clearance for academic research

that involves human subjects or participants, or for evaluative projects where the findings may have to be disseminated to an external audience. Ara has policies governing research and knowledge transfer, management delegations relating to research, a code of conduct, research ethics, and thesis supervision.

Ara has developed policy and guidelines for the new Master-level courses which we are developing and offering. In 2017 we developed a Statement of Intent to provide a clear focus for research at Ara. Development of academic staff profiles for our website and linking these to ORCID has increased the visibility of research and researchers at Ara. We actively support student critical thinking and complex problem solving through the design of our programmes which include capstone projects.

Annually research is shared amongst staff and stakeholders with a 'Kaleidoscope' of short presentations and "Pitch a Project" competition where learners pitch their projects to an audience. Our commitment to a research culture at Ara is demonstrated through the breadth of projects staff are engaged in. These projects involve discipline areas such as:

- Health examining topics aimed at improving the effectiveness of district nursing, multi-disciplinary collaboration, approaches to delegation, thoracic spinal manipulation, improving clinical decision-making in aged care, use of vitamins by older people, support for nursing students, the quality of midwifery practice and opioid detoxification.
- Business and economics examining internationalisation among SMEs, and effective change practices.
- Creative and Performing Arts intended to explore the future of community ratio, engagement of disabled people in contemporary theatre, the role of news in reinforcing national identity, the relationship between music and wellbeing, professionalism in the media industry, and digital media consumption.
- Education exploring e-assessment, education outside the classroom, the identities of second language learners, mathematics and computing education, and the monitoring of educational outcomes.
- Information Technology to assess the feasibility of Internet of Things wireless networks, resilience planning, and apps for people with diabetes.
- Engineering and Architecture including the stability of structures, sustainable water treatment, and inclusive design.

We have a good record of success in the Quality Evaluation of the Performance-based Research Fund. These periodic evaluations of research quality provide an indication of the quality, impact and range of research undertaken by staff at Ara. During the last Quality Evaluation, we achieved the fourth highest number of funded Evidence Portfolios (32.65 (FTE-weighted) and fifth highest amount of funding among ITPs (TEC, 2013). We are participating in the next (2018) Quality Evaluation submitting Evidence Portfolios in full compliance with the TEC's requirements for that process.

## The steps we will take

We will work during the next Investment Plan period to:

- Build on the opportunities presented by the Manawa facility to attract new research and development investment;
- Maintain our investment in the development of a research culture aligned with the requirements of our academic programmes and industry and community needs;
- Grow our public profile as a centre of applied 'real-world' research.

## How we will measure our performance

Our overall goal is to continue to develop our research capability and profile, particularly as it relates to our curricula and the needs of regional businesses.

Our Statement of Service Performance commitments relate to ensuring that at least 85% of publications must be quality assured publications, and 70% of research projects are aligned to industry needs (70%), providing a measure of our relevance to industry and other stakeholders and contribution to learner success in advanced degrees (see *Statement of Service Performance*).

## Our commitments

The following tables set out the performance indicators and targets we have set.

**Strengthening Research-based Institutions**

| Performance Indicator | External Research Income | Enrolments at Postgraduate Level | Research Outputs | Quality Assured | Research active staff |
|---|---|---|---|---|---|
| Baseline, 2017 | $83,120 | 21 EFTS, 57 Learners | 184 | 86% | 62% |
| Interim Target, 2019 | $90,000 | 60 EFTS, 160 learners | 170 | 88% | 64% |
| Final Target, 2021 | $110,000 | 90 EFTS, 240 learners | 200 | 90% | 66% |

# Growing international linkages

Ara is a trusted destination for international learners and their families. Our brand in the international market is distinguished by our reputation for excellence and quality. Our reputation is underpinned by our high external evaluation and review rating, the exceptional outcomes achieved by international learners and the quality of Christchurch and Canterbury as a destination.

Our focus during the term of this Plan is ensuring that we strengthen our position in the market by maintaining our reputation for excellence in programme delivery and graduate outcomes, developing new, sustainable pathways for learners aligned to immigration policy and deepening the internationalisation of Ara. We see the further development of Institute to Institute partnerships and the potential for 'campus presence' both on-shore and off-shore as being a key feature of this work.

## Our reputation for excellence

Around 1,700 international learners from over 90 countries choose Ara based on our industry-relevant qualifications, specialised support services and reputation for excellent outcomes. Our international graduates achieve exceptional results recording a programme completion rate in 2017 of 90.1%, higher than domestic learners. The clear majority of learners (86.6% in 2017) report a positive experience at Ara and obtain sustainable employment (Ara, 2018a).

We promote our brand and that of the wider Canterbury region through an active programme of international marketing involving visits to target markets and our network of quality international agents. Learners are supported through excellent advice on pathway and programme options, ongoing learner support and assistance to achieve their learning and vocational goals.

The Education (Pastoral Care of International Students) Code of Practice 2016 is central to the way we support international learners. We have established a governance group involving staff with expertise in learner services, external evaluation and review and international recruitment and support. This group conducts quarterly reviews, and there is an annual internal EER review of our practices for international learners.

## New pathways

Recent changes to immigration policy settings are having a considerable and immediate impact on learner decision-making and underscore the importance of the steps Ara is taking to develop new, sustainable pathways for learners.

We are developing new, more collaborative, relationships with institutions in Europe, India and China. These partnerships provide an opportunity to deepen institutional links, share expertise and provide learners with clear pathways. Important initiatives that we will deliver during the term of this Plan include a double degree with Danish institutions as part of a European Union-funded initiative and '2+2' and '3+1' arrangements with institutions in India and China. These partners leverage our considerable expertise in

construction management which recently underpinned our leadership of the Pacific Trades Partnership, an initiative of the Ministry of Business, Innovation and Employment (Ara, 2018h).

We will increasingly position Ara as a destination of choice for learners considering preparatory studies before enrolment in degree programmes. Our capacity to offer a mix of certificate-level programmes tightly integrated with undergraduate degree programmes is underpinned by our reputation for quality and excellence.

Our experimentation with delivery options will continue including changes to the timing of intakes. A new semester two intake for the Graduate Diploma in Laboratory Technology has proven popular, offering international learners the opportunity to develop their English language skills before enrolment.

## Deepening of internationalisation

Ara has a long-standing commitment to preparing learners for a multi-cultural and globally connected world. The effort of Ara to become an internationally focused organisation began in the mid-1980s when relationships were forged with several universities in Japan and China. Our international division was established in 1989. Explicit organisational goals relating to internationalisation were first set in 1992. These efforts have led to considerable progress with over 50 active agreements with institutions in Asia, Europe, North America, India and Australia promoting exchanges and academic collaboration.

Our Internationalisation Charter (Ara, 2017b) commits the organisation to several principles that guide our approach to supporting learners to live and work in a multicultural and globally connected world. These include ensuring staff are knowledgeable about how to internationalise the curriculum and response to the culture and learning styles of learners, the importance of offering enriching academic and cultural experiences, cultivating a sense of belonging among international learners at Ara and strengthening our academic quality through international linkages.

## The steps we will take

During the term of this Plan we will:

- maintain our track record of exceptional learning and employment outcomes for international learners, particularly those engaged in multi-year programmes;
- continue to ensure that international learners are well-supported exceeding the expectations of The Education (Pastoral Care of International Students) Code of Practice 2016
- develop new high-quality and sustainable pathways aligned with immigration policy settings, particularly the co-development of degree programmes and '3+1'/'2+2' arrangements and promotion of multi-year programme options; and
- deepen our institutional partnership to enrich the lives and potential of our learners and staff and the communities we work with both in New Zealand and abroad.

## Our commitments

The following tables set out the performance indicators and targets we have set.

**Growing International Linkages**

| Performance Indicator | International Enrolments | International Enrolments at Degree level and above |
|---|---|---|
| Baseline, 2017 | 875 EFTS | 388 EFTS |
| Interim Target, 2019 | 840 EFTS | 486 EFTS |
| Final Target, 2021 | 1,020 EFTS tbc | 590 EFTS |

# Outcomes and measures

## Ara is one of New Zealand's leading Institutes of Technology and Polytechnics

**Past performance**

There is an extensive commentary on the performance of Ara about the commitments made in the last Plan, particularly as they relate to the Statement of Service Performance in our 2017 Annual Report (Ara, 2018a).

Some salient points from that commentary are:

- stable enrolments at levels 3+ (down 1.4%) reflecting national trends;
- the decline in student enrolments at levels 1-2 reflecting people requiring foundation education due to better secondary school outcomes and a buoyant labour market;
- high demand for secondary-tertiary pathways programmes reflecting our high-quality offerings;
- a decline in international student enrolments due to uncertainty about immigration policy settings;
- improvements in course and qualification completion rates reflecting the sustained effects of the Ara Advantage initiatives; and
- increased participation at higher levels by Māori and Pasifika, with some modest variability in education outcomes.

Readers may refer to this commentary for comprehensive analysis.

**Employment outcomes**

Post-study outcomes of Ara graduates are exceptionally high overall. TEC Qlikview data indicates that the employment rates of our graduates consistently meet or exceed those of other TEOs. Some salient examples are our higher rates of employment post-study for graduates of:

- Bachelor's degrees with a rate of 55-60% after nine years compared to the sector average of 50-55%;
- Level 1-3 and level 4 certificates, both 55-60% after nine years compared to the sector average of 45-50% (TEC, 2018); and
- the Bachelor of Nursing programme where 94% of graduates found employment after three months compared to the sector average of 80% (NETS, 2018) (*see Case Study: Graduate Employment*).

**Quality assurance reviews**

Ara was assessed as highly confident in both educational performance and capability in self-assessment in 2017.

This rating was an improvement over the previous review when the organisation received a highly confident rating in educational performance and confident in capability in self-assessment.

The most recent review recommended a continued focus on academic professional development, equity of achievement, performance monitoring and cross-institutional consistency (NZQA, 2017).

This Plan describes how we are responding to these recommendations, see *Staff development*, *Boosting achievement of Māori*, and *Boosting achievement of Pasifika*.

**Key changes**

We have outlined how the 2021 - Sustainable Ara plan will change Ara as part of the section *How we are preparing for the future*.

**Performance commitments**

We have completed the Educational Performance Commitments and submitted the relevant document via the TEC's workspace.

# Supplementary information

## Investing to support success

**Statement of Service Performance**

We have prepared a Statement of Service Performance. This statement is supplied as part of our *Supporting documentation.*

**Capital asset management**

Our approach to Capital asset management is set out in the section *Flexible, innovative infrastructure.*

**Sub-contracting register**

Ara has no sub-contracting arrangements.

**Subsidiary bodies**

Ara Institute of Canterbury (Ara) is a Tertiary Education Institution (TEI) that is domiciled and operates in New Zealand. The relevant legislation governing the Institute's operations includes the Crown Entities Act 2004 and the Education Act 1989.

Ara ("the Parent") is a Crown Entity and is established under the Education Act 1989 as a TEI. It provides full time and part time tertiary education in New Zealand. The Ara Group ("the Group") includes Ara, Ara Foundation, and the Ōtautahi Education Development Trust. All subsidiaries are incorporated and domiciled in New Zealand.

At the time of writing, Ara was in the advanced stages of negotiations that were expected to lead to the establishment in partnership with other ITPs of the TANZ e-Campus Limited (see *Sector Leadership*).

The Institute and group provide educational and research services for the benefit of the community. It does not operate to make a financial return. Ara has designated itself

and the Group as public benefit entities (PBEs) for financial reporting purposes.

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# Supporting information

A range of information to support this Plan has been provided to the TEC. This information is provided in template form and includes our performance commitments and mix of provision.

## Ara SAC EPI Commitments (2019 -2021)

| Type | Description | Ethnicity | Level | 2019 Commitments | 2020 Commitments | 2021 Commitments |
|------|-------------|-----------|-------|------------------|------------------|------------------|
| *Text* | *Text* | *Text* | *Text* | *Number* | *Number* | *Number* |
| Expected Graduates | The expected number of non-Māori, non-Pasifika graduates at level 01-03 | Non-Māori and non-Pasifika | Level 1 to 3 | 120 | 130 | 140 |
| Expected Graduates | The expected number of Māori graduates at level 01-03 | Māori | Level 1 to 3 | 50 | 55 | 60 |
| Expected Graduates | The expected number of Pasifika graduates at level 01-03 | Pasifika | Level 1 to 3 | 12 | 16 | 20 |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 1-3 | Non-Māori and non-Pasifika | Level 1 to 3 | 75.2% | 75.2% | 75.2% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 1-3 | Māori | Level 1 to 3 | 19.2% | 19.2% | 19.2% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 1-3 | Pasifika | Level 1 to 3 | 6.7% | 6.7% | 6.7% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 04-07 (non degree) | Non-Māori and non-Pasifika | Level 4 to 7 (non degree) | 82.4% | 82.4% | 82.4% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 04-07 (non degree) | Māori | Level 4 to 7 (non degree) | 13.5% | 13.8% | 14.0% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 04-07 (non degree) | Pasifika | Level 4 to 7 (non degree) | 5.4% | 5.4% | 5.4% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 7 degree | Non-Māori and non-Pasifika | Level 7 degree | 87.4% | 87.4% | 87.4% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 7 degree | Māori | Level 7 degree | 11.5% | 12.2% | 12.9% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 7 degree | Pasifika | Level 7 degree | 3.8% | 4.2% | 4.6% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 8-10 | Non-Māori and non-Pasifika | Level 8 to 10 | 87.8% | 87.8% | 87.8% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 8-10 | Māori | Level 8 to 10 | 11.4% | 12.1% | 12.9% |
| Participation | The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 8-10 | Pasifika | Level 8 to 10 | 3.5% | 4.1% | 4.6% |
| First Year Retention | The first year retention rate for non-Māori, non-Pasifika students at level 04-07 (non degree) | Non-Māori and non-Pasifika | Level 4 to 7 (non degree) | 52.5% | 53.5% | 54.5% |
| First Year Retention | The first year retention rate for Māori students at level 04-07 (non degree) | Māori | Level 4 to 7 (non degree) | 50.5% | 52.5% | 54.5% |
| First Year Retention | The first year retention rate for Pasifika students at level 04-07 (non degree) | Pasifika | Level 4 to 7 (non degree) | 49.0% | 51.0% | 53.0% |
| First Year Retention | The first year retention rate for non-Māori, non-Pasifika students at level 07 degree | Non-Māori and non-Pasifika | Level 7 degree | 80.0% | 81.0% | 82.0% |
| First Year Retention | The first year retention rate for Māori students at level 07 degree | Māori | Level 7 degree | 73.0% | 74.0% | 75.0% |
| First Year Retention | The first year retention rate for Pasifika students at level 07 degree | Pasifika | Level 7 degree | 76.0% | 77.0% | 78.0% |
| Course Completion | The course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at level 01-10 | Non-Māori and non-Pasifika | All | 87.0% | 87.5% | 88.0% |
| Course Completion | The course completion rate for Māori students (SAC eligible EFTS) at level 01-10 | Māori | All | 78.7% | 80.6% | 81.8% |
| Course Completion | The course completion rate for Pasifika students (SAC eligible EFTS) at level 01-10 | Pasifika | All | 75.9% | 78.6% | 81.3% |
| Progression | The progression rate for non-Māori, non-Pasifika students at level 01-03 | Non-Māori and non-Pasifika | Level 1 to 3 | 49.0% | 50.0% | 51.0% |
| Progression | The progression rate for Māori students at level 01-03 | Māori | Level 1 to 3 | 43.0% | 46.0% | 49.0% |
| Progression | The progression rate for Pasifika students at level 01-03 | Pasifika | Level 1 to 3 | 49.0% | 50.0% | 51.0% |
| Research | The amount of external research income earned | All | All | 90,000 | 100,000 | 110,000 |
| International | The number of international student EFTS | All | All | 658.00 | 658.00 | 658.00 |
| Research | The number of Research Degrees completed | All | All | 0.00 | 0.00 | 0.00 |
| | | | | | | |
| | | | | | | |

## Ara YG EPI commitments 2019 -2020

| Type | Description | Ethnicity | Level | 2019 Commitments | 2020 Commitments |
|------|-------------|-----------|-------|------------------|------------------|
| *Text* | *Text* | *Text* | *Text* | *Number* | *Number* |
| Expected YG Graduates | The expected number of non-Māori, non-Pasifika graduates at level 01-03 | Non-Māori and non-Pasifika | Level 1 to 3 | 120 | 130 |
| Expected YG Graduates | The expected number of Māori graduates at level 01-03 | Māori | Level 1 to 3 | 50 | 55 |
| Expected YG Graduates | The expected number of Pasifika graduates at level 01-03 | Pasifika | Level 1 to 3 | 12 | 16 |
| Course Completion | The course completion rate for students (YG eligible EFTS) at levels 01-03 | All | Level 1 to 3 | 80.0% | 81.0% |
| Progression | The progression rate for non-Māori, non-Pasifika students (YG eligible student count) at level 01-03 | Non-Māori and non-Pasifika | Level 1 to 3 | 48.0% | 50.0% |
| Progression | The progression rate for Māori students (YG eligible student count) at level 01-03 | Māori | Level 1 to 3 | 48.0% | 50.0% |
| Progression | The progression rate for Pasifika students (YG eligible student count) at level 01-03 | Pasifika | Level 1 to 3 | 48.0% | 50.0% |

# Ara Youth Guarantee Mix of Provision 2019

| Qualification Code | Qualification Name | NZQF Qualification Level | Qualification Type (Initiative Name) | TLA | Region | EFTS (funded only) | Applicable Funding Rate | Allocation (GST Exclusive) |
|---|---|---|---|---|---|---|---|---|
| Dropdown List | Calculated | Calculated | Calculated | Dropdown List | Calculated | Decimal | Calculated | Calculated |
| NZ2834 | New Zealand Certificate in Construction Trade Skills (Level 3) | L03 | Trades | Christchurch City | Canterbury Region | 14.5000 | $14,300.00 | $207,350.00 |
| NZ2411 | New Zealand Certificate in Hairdressing (Salon Support) | L03 | Trades | Christchurch City | Canterbury Region | 6.0000 | $14,300.00 | $85,800.00 |
| NZ2411 | New Zealand Certificate in Hairdressing (Salon Support) | L03 | Trades | Timaru District | Canterbury Region | 5.0000 | $14,300.00 | $71,500.00 |
| NCEP4T | NCEA Level 2 with a Service Industries Vocational Pathway endorsement. | L02 | Trades | Christchurch City | Canterbury Region | 16.0000 | $14,300.00 | $228,800.00 |
| NZ2201 | New Zealand Certificate in Salon Skills (Introductory) (Level 2) | L02 | Trades | Christchurch City | Canterbury Region | 16.0000 | $14,300.00 | $228,800.00 |
| NCEP6N | Creative Industries Non Trade (Multimedia) (Performing Arts) | L02 | Non Trades | Christchurch City | Canterbury Region | 8.0000 | $10,800.00 | $86,400.00 |
| NZ2100 | New Zealand Certificate in Cookery (Level 3) | L03 | Trades | Christchurch City | Canterbury Region | 12.0000 | $14,300.00 | $171,600.00 |
| NZ2100 | New Zealand Certificate in Cookery (Level 3) | L03 | Trades | Timaru District | Canterbury Region | 2.0000 | $14,300.00 | $28,600.00 |
| NZ2862 | New Zealand Certificate in Foundation Skills (Level 2) | L02 | Trades | Christchurch City | Canterbury Region | 61.2400 | $14,300.00 | $875,732.00 |
| NZ2862 | New Zealand Certificate in Foundation Skills (Level 2) | L02 | Trades | Timaru District | Canterbury Region | 36.0000 | $14,300.00 | $514,800.00 |
| NCEP4T | NCEA Level 2 with a Service Industries Vocational Pathway endorsement. | L02 | Trades | Timaru District | Canterbury Region | 9.0000 | $14,300.00 | $128,700.00 |

# Ara SAC Level 3+ Mix of Provision 2019-2020

| Course Classification Name | Level of Study | Funding Category | Course Classification Code | 2019 Plan EFTS | 2019 Value of Funded Delivery | 2019 Unfunded EFTS | 2019 Value of Unfunded Delivery | 2019 Total EFTS | 2019 Total Value of Delivery | 2020 Plan EFTS | 2020 Value of Funded Delivery | 2020 Unfunded EFTS | 2020 Value of Unfunded Delivery | 2020 Total EFTS | 2020 Total Value of Delivery |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **TOTALS** | | | | 5,731.1885 | $53,510,873.60 | 0.0000 | $0.00 | 5,731.1885 | $53,510,873.60 | 5,731.1885 | $53,510,873.60 | 0.0000 | $0.00 | 5,731.1885 | $53,510,873.60 |
| Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences | Non degree | A1 | 3 | 692.0502 | $4,356,456.01 | | $0.00 | 692.0502 | $4,356,456.01 | 692.0502 | $4,356,456.01 | | $0.00 | 692.0502 | $4,356,456.01 |
| Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences | Undergraduate | A2 | 3 | 324.8750 | $2,045,088.13 | | $0.00 | 324.8750 | $2,045,088.13 | 324.8750 | $2,045,088.13 | | $0.00 | 324.8750 | $2,045,088.13 |
| Architecture; Quantity Surveying | Non degree | B1 | 2 | 215.1250 | $2,071,653.75 | | $0.00 | 215.1250 | $2,071,653.75 | 215.1250 | $2,071,653.75 | | $0.00 | 215.1250 | $2,071,653.75 |
| Computer Science | Non degree | B1 | 6 | 78.8718 | $759,535.43 | | $0.00 | 78.8718 | $759,535.43 | 78.8718 | $759,535.43 | | $0.00 | 78.8718 | $759,535.43 |
| Fine Arts; Design | Non degree | B1 | 12 | 30.0000 | $288,900.00 | | $0.00 | 30.0000 | $288,900.00 | 30.0000 | $288,900.00 | | $0.00 | 30.0000 | $288,900.00 |
| Health Related Professions | Non degree | B1 | 17 | 63.7500 | $613,912.50 | | $0.00 | 63.7500 | $613,912.50 | 63.7500 | $613,912.50 | | $0.00 | 63.7500 | $613,912.50 |
| Computer Science | Undergraduate | B2 | 6 | 266.7500 | $2,568,802.50 | | $0.00 | 266.7500 | $2,568,802.50 | 266.7500 | $2,568,802.50 | | $0.00 | 266.7500 | $2,568,802.50 |
| Fine Arts; Design | Undergraduate | B2 | 12 | 237.5000 | $2,287,125.00 | | $0.00 | 237.5000 | $2,287,125.00 | 237.5000 | $2,287,125.00 | | $0.00 | 237.5000 | $2,287,125.00 |
| Music And Performing Arts | Undergraduate | B2 | 16 | 151.8750 | $1,462,556.25 | | $0.00 | 151.8750 | $1,462,556.25 | 151.8750 | $1,462,556.25 | | $0.00 | 151.8750 | $1,462,556.25 |
| Health Related Professions | Undergraduate | B2 | 17 | 55.8872 | $538,193.74 | | $0.00 | 55.8872 | $538,193.74 | 55.8872 | $538,193.74 | | $0.00 | 55.8872 | $538,193.74 |
| Medical Imaging | Undergraduate | B2 | 25 | 107.0000 | $1,030,410.00 | | $0.00 | 107.0000 | $1,030,410.00 | 107.0000 | $1,030,410.00 | | $0.00 | 107.0000 | $1,030,410.00 |
| Health Related Professions | PG Taught | B3 | 17 | 44.8750 | $549,404.63 | | $0.00 | 44.8750 | $549,404.63 | 44.8750 | $549,404.63 | | $0.00 | 44.8750 | $549,404.63 |
| Engineering; Technology | Non degree | C1 | 11 | 3.2500 | $37,625.25 | | $0.00 | 3.2500 | $37,625.25 | 3.2500 | $37,625.25 | | $0.00 | 3.2500 | $37,625.25 |
| Architecture; Quantity Surveying | Undergraduate | C2 | 2 | 141.1250 | $1,633,804.13 | | $0.00 | 141.1250 | $1,633,804.13 | 141.1250 | $1,633,804.13 | | $0.00 | 141.1250 | $1,633,804.13 |
| Engineering; Technology | Undergraduate | C2 | 11 | 184.9138 | $2,140,747.06 | | $0.00 | 184.9138 | $2,140,747.06 | 184.9138 | $2,140,747.06 | | $0.00 | 184.9138 | $2,140,747.06 |
| Midwifery (3 Year Undergraduate) | Undergraduate | C2 | 27 | 99.8782 | $1,156,289.92 | | $0.00 | 99.8782 | $1,156,289.92 | 99.8782 | $1,156,289.92 | | $0.00 | 99.8782 | $1,156,289.92 |
| Midwifery (3 Year Undergraduate) | PG Taught | C3 | 27 | 4.1250 | $60,695.25 | | $0.00 | 4.1250 | $60,695.25 | 4.1250 | $60,695.25 | | $0.00 | 4.1250 | $60,695.25 |
| Business; Accountancy; Office Systems/Secretarial; Management | Non degree | J1 | 4 | 317.8604 | $2,000,931.22 | | $0.00 | 317.8604 | $2,000,931.22 | 317.8604 | $2,000,931.22 | | $0.00 | 317.8604 | $2,000,931.22 |
| Business; Accountancy; Office Systems/Secretarial; Management | Undergraduate | J2 | 4 | 366.2500 | $2,305,543.75 | | $0.00 | 366.2500 | $2,305,543.75 | 366.2500 | $2,305,543.75 | | $0.00 | 366.2500 | $2,305,543.75 |
| Agriculture, Horticulture | Non degree | L1 | 1 | 40.6161 | $439,466.20 | | $0.00 | 40.6161 | $439,466.20 | 40.6161 | $439,466.20 | | $0.00 | 40.6161 | $439,466.20 |
| Osteopathy; Acupuncture | Undergraduate | L2 | 3.1 | 13.1250 | $142,012.50 | | $0.00 | 13.1250 | $142,012.50 | 13.1250 | $142,012.50 | | $0.00 | 13.1250 | $142,012.50 |
| Comprehensive Nursing | Undergraduate | L2 | 24 | 670.5466 | $7,255,314.21 | | $0.00 | 670.5466 | $7,255,314.21 | 670.5466 | $7,255,314.21 | | $0.00 | 670.5466 | $7,255,314.21 |
| Priority Engineering | Non degree | N1 | 11.1 | 84.3750 | $1,083,796.88 | | $0.00 | 84.3750 | $1,083,796.88 | 84.3750 | $1,083,796.88 | | $0.00 | 84.3750 | $1,083,796.88 |
| Priority Engineering | Undergraduate | N2 | 11.1 | 65.5000 | $841,347.50 | | $0.00 | 65.5000 | $841,347.50 | 65.5000 | $841,347.50 | | $0.00 | 65.5000 | $841,347.50 |
| Trades 2: All Trade Courses other than for Trainees under Part III of the Industry Training Act 1992 and Agricultural, Horticultural, Forestry, and Primary Industry Cadets | Non degree | P1 | 22 | 1012.9328 | $10,536,526.99 | | $0.00 | 1012.9328 | $10,536,526.99 | 1012.9328 | $10,536,526.99 | | $0.00 | 1012.9328 | $10,536,526.99 |
| Vocational Training for Industry: All courses where delivery is comparable to industry training | Non degree | P1 | 22.1 | 170.0064 | $1,768,406.57 | | $0.00 | 170.0064 | $1,768,406.57 | 170.0064 | $1,768,406.57 | | $0.00 | 170.0064 | $1,768,406.57 |
| Science | Non degree | V1 | 18 | 171.1250 | $1,926,525.25 | | $0.00 | 171.1250 | $1,926,525.25 | 171.1250 | $1,926,525.25 | | $0.00 | 171.1250 | $1,926,525.25 |
| Science | Undergraduate | V2 | 18 | 117.0000 | $1,609,803.00 | | $0.00 | 117.0000 | $1,609,803.00 | 117.0000 | $1,609,803.00 | | $0.00 | 117.0000 | $1,609,803.00 |