

NORTHTEC
INVESTMENT PLAN
2011-2013



North Tec
TAI TOKERAU WĀNANGA

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1. Plan Context: Our Environment:

a. Relevance of provision to the needs of learners, communities and business:

NorthTec operates throughout a large geographic area, covering the Northland region and Rodney district. This consists of:

- Predominantly rural areas, other than the urban centres of Whangarei and Orewa/Whangaparoa. The total population served is in excess of 238,000 people, and covers some of the fastest growing areas in New Zealand.
- Families generally earning below national average incomes, particularly in northern and western areas.
- The percentage of people obtaining tertiary level education (35%) is lower than the national average.
- Higher unemployment compared with other regions in New Zealand.
- High Maori population, particularly in western areas. The Far North has approx 45% Maori population, with the Hokianga being in excess of 80%. Overall, Maori make up around 31% of the total population.
- Lower than average access to broadband, coupled with capacity and speed issues with the current fibre network. This limits the potential of KAREN at present, but NorthTec intends to review its usage of KAREN during 2011 depending on the rate at which these improve. Whilst access issues will be addressed over coming years, affordability will still be an issue for much of the community.
- Large distances between towns and lack of public transport mean NorthTec has to provide campuses in Whangarei, Kerikeri, Kaikohe, Rawene and Kaitiāia. In addition, third party facilities are utilised in other communities such as Silverdale and Warkworth.
- Industry is limited in Northland. It focuses at present on forestry, tourism, dairy farming and horticulture. It is in these areas NorthTec is looking to ensure relevant courses are run.

- Key future economic initiatives are:
 - Development of the port and surrounding land at Marsden Point to attract industry. NorthTec sees potential for a presence and has had initial discussions regarding a shared facility with Whangarei District Council in the future.
 - A joint venture between local, regional, and central government, plus private sector groups will see an extensive minerals survey carried out.
 - Extensive Treaty Settlements will be made over coming years, allowing Iwi to invest in the economic growth of the region, and requiring more upskilling. NorthTec has expanded the role of its Maori Directorate to take advantage of opportunities.

All local government councils have issues outcome statements as part of their 2009-2019 Long Term Council Community Plans. These include Rodney, Kaipara, Whangarei and Far North District Councils as well as the regional councils. All are very similar and can be summarised by the following extracts from the Northland Regional Council:

“Northland Regional Council has identified the sustainable growth and development of the Northland region as a priority. Achieving a successful future for Northland will require a common understanding of where we are now and where we want to be as a region.

The Council (NRC) has identified four main platforms for growth being: Economic Opportunities, Integrated Infrastructure, Regional Leadership and Environmental Management. These platforms for growth have been used throughout the Northland Community Plan to show how the Council’s activities are being aligned to them. They will also be used as cornerstones for the development of the Regional Growth Programme for Northland.

The ability to converge economic growth, enhanced infrastructure, democratic leadership and environment protection will determine whether Northland has a prosperous future or continues with poor productivity and a low wage economy. Infrastructure, education, skills attraction, innovation, productivity and inward investment are all key areas that must be addressed with a focused approach and a clear direction, set objectives, timelines and measurable outcomes.

Community Outcome Priority 5

Northland residents are educated and skilled

What this outcome means

- Provision of relevant industry-based training which enables the local labour force to meet the skill requirements of the local industries;
- The number of residents who achieve formal secondary and tertiary qualifications continues to increase;
- Provision of a range of quality educational training opportunities; and
- Good access and participation in early childhood education.

Outcome indicators

- Educational attainment of the adult population.
- Participation in early childhood education.
- Highest qualifications of school leavers.
- Employment rate.

Partners for achieving this outcome

- Education providers
- Northland Intersectoral Forum (NIF)
- Industry
- Ministry of Education

The largest age group in the Northland Region at the 2006 Census was 10-14 year olds (12,951).

These people will be moving into tertiary education during the period of this investment plan. As such there is a great opportunity for NorthTec to be the provider of choice for these students, and meet one of the core outcomes for the region. At present, approximately 25% of the school leavers in Northland attend courses at NorthTec. With the potential opportunities for economic growth in Northland, and targeting courses to be relevant to these areas, there is potential to increase this to 30% to 35%.

b. Alignment with NorthTec's Vision and Strategy:

NorthTec is currently revising its purpose and vision statement. In essence our purpose is to **Be an inspiration to our Communities**, and our vision is to **Be the provider of choice and the place to go for tertiary education in Northland**.

Under the TES framework, NorthTec needs to ensure it remains financially and academically viable. As such it will have:

- High quality, nationally recognised graduates
- Be seen by employers as the place to look for talent.
- Be an innovative leader in vocational tertiary education.
- Be seen as a sought after place to work.
- Be valued by the communities of Northland.
- Be recognised nationally as a top performing vocational learning organisation.

c. Alignment with TES Priorities:

NorthTec notes that TES has defined the core roles and expectations for ITP's and will detail how it plans to achieve these.

Core Roles

To deliver vocational education that provides skills for employment.

To undertake applied research that supports vocational learning and technology transfer.

To assist progression to higher levels of learning or work through foundation education.

Government Expectations

Enable a wide range of students to complete industry-relevant certificate, diploma and applied degree qualifications.

Enable local access to appropriate tertiary education.

Support students with low literacy, language and numeracy skills to improve these skills and progress to higher levels of learning.

Work with industry to ensure that vocational learning meets industry needs.

In particular, NorthTec will be embracing the following priority groups:

Younger Learners

The TES sets a clear expectation that tertiary providers and ITOs will continue to build better transitions from secondary to tertiary education, contributing to a progressive increase in qualification completions at higher levels. Youth Guarantee funding will support the achievement of this TES priority, and is an integral part of NorthTec's strategy.

For younger learners (under 25 years of age) who are well-prepared for successful tertiary study, particularly school-leavers who have achieved the necessary NCEA credits for university entrance, tertiary providers are expected to focus on improving qualification completions at NQF Level 4 and above, particularly at degree level.

For younger learners who are less well-prepared for successful tertiary study, and learners of all ages enrolled in NQF Level 1-3 qualifications, tertiary providers and ITOs are expected to focus on improving rates of progression to higher levels of study. The embedding of literacy and numeracy in all NQF Level 1-3 programmes will strengthen progression to higher levels of study.

Maori and Pacific Learners

The number of Maori and Pacific learners in tertiary education has been increasing, but improving successful transitions from secondary to tertiary education for these learners is essential. They are significantly under-represented at diploma, degree, and post-graduate levels of study and over-represented in rates for non-completion and non-continuation into a second year of study.

The Government expects all tertiary providers and ITOs to improve transitions and results for Maori and Pacific learners, depending on the qualifications in which they are enrolled. This is a particularly important area given the projected population growth for these two groups over the next 20 years. Due to demographics, NorthTec's focus will be on Maori learners, rather than Pacific learners.

Improving literacy, numeracy, and skills outcomes

Literacy and numeracy

Effective provision at NQF Levels 1-3 prepares learners and trainees to succeed at higher levels of tertiary education and progress to higher skilled jobs. Provision at these levels will be expected to:

- be practical and vocationally focused
- strengthen learners' literacy and numeracy skills
- be delivered face-to-face or, for wananga, through a Maori paradigm
- result in increased progression to higher levels of study.

Tertiary providers and ITOs are expected to embed literacy and numeracy in an increasing proportion of NQF Level 1-3 provision as part of “business as usual”. This proportion will be monitored through the Single Data Return (SDR) and industry training data collection.

From 2011 all NQF Level 1-3 provision that includes literacy and numeracy will use the Literacy and Numeracy for Adults Assessment Tool for those learners whose skills fall within the Learning Progressions. Evidence of learners improving their literacy and numeracy skills as measured by the Literacy and Numeracy for Adults Assessment Tool may be considered as part of measuring performance.

Skills outcomes

Tertiary providers and ITOs need to ensure that they equip learners who are already in the workforce with relevant, work-focused skills to boost New Zealand’s economic productivity. These learners include apprentices and industry trainees as well as those studying for higher-level trade, technical, or professional qualifications.

Whilst there has been a move to level 4 and above provision, NorthTec still clearly has a commitment to focus on provision below level 4, which may limit further movement at a point beyond this plan period. A similar argument applies to the other than under 25 year olds, who will still need to be catered for in our courses. These are areas where NorthTec will continue to consult with its stakeholders in order to provide the most appropriate courses.

2. Summary or Activity

a. How NorthTec is Making Changes:

Operationally the focus has been on continuing to meet stakeholder requirements and national strategies noting that NorthTec needs to continue to provide reasonable levels of foundation level education (especially literacy, digital literacy and numeracy) whilst also moving students through to study at Level 4 and above.

Identifying and Meeting Stakeholder Needs and the impacts on EFTS

Courses - Methods for ongoing engagement and consultation across the industry sector have also been established as a result of work being undertaken for an employer survey. Community and Industry contribution into NorthTec’s local advisory committees (LAC’S) is seen as a valuable way to obtain feedback on the content of programmes and the ability of graduates to be work ready. One such example has been the implementation of industry

focused lunches where information is shared between industry members and NorthTec staff.

The Advisory Processes *policy* has been rewritten to ensure more meaningful collation of information that underpins the strategic direction of programmes and provides a communication channel for LAC members to senior management. In addition each programme area is now required to have established advisory processes with industry in the format of an annual plan. The implementation of the new policy requirements with programme managers is ongoing.

Two major surveys have been undertaken:

2008 Employer Survey

2009 Graduate Employer Survey

The NorthTec Council has been provided with the results of the 2008 survey and has also been kept up to date with the 2009 graduate employer survey and subsequent actions. In addition to these surveys regular reports have gone to the NorthTec Council in regard to stakeholder engagement.

Results from the 2009 survey

Overall Results:

	Strongly agree	Agree	Disagree	Strongly disagree
Question 1				
NorthTec graduates have the skills the employer requires	30%	63%	7%	0%
Question 2				
NorthTec graduates have the knowledge the employer requires	19%	74%	7%	0%
Question 3				
NorthTec graduates are able to acquire new skills readily	19%	74%	7%	0%
Question 4				
The course has adequately prepared the NorthTec graduates for work	14%	76%	10%	0%

Employers contacted:

Of the 206 Companies /organisations contacted in October 2009 26% confirmed that they have NorthTec 2007 to 2009 graduates currently working for them.

Participation Rate:

The survey return rate was 57% of the employers identified who currently employ NorthTec Graduates. 62% of the employers who participated had a maximum of one to two NorthTec Graduates (2007 to 2009 graduates) employed, 38% had between three to five employed at the time the survey was carried out.

Part 2 will be carried throughout 2010. This will include focus groups exploring results of the survey and feedback given by the employers who participated in the 2009 survey. This will help with designing suitable action plans and with implementing necessary changes to improve overall graduate employer satisfaction.

Closer Liaison with Careers Services

Multiple joint initiatives are run with community and educational organisations to promote NorthTec to school leavers. NorthTec works with Career Services on Information Sessions (6 per annum), Whangarei Career Expo, Tai Tokerau Tour (senior Maori students) and more recently co-operation regarding the Youth Guarantee Programme. In addition we undertake joint initiatives with Youth Transition, CATE and private education providers in the region.

During 2009 NorthTec introduced three new programmes for the secondary school market: Explorer Day Year 9, Discovery Day for year 10 and NorthTec Experience for Year 11. These days are run at NorthTec's campus where the students have "hands on" activities and a tour of the campus. This gives the students the opportunity to gain a better understanding of tertiary study and what NorthTec can offer them once they leave school.

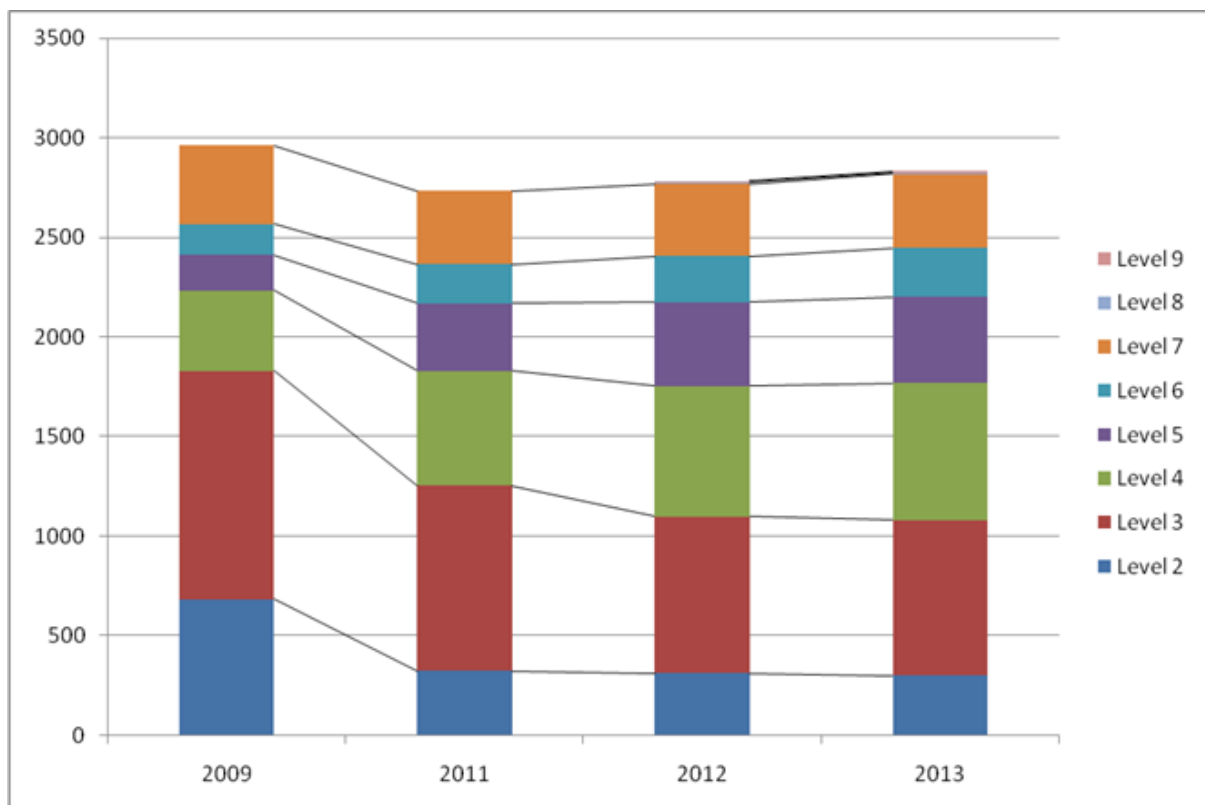
Two days of trade workshops (at the Future Trades campus) have been offered to senior secondary school leavers, resulting in excellent attendance and feedback.

Relationships with Northland schools are strong with the experiential marketing programme increasing relationship building.

Star and Gateway programmes offered in the Tai Tokerau region have been well received with enquires being made as to how more trades related unit standards may be delivered in the future. A database is being developed that will track student movement between schools and NorthTec.

This refocusing of courses has led to a reduction in lower level (non RCHS) provision as shown in the graph. Opportunities are being leveraged to increase usage of new facilities such as Future Trades and the Arts Precinct (due to be completed in 2011) EFTS in levels 4 and above increase primarily from Trades (carpentry and fabrication), Maori Arts, New Media and Environment.

EFTS by Level by Year



International EFTS represent a small portion of our current total EFTS (around 3%). It is important for NorthTec to build its reputation around niche markets, and to ensure the tertiary experience meets the international students' expectations. Target markets are China and India at present, with potential in South America also being explored. These initiatives will start to kick in during 2011 and 2012 with plans to at least double the number of international EFTS over the plan period.

A strategic decision has been made to shift from some of the higher funded programmes to those where students are more likely to find placement in a job upon completing their course. An example is Primary Industries. The impact of this is an increase in EFTS from 2,689 in 2011 to 2,739 in 2013, whilst funding does not grow.

However, NorthTec will retain the flexibility to offer a range of courses of both long and short term duration to meet the needs of stakeholders. Ongoing consultation with these groups will assist NorthTec in being as flexible as possible with the courses it offers.

At present NorthTec does not generate returns from research or technology transfers. These are areas which will be reviewed in 2011 to see what opportunities are available, as it is critical for NorthTec to look for alternative sources of income other than central government funding.

Collaboration

A key outcome of the above work has been the greater level of interaction with local industry around establishing training needs and priorities within the region. NorthTec has also taken the opportunity to collaborate with other ITP providers across the sector i.e. other TANZ members, to access programmes (and assist in the development of others) that will meet the region's identified education and training priorities. Examples are;

- Social Services: reciprocal moderation with Nelson
- Bachelor of Applied Management: Otago and CPIT from 2011
- Sport and Recreation: AUT for third year Bachelor of Sport & Recreation

Improving Retention and Completion Rates

As well as work focused on setting up structures, getting people in place and gathering information and data the following action has taken place over this reporting period:

- We have, within NorthTec, agreed definitions for all EFTS/Student related KPI's.
- We have created a Master List of all KPI's to ensure consistency.
- Progress against key KPI's (For example Crown Loan and Investment Plan) are regularly reported to the NorthTec Council.
- We have developed reporting from the Aware Software system to meet all KPI's except Progressions.
- We have developed an Access database and a reporting process to enable Progression reporting.

Work is now focusing on how to use this data, how it can be shared and how we can feed back to the community how the data has been and will be used. Work is currently underway on updating systems and improving reporting for both internal and community needs.

Student Retention Activities and Initiatives

Initiatives and programmes to achieve the retention and success targets include:

1. Learning Style Assessment Tool: Research into the use and benefits of various learning style assessment tools has taken place. Results reported have been compared and use of a specific learning style assessment tool has been investigated.
2. Retention, Success and Progression Investigation: Research on retention and success programmes and initiatives, used nationally and internationally, has been carried out. A formal investigation consisting of a survey and focus groups has been designed and will be carried out over the next two months. Action plans based on feedback are being designed in 2010. This will involve use of the Aware tool.
3. Scholarships for school leavers wishing to study NorthTec degrees have been offered since 2008 school leavers. This has helped improve percentage of under 25s entering NorthTec degree programmes. The Northland District Health Board Maori Scholarship has been developed and will be offered to all eligible Maori students wishing to study or continue their studies that would secure employment in the health sector once they qualify. In 2010, 20 NorthTec students were awarded the NDHB Scholarships to the value of \$47,162. NDHB will determine how many scholarships are awarded each year.
4. Student Success Programme: this programme was designed and implemented in 2009 to help scholarship students succeed. Feedback has been very good and scholarship students report that they have access to necessary help, if and when needed. Implementation planning has taken place early 2010. Past scholarship students will also be involved in mentoring new scholarship students. Other student support programmes target various student groups to ensure all students are fully supported and are able to succeed.
5. Career Advice and support: work with Career Services to offer more career advice / support to our regional students has taken place. Career Advice workshops have been designed to embed into final year courses, and these have been successful. Career advice is now being offered to enquirers who are unsure which programme they should enrol in and to students who don't have the entry criteria of their first choice, to help assist with correct placement to improve retention and success.
6. Early Intervention Tool: research has been carried out into the use of early intervention tools used nationally and internationally to help improve success of students. A NorthTec specific early intervention programme/tool was designed and piloted in 2009. Students and tutors report that this tool helps provide the extra assistance needed to guarantee student success. An implementation plan will be created once the pilot has been completed and progress will be reported in the next QRP report.

7. The appointment of the Kai Takawaenga (Maori/ PI Student advisor) has proven to be most successful. This extra support is focused specifically on Maori and Pacific Island students. A strong focus has been to establish an Iwi scholarship database and to offer assistance to the students wishing to apply for these external scholarships.

8. As a result of the strong focus on providing more student support services to our regional students, we now have learning support, student advisory, career advisory and counselling staff based on our main campuses (Whangarei and BOI-Kerikeri) and learning centres (Rawene, Kaikohe, Kaitaia), with a disabilities and Kai Takawaenga mobile service. Feedback has been extremely positive with students and staff expressing their appreciation in having these services locally and easy to access when and if needed. In 2010 the Student Success team (Student Support Department) has focussed on providing more support to our online learners. This team have also designed a CD that can now be sent out to all students, to ensure they are aware of the team and the services that they are able to access.

Improving Quality

NorthTec places a high priority on meeting the quality expectations described in the Tertiary Education Strategy and has undertaken the following activities to support quality improvement:

- The Quality Management System and Academic Statute have been updated to reflect the new management structure introduced early 2010. Further updates will occur as the management structure is refined.

- To meet the expectations of the Self Assessment External Evaluation and Review (SAEER) quality framework gazetted January 2009, Institutional Quality staff have developed a comprehensive Self Assessment programme, and progressively implemented the programme across the institution. Key quality staff have facilitated self assessment activities in academic and service areas within the institution, and two self assessment workshops have been provided for NorthTec Councillors... NorthTec engaged in the scheduled mid-term Quality Review conducted in May 2010 by ITP Quality, and received a highly positive outcome.

- An institutional information programme has commenced providing management and staff with details of the Incentives and Sanctions proposal, presented by the New Zealand Qualifications Authority as the lynch pin of the SAEER quality assurance framework.

- Key quality staff have participated in Targeted Review of Qualifications (TRoQ) seminars and activities, and provided information and advice to council, management and staff. NorthTec is currently preparing to meet the ongoing impact of the TRoQ.
- A Research Coordinator has been appointed to consolidate institutional research activities and ensure the most efficient and effective use of research funding.
- A comprehensive data system has been developed and made available to all staff to provide a foundation for evidence based self assessment activities. The system also supports the data integrity programme used to provide certainty around analysis of performance against the Educational Performance Indicators, used by the TEC to provide the wider public with information on institutional performance.

NorthTec has developed a high trust relationship with both Institutes of Technology and Polytechnics Quality (ITP Quality) and the New Zealand Qualifications Authority (NZQA), and will positively embrace new quality initiatives being introduced to the sector over the next three years.

Curriculum and Timetabling

A common timetable was implemented across all NorthTec campuses and learning centres during 2009 with the expectation that this will allow for synergies amongst programmes and courses assisting in providing more efficient use of resources. This has involved implementing a 17 week semester with shared semester dates (the exception being programmes that rely on outside agencies for clinical placements). Also planned, amongst other initiatives, is a common examination timetable for students from different courses to maximise resource efficiencies.

Expenditure and Financial Viability

The focus continues to be to help create a sustainable surplus for NorthTec. The first key initiative was to use the Tribal Benchmarking data to look for the extreme areas of difference and investigate how we could make savings.

Initial analysis of the benchmark data identified activities where significant savings appeared possible. The following areas have been reviewed:

- Number of teaching staff
- Number of Programme Managers/Coordinators
- Costs of Registry

- Travel costs
- Communication costs

Staff were asked for their input into how money can be saved throughout the institution - in particular in their own programme area. These ideas were then analysed and where practicable acted upon and savings incorporated into the 2010 budget.

Ongoing improvements in the Finance area include improvements to in-depth budgeting and forecasting, how managers can understand their monthly financial statements, looking at their EFTS to Staff ratios and looking for areas that could benefit by efficiencies. These are being achieved via a mix of structural changes, training and system improvements.

The latter part of 2010 and early 2011 will see further enhancements to reporting (particularly linking data held in core systems such as Technology One, Artena and Syllabus Plus), improved budgeting module and enhancements to Unimarket (purchasing system) for 2011.

Improvements to classroom and vehicle booking systems are currently being reviewed, for planned 2011 implementation.

ICT costs and processes are currently under review, with the aim of further reducing costs and providing improved delivery during 2011.

In Registry, an analysis of workflows over the past year will continue as a new version of the student management system, Artena, is implemented. An outside organisation, LSI Consultants, was brought in to process map the department, activities and specific processes. Recommendations were incorporated into the restructure.

Organisational Restructure

NorthTec carried out a significant organisational restructure in 2010. Taking into account the Tertiary Education Strategy, the new structure was conceived following staff consultation on the following premises:

- *Form Follows Function*
Primary goals were a refocus of activities under the strategy, to group like functions.
- *Span of Control*
The review more evenly distributes the span of control across the second tier whilst still allowing the CEO to focus on NorthTec's strategic direction.

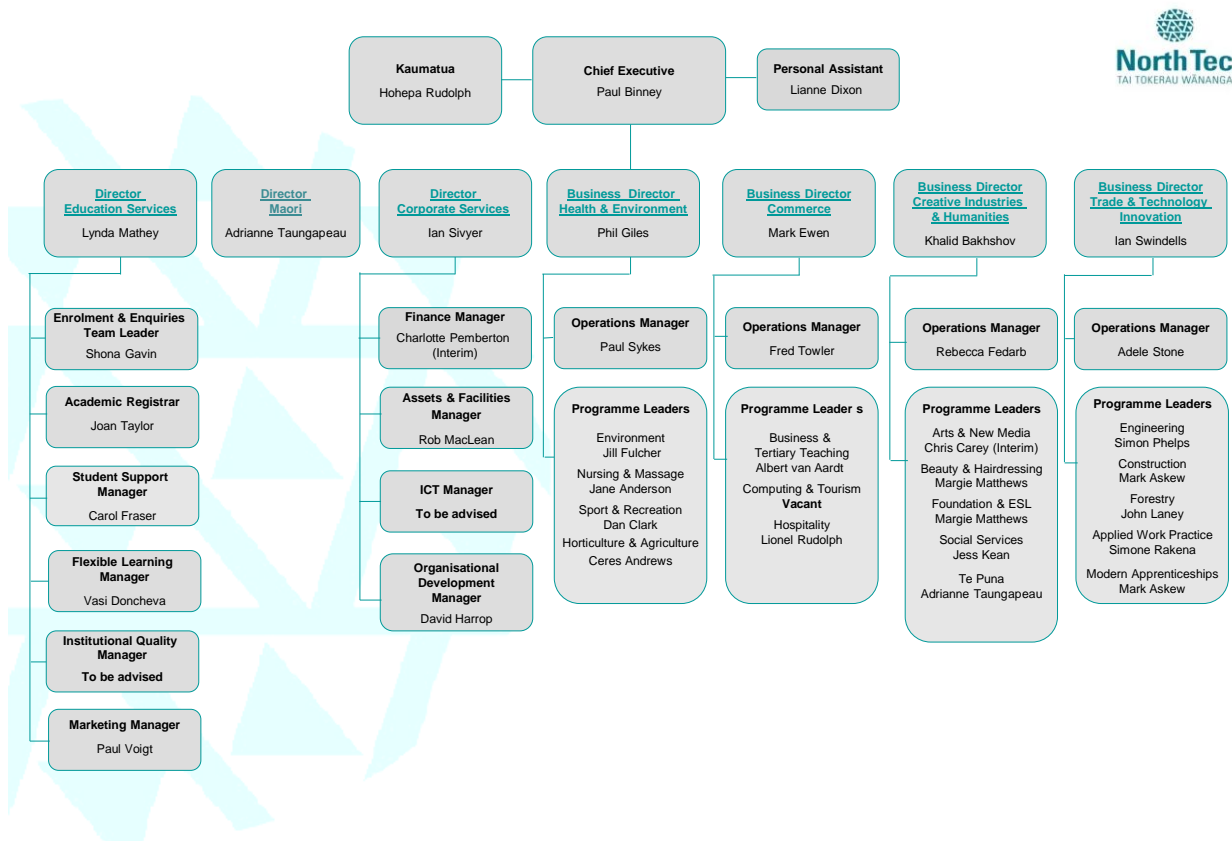
- *Value for Money*

A core principle is to ensure second tier roles have broad accountability over a number of functions which separate out at third and fourth tier levels.

- *Clear Lines of Accountability*

Clear lines of accountability are needed to minimise the risk of activities not being undertaken due to lack of clarity and responsibility. This in turn places greater importance on good management relationships to ensure functional co-operation occurs.

At present most management positions have been filled, including the role of Chief Executive. The new structure is as follows:



The changes to the organisational structure have resulted in a saving of 31 FTE, worth an estimated \$2.5 million per annum, effective from 2011. Just over half the managers (tiers 2/3) within the new team were reappointed from the old structure, giving a good mix of experience with some new blood. The calibre of appointees is high.

b. How NorthTec Will Address TEC Priorities

What processes do you have in place to ensure quality teaching and learning?

NorthTec is currently implementing a quality assurance self assessment and external evaluation model. Over the next 3 years, NorthTec academic and allied staff will participate in the internal self evaluation and assessment activities in preparation for the external evaluation, which is scheduled for 2012. By focusing on improving NorthTec's quality assurance system, through the implementation of the self evaluation model, NorthTec will be able to understand performance and bring about positive change. NorthTec is focused on improving educational outcomes to increase quality and value for learners. Work on designing a policy, procedure and system for management observations of teaching and learning has begun and will be implemented in 2011. This will contribute to the qualitative evidence being gathered for action plans, which are being designed as part of the self assessment model. Service standards have been developed and will be monitored annually. These standards will be reviewed to ensure NorthTec is able to continue delivering improved quality services and ensure quality teaching and learning.

NorthTec is currently investigating the possibilities of carrying out a student engagement survey. Student engagement is linked with high quality learning outcomes and NorthTec has identified that understanding and effectively managing student's engagement plays a significant role in enhancing learning processes and outcomes for students. Information gathered from a student engagement survey can be used to improve student outcome, manage and monitor resources, programmes and services, and help NorthTec identify how to attract and importantly retain students.

Over the next year, NorthTec will be implementing a completion programme, consisting of a reporting database system, which will assist management and staff to monitor academic results, completion and progression data. This will enable NorthTec to address poor completion and progression issues as and when they occur, which will allow for a proactive response and help ensure continuous improvement in the quality of teaching and learning.

Work on the creation of programme pathways specifically from the Foundation Programme into other programme areas will take place in 2011. The aim is to raise the literacy, language and numeracy skills of students wishing to progress to level 4 and above. This will also develop the underpinning academic skills and therefore make successful outcomes more likely.

Over the next year, placement assessments and entry criteria will be reviewed and a new placement assessment programme will be introduced in 2012. This is to ensure that students are placed at the right level and on the right course/programme to guarantee their success and ensure that the student receives the necessary support to enable them to complete their courses and progress onto higher education.

NorthTec will be promoting a culture change to ensure all academic and allied staff become reflective practitioners to improve the quality of teaching and learning. Over the next 3 years NorthTec will focus on improving staff capability to enhance student experiences. NorthTec will do this by improving staff recruitment selection processes to ensure successful candidates have the skills, experience and relevant qualifications to meet existing and future job demands. NorthTec will also support and develop staff to meet the changing needs of the students and employers.

NorthTec will encourage, promote and support positive change in the work and learning culture that is supportive, providing an environment in which staff and students can realise their full potential. NorthTec will do this by ensuring student and staff diversity, meeting obligations under the treaty of Waitangi and assuring high academic standards are achieved. Over the next 3 years, NorthTec will also develop a culture of recognition and celebration for the achievements of staff and students.

In 2011, NorthTec will develop and implement a strategy for enhanced student retention at institution wide. This strategy will focus on improving student learning journey from initial enquiry through to progression to higher education or employment. Further investigation into improving the student learning journey will take place over the next year. Information gathered will enable NorthTec to continue improving the quality of teaching and learning. NorthTec will also focus on embedding student support into the programmes, improving student contact and access to support services and fully implementing a student retention programme and learning style assessments to improve the student learning experience and ensure they succeed.

How are we showing that our programme meets the vocational needs of employers?

Over the next 3 years, NorthTec will carry out an annual Graduate Employers' Survey and a Graduate Survey. Information from these surveys will be used to improve quality of programmes and ensure NorthTec graduates are ready for employment. A new stakeholder engagement model will be fully implemented during 2011. Continuous consultation with industry and employers will be a focus of the newly formed marketing team as well as senior management. Over the next year, NorthTec will focus on developing better relationships with NorthTec graduate employers, prospective employers and industry representation groups through activities such as industry lunches, employment fairs, and internship industry placement events. By improving communication between NorthTec and these employers, NorthTec will establish the best means of interacting with the relevant industry groups and employers to gain feedback and ensure our programmes meet their vocational needs. An Alumni database and club will be established in 2012 to help NorthTec improve communication with past students and graduate employers and assist with assessing and monitoring the vocational needs of the employers.

Improvements in Attributes as per the CAMS Improvement Plan

NorthTec will continue to improve its existing Capital Asset Management (CAMS) Planning systems and processes in line with the guidelines issued by the TEC. NorthTec has dedicated resourcing to this area and high level timelines show NorthTec being able to meet the recently distributed CAMS commitment plan targets distributed by the TEC. The key targets are:

- a. 2011 Shift to Moderate for Managing Demand.
- b. 2012 Shift to Moderate for Levels of Service.
- c. 2013 Shift to Moderate for Financial Forecasts and optimised Decision Making.

How do we know that we have effective engagement with the secondary schools in our region?

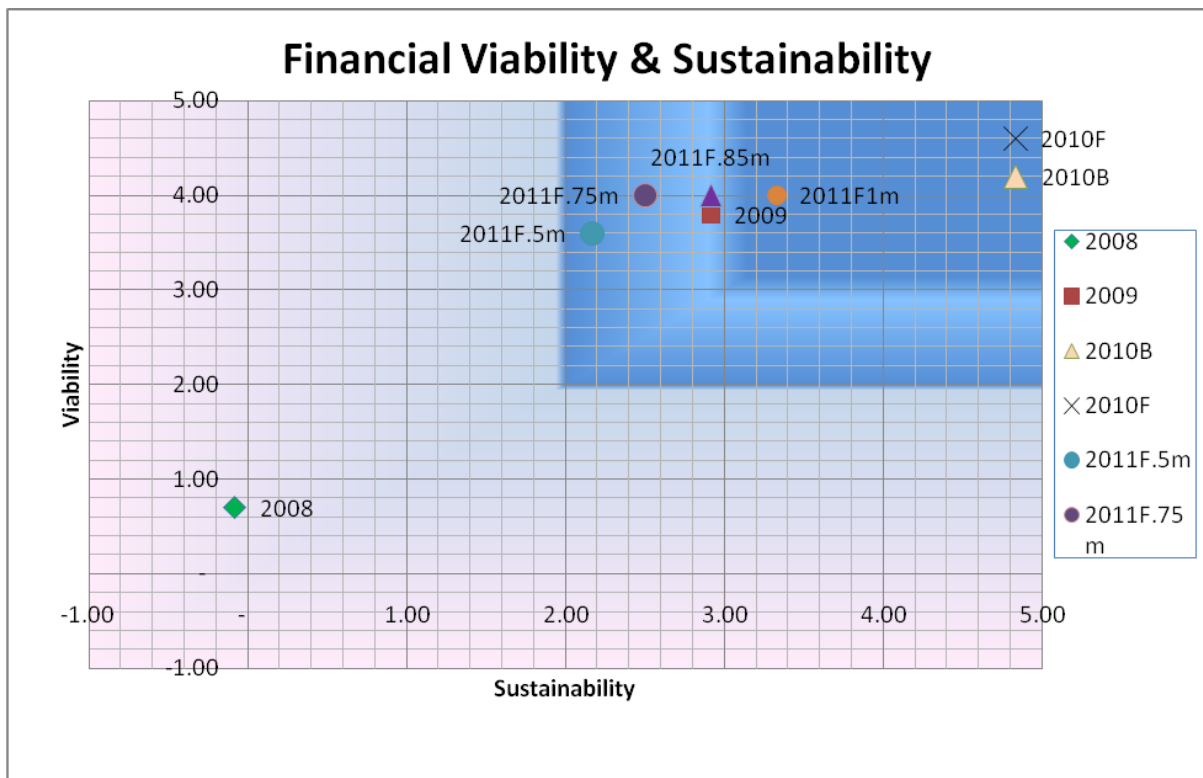
Currently the school liaison activity and focus is under review to prepare new activities and a new schools liaison plan for 2011 to 2013. On campus activities have been offered to Year 9 to Year 13 students. To capture the interest of these young prospective students, NorthTec has run a number of activities which have helped promote NorthTec and its courses in a fun, yet informative manner. The School Liaison team have also attended all Northland career evenings and also represented NorthTec on the Far North Road Show, which covers High Schools throughout Northland. To promote tertiary education and to motivate Maori students to go onto tertiary study, NorthTec has participated in the very successful Te Tai Tokerau Experience in collaboration with Massey University and Career Services. This initiative is for senior Maori secondary school students and is well supported by Northland schools.

NorthTec also runs an annual Career Advisors' day to introduce the NorthTec programme portfolio and marketing activities to Career Advisors and senior Deans. A School Leaver Intention survey was carried out in 2009 and information gathered was used to develop marketing initiatives. School visits take place throughout the year and strong relationships with schools have been developed. Over the next three years, the Marketing team will work with schools to ensure that schools and students are aware of NorthTec and the programmes offered and to gain feedback on students' interests and possible barriers that students might face when thinking of studying at tertiary level. Over the next year, the focus of the school liaison activities will include developing and maintaining a detailed knowledge of the school and youth market for tertiary education and to further develop relationships with stakeholders within schools including Board members, Principals, Career Advisors, STAR / Gateway Coordinators, teachers, students and parents. By doing this, NorthTec will be able to monitor school leaver trends, needs and barriers; this information will be used to

drive initiatives and improve NorthTec's relations with the schools and prospective students.

Financial Risk

NorthTec needs to ensure that the activities it carries out will not erode its financial viability and sustainability in the future. Under the funding regime in place, NorthTec is aiming for annual surpluses in excess of \$1.5m from 2010, with reinvestment of depreciation into developing campus facilities. Modelling indicates that surpluses of \$500k to \$850k will deliver moderate financial viability and sustainability, where those above \$850k move NorthTec into high levels. Modelling covered a range of fee levels and EFT levels.



Actual data as at:								
28-Sep-2010		Actual		Forecast	Target			TES relationship
		2008	2009	2010	2011	2012	2013	
Participation								
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori							Increasing the number of Māori students enjoying success at higher levels	
	Level 1 to 3	29%	26%	30%	26%	27%		27%
	Level 4 and above	11%	14%	12%	15%	16%		17%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific							Increasing the number of Pacific Peoples students achieving at higher levels	
	Level 1 to 3	1%	2%	1%				
	Level 4 and above	1%	1%	1%				
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25							Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees	
	Level 1 to 3	22%	20%	24%	25%	26%		27%
	Level 4 and above	10%	12%	11%	13%	15%		16%
The number of international EFTS								
Educational Performance								
<i>Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010</i>								
Successful course completion rate for all students (SAC Eligible EFTS)		72%	72%	71%	73%	75%	77%	Improving the educational and financial performance of providers
	Level 1 to 3	69%	69%	69%	71%	73%	75%	
	Level 4 and above	78%	76%	78%	80%	82%	84%	
Qualification completion rate for all students (SAC Eligible EFTS)		42%	44%	39%	45%	50%	56%	
	Level 1 to 3	37%	40%	34%	41%	47%	50%	
	Level 4 and above	52%	49%	47%	51%	53%	60%	
Student retention rate for all students (SAC Eligible EFTS)		51%	46%	50%	50%	51%	52%	
Student progression for students (SAC Eligible EFTS) at levels 1 - 3		26%	35%	24%	35%	36%	37%	
Successful course completion for Māori students (SAC Eligible EFTS)							Increasing the number of Māori students enjoying success at higher levels	
	Level 1 to 3	69%	69%	73%	70%	72%		73%
	Level 4 and above	69%	68%	68%	69%	70%		71%
Qualification completion for Māori students (SAC Eligible EFTS)							Increasing the number of Pacific Peoples students achieving at higher levels	
	Level 1 to 3	38%	43%	40%	43%	45%		47%
	Level 4 and above	49%	45%	47%	47%	48%		49%
Successful course completion for Pacific Peoples students (SAC Eligible EFTS)							Increasing the number of Pacific Peoples students achieving at higher levels	
	Level 1 to 3	67%	65%	70%				
	Level 4 and above	76%	67%	70%				
Qualification completion for Pacific Peoples students (SAC Eligible EFTS)							Increasing the number of Pacific Peoples students achieving at higher levels	
	Level 1 to 3	37%	38%	32%				
	Level 4 and above	67%	40%	55%				

Successful course completion for students (SAC Eligible EFTS) aged under 25								
Level 1 to 3	69%	67%	69%	68%	70%	71%	Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees	
Level 4 and above	78%	73%	76%	74%	75%	76%		
Qualification completion for students (SAC Eligible EFTS) aged under 25								
Level 1 to 3	39%	36%	37%	39%	41%	43%	Improving literacy, language and numeracy and skills outcomes from levels one to three study	
Level 4 and above	47%	54%	47%	50%	51%	53%		
The proportion of level 1 - 3 courses offered that contain embedded literacy and numeracy				80%	90%	95%	Improving literacy, language and numeracy and skills outcomes from levels one to three study	
The proportion of EFTS assessed as requiring additional literacy and numeracy who are enrolled in level 1 - 3 provision and make literacy and numeracy progress as measured by the Literacy and Numeracy for Adults Assessment Tool				80%	80%	80%		
Financial								
TEO risk rating against the Financial Monitoring Framework								
Your Investment Manager will discuss any commitments from this area with you as relevant to your programme of delivery								
What processes do you have in place to ensure quality teaching and learning?							Improving the educational and financial performance of providers	
How are you showing that your programmes meet the vocational needs of students, industry and employers?								
Extent of improvements in Attributes as per CAMS Improvement Plan								
How do you know that you have effective engagement with the secondary schools in your area?							Increasing the number of young people moving successfully from school into tertiary education	