



Investment Plan 2019-2020

Pūrongo ā-tau 2018

Our Vision

Led by the principles of Te Noho
Kotahitanga we enable better futures
for students, communities and public
and private enterprise.









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Tertiary education organisation (TEO) details

TEO name	Unitec Institute of Technology
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01



Mission and Role

Investment Plan 2019-2020



1.1 Introduction

Unitec is in the midst of considerable change and faces significant financial and academic performance challenges. This, as well as competitive market conditions and a strong employment market, is contributing to declining student numbers.

Earlier this year, an Independent Financial Adviser was appointed, the Unitec Council was dissolved, a Commissioner appointed and a \$50m crown loan approved. Our conservative forecasts reflect a reduced EFTS base. With a necessity to right-size and stabilize the organisation while positioning ourselves for sector and market change, we have developed our Renewal Plan to improve efficiency and reduce substantial cost by 2020.

In July 2018, the Renewal Plan was introduced with a commitment to three key priorities:

- 1) A renewed focus on core business – work-ready graduates, life-long learners;
- 2) Success of priority groups – Maori, Pacific and under 25 years' old; and
- 3) Commitment to West, Central and North Auckland communities.

The Renewal Plan objectives are to:

- 1) design a sustainable operating model and structure for a minimum of 6,000 domestic and international EFTS for 2020 and beyond;
- 2) realise overall cost savings of 20% across the organisation (\$25M);
- 3) engage effectively with our people and key stakeholders throughout the process; and
- 4) enable Unitec to recover and grow in core areas of opportunity.

Our Unitec purpose and critical success factors remain the same (refer Section 1). This is underpinned by a renewed commitment to the principles of Te Noho Kotahitanga. It also speaks to rebuilding the strong connection we had previously with our Pacific communities. Moving forward our new Maori, Pacific and International Success Strategies will provide a clear framework for actions that make a difference to our learners.

In order to deliver on both our Renewal Plan and Investment Plan, we are making significant changes to our portfolio, people and structures to better align with our purpose, our smaller size and our learner and community needs. While some of these changes have already occurred, the majority are currently underway and implementation will continue through 2019.

Rationalisation of our academic portfolio has been undertaken with all programmes assessed for three criteria: 1) Financial viability (additional weighting due to our financial position); 2) Educational performance; and 3) Strategic relevance (Strategic relevance relates to our Unitec strategy, the Tertiary Education Strategy and our Auckland regional context).

23 programmes from Certificate to Doctorate level are impacted. Some programmes will cease enrolments for 2019 and be taught out, while others will be transitioned to another Provider. The impact of this on students, staff and stakeholders is being carefully managed.

A simpler and flatter academic structure of Schools will replace the current Networks and Pathways structure from the beginning of 2019. Restructuring of our support services to align more closely with the student journey across reputation, recruitment, retention and success is underway. Likewise implementation of the Academic Target Operating Model (ATOM) which clearly defines operating processes and assigns ownership, accountabilities and responsibilities, will be completed by the start of semester one in 2019. This will improve our consistency and quality and the success of our students, as well as be more cost effective. Unitec is committed to returning to a Category 1 status by 2020 and we will continue to strengthen our learning, teaching and research accordingly.

While Unitec remains a 50% shareholder in The MindLab, the shift to a PTE will simplify and improve the operating processes for both organisations. With some current students not finishing at Unitec until the end of 2019, we will need to manage the transition carefully to ensure any disruption to students is minimised.

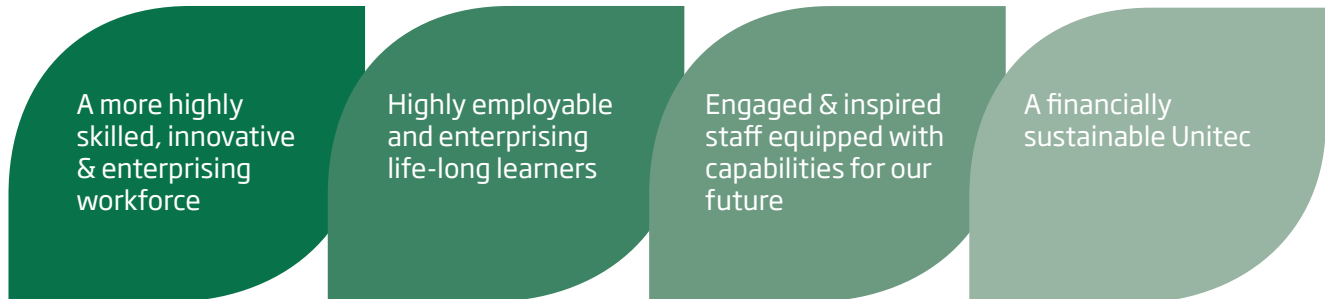
Due to the significant challenges for Unitec in 2018, there has been a major internal focus on 'getting our house in order'. Relentless communication and transparency has been critical to reengaging staff and will need to continue to be a key part of the Renewal Plan.

Despite many challenges, staff remain passionate about the success of our students and will ensure that they go above and beyond to return Unitec to a financially sustainable high performing Category 1 provider. It is important moving forward however, that there is also strong external engagement at a regional and national level, and Unitec looks forward to new opportunities that the Sector Roadmap and Review will provide.



1.2 Our Mission

Our mission is to enable better futures for students, communities, public and private enterprise. We measure our effectiveness of achieving this mission through four critical success factors:



Our Statement of Service Performance (refer Section 5) has key performance indicators and targets for monitoring how we will improve our performance under each of the four critical success factors to enable us to achieve our mission. Unitec has been through considerable change over the last three years and recognises that some of this change has not contributed favourably to achieving good outcomes for its stakeholders. Under its new Executive Leadership Team, Unitec is focused on its core business:

- Delivery of education for people in the Auckland region that will improve their lives and enable them to find satisfying and economically beneficial employment;
- Ensuring that Unitec is financially viable and sustainable through leaner support services and the reorganisation of academic programme delivery; and
- Our commitment to ensure our stakeholders needs are met: domestic and international students and particularly the needs of Māori, Pacific, migrant communities, young people who are not in employment, education or training or need learning support, and our supported learning students; businesses who need trained workers; other educational partners that we work with on academic and research initiatives; and local and government authorities and related parties.

The building blocks that will support this focus and enable Unitec to achieve its mission of enabling better futures for students, communities, public and private enterprise are:

- Significant work has been undertaken over the last few years in re-structuring programme delivery into: pathways and schools that better enable students to achieve employment options comply with MROQ; continuing to build and improve our Quality Assurance Framework; and supporting NZQA's process for assuring consistency of graduate outcomes;
- Continuing to work with our industry and community

partners to ensure our programmes are relevant and meet labour market needs and to maximise the benefits for our students of some of the best industry training facilities in New Zealand; and

- Continuing to implement Unitec's priority initiatives:
 - » Engagement with secondary schools in the Auckland region through the Unitec Pathways College and other stakeholders working with young people who are not in employment, education or training (as detailed in Section 3.2) as part of supporting young people into careers;
 - » Boosting success of Māori and Pacific students (as detailed in Sections 3.3 and 3.4);
 - » Delivering skills for industry: continuing to grow our industry partnerships and embed the advice of our Industry Advisory Committees into our programmes (as detailed in Section 3.1);
 - » Supporting our stakeholders, particularly industry partners, Māori and Pacific, and other educational providers through our research activities (as detailed in Section 3.6);
 - » Enabling students to have the skills they need to fully participate in a contemporary highly skilled economy and society, be that literacy and numeracy skills to progress into tertiary study, or skills for living and working for those who require assisted or supported learning (as detailed in Section 3.5);
 - » Extending into new international markets and growing existing markets (as detailed in Section 3.7); and
 - » Re-organising the academic and support teams to meet stakeholder needs in a way that is financially viable and sustainable.



1.3 How we support the Tertiary Education Strategy

Unitec supports the Tertiary Education Strategy 2014-2019 through:

- Our Mission Statement;
- Support for the Tertiary Education Strategy strategic priorities; and
- Response to other identified needs.

Mission Statement

Our mission statement reflects the objective of Tertiary Education as outlined in the Tertiary Education Strategy 2014-2019 and referenced in the Unitec mission: “Tertiary education helps people improve their lives (Unitec: better lives for students), and the lives of those around them (Unitec: better lives for communities). It is a passport to success for individuals in our society and supports wider economic growth and prosperity. Skilled people are essential to the success of businesses and other organisations (Unitec: better lives for public and private enterprise)”.

Strategic Priorities

The Tertiary Education Strategy 2014-2019 sets out seven¹ strategic priorities to help deliver what New Zealand needs from tertiary education. Unitec has developed strategies and initiatives to support these priorities as detailed in Section 3.

Response to Other Identified Needs

The Tertiary Education Strategy 2014-2019 has also identified needs that the tertiary education system will need to manage over the coming decade. We summarise these outcomes below together with Unitec’s response to addressing them:

Become More Flexible and Strategic

To Be Able To:	Unitec's Response
<ul style="list-style-type: none"> Adapt quickly to change including changing technologies and patterns of demand; and Address changing skill needs and linking tertiary education to opportunities in the labour market; 	<p>We have restructured Unitec's academic structure to:</p> <ul style="list-style-type: none"> Provide clear learning pathways into diploma and degree programmes (refer Section 3.5, strategy #2); Enable programmes to be more easily redesigned to meet changing demand and skill needs (refer Section 3.1, strategy #2); and Link pathways to the labour market needs by industry (refer Section 3.1, strategy #3).

Build International Relationships that contribute to improved competitiveness

Through:	Unitec's Response
<ul style="list-style-type: none"> Academic and research links; Cross-border education and business relationships; and Realise new opportunities, especially in emerging markets. 	<ul style="list-style-type: none"> Academic and research relationships, cross-border education and business relationships are set-up with overseas universities and polytechnics (refer Section 3.7, strategy #3); and Unitec has identified and is building relationships in developing and new country markets (refer Section 3.7, strategy #4).

Improve outcomes for all

Through:	Unitec's Response
<ul style="list-style-type: none"> Ensuring that more people, and including more people from priority groups, have the transferable skills in demand as employment rises 	<p>"Learning Integrated Work and Work Integrated Learning" (refer Section 3.1, strategy #3):</p> <ul style="list-style-type: none"> We have businesses, workshops and studios based on and off campus for hands-on, industry specific learning; Our teachers work in the field they teach or are the researchers pushing their field forward; and Our teaching methods and technology applications are constantly evolving to provide a relevant, work-ready learning experience.

Continue to improve the quality and relevance of tertiary education and research

By providing services that:	Unitec's Response
<ul style="list-style-type: none"> Are higher quality; More relevant; Offer value for money; and Improved outcomes for the country. 	<p>Through our Academic Portfolio Development in which we are:</p> <ul style="list-style-type: none"> Redesigning our qualifications to provide our students with greater academic quality and flexibility, new and interdisciplinary learning opportunities for students; Rationalising over-delivery and addressing contribution margin issues to deliver a more financially sustainable portfolio; and Focussing on delivering better post-study outcomes for students and employers.



1.4 How Our Mission Supports Our Community

Unitec's community is the Auckland region comprised of: Rodney District, North Shore City, Waitakere City, Auckland City, Manukau City, Papakura District, Franklin District and the islands in the Hauraki Gulf.

Demographics for current and future students from a survey undertaken of the four urban Auckland region areas with tertiary education providers are summarised below²:

- There are many public and private tertiary providers in the Auckland region. The main university and institute of technology and polytechnic (ITP) providers and their principal campus locations are:
- University of Auckland – predominately Auckland City;
- Auckland University of Technology – Auckland City, North Auckland, South Auckland;
- Manukau Institute of Technology – South Auckland;
- Massey University – North Auckland; and
- Unitec – Auckland City and Waitakere;
- Whilst Unitec is predominately focused on the Auckland City and Waitakere sub-regions the Mt Albert Campus is a short trip to or from the city and easily accessible to the whole of the Auckland region by car or bus and train public transport options;
- Māori and Pacific students comprised 24.1% of the total equivalent full-time students (EFTS) at Unitec in 2017, a greater proportion than the urban Auckland 13% current and future student ethnicity demographic. Strategies and initiatives to support Māori and Pacific students are detailed in Sections 3.3 and 3.4; and
- Students aged 17-24 comprised 52.3% of the total Unitec 2017 EFTS (17.1% under 19 and 35.2% aged 20 to 25), a greater proportion than the 30% 17-24 age demographic for the urban Auckland region current and future students. Strategies and initiatives to support young people into careers are detailed in Section 3.2.

North
Auckland
23%

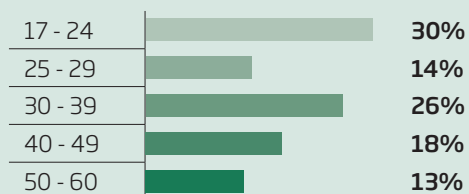
Waitākere
17%

²Colmar Brunton Future Study Market Segmentation report October 2017

Auckland
City
28%

South
Auckland
32%

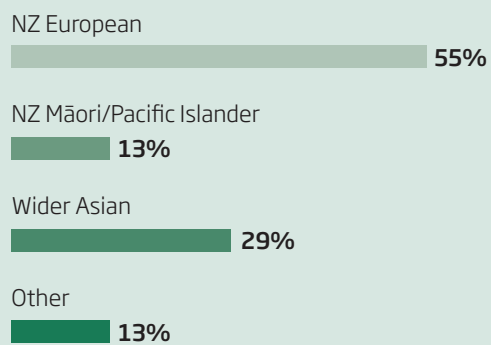
» Age



» Gender



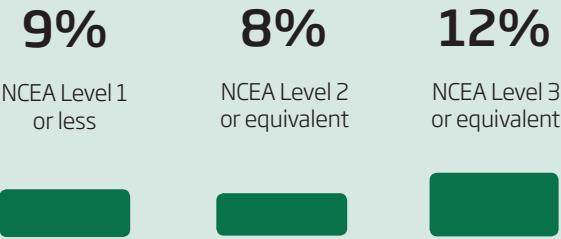
» Ethnicity



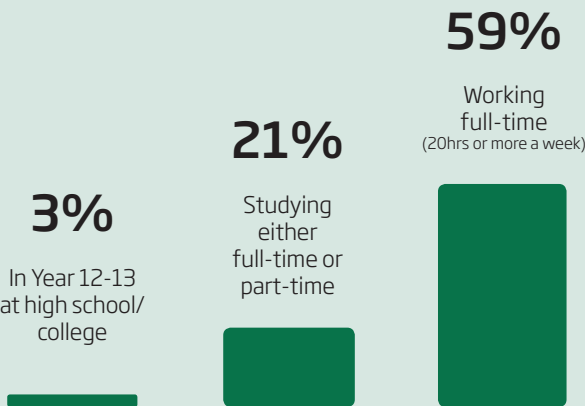
Other factors influencing the needs of the urban Auckland region current and future students are:

- Working students comprise 70% of the urban Auckland region current and future student cohort (59% working 20 hours or more a week and 11% less than 20 hours). Some of the ways in which Unitec supports these students are: where possible organising its course timetable to accommodate full-time workers; offering short courses; working with Industry Training Organisations; and offering internships through its Industry partners. Strategies and initiatives to upskill the workforce, provide access to research or training expertise, and help businesses to find students/ graduates to fill permanent or internship positions are detailed in Section 3.1;
- 28% of the urban Auckland region current and future student cohort have been living in New Zealand for 10 years or less (11% for less than 5 years). Strategies and initiatives to support international students are detailed in Section 3.7 and Unitec’s key migrant stakeholder support group relationships are detailed in Section 2.1. Typically, international and migrant students have a greater requirement for: English language and literacy training and support and may not have the New Zealand nationally recognised qualifications to enable them to progress their tertiary education:
 - » Unitec is one of New Zealand’s leading providers of English language programmes with a variety of language courses to help students improve their English skills and to train people on how to teach a language, and has an award winning IELTS Test Centre (refer Section 3.5, strategy #3); and
 - » Unitec provides bridging education through its New Zealand Certificate in Study and Career Preparation (Level 3 and 4) to pathway students into higher level study (refer Section 3.5, strategy #2);
 - » 38% of the urban Auckland region current and future student cohort are a caregiver for their family. Unitec supports these students through its: Early Learning Centre on the Mt Albert campus for pre-school aged children, and where possible adjusting the timetable of programmes where there are a high proportion of caregivers to meet their needs;
 - » The “U Matter” Unitec student survey found that a third of our students are the first in their family to study at a tertiary institution. These students are supported in numerous ways including through the career pathway planning and development of student career management competency initiatives (refer Section 3.2, strategy #3); and
 - » Unitec’s academic supporting learning team and the Access4Success support services (refer Section 3.2, strategy #4) enables students with disabilities to access, progress and achieve a tertiary education.

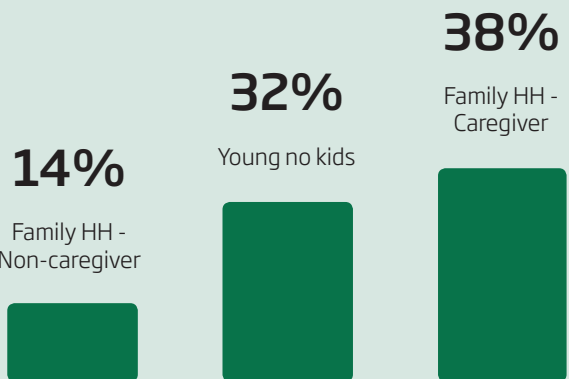
» Highest Level of Education

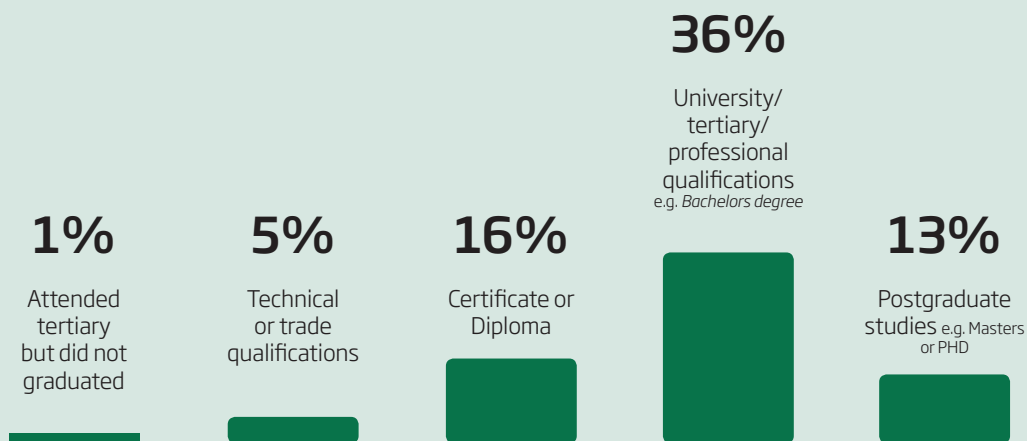


» Status



» Family





» Tenure in NZ



» Relationship Status





1.5 How Our Programme and Activities Support Our Mission

Over the last few years Unitec has restructured its academic structure to provide clear learning pathways into diploma and degree programmes.

Unitec has worked with its stakeholders to identify what they need (refer Section 2) and has completed a rationalisation of the courses and programmes that it delivers to meet those needs. The ultimate objective of this exercise is to ensure favourable post-study outcomes for students and a financially viable and sustainable future for Unitec.

The specific programmes and activities that Unitec is offering in 2019 and 2020 are detailed in Section 4.0. As Unitec is focused on reorganising its existing programmes to better meet demand and recognising that it needs to rebuild confidence and the current uncertainty in the international market, it is forecasting a reduction in EFTS in 2019. New programmes that are not already supported by industry partners have been put on hold until 2020.



02



Addressing stakeholder needs

Investment Plan 2019-2020



2.1 Who are our stakeholders?

Our students

whose learning, wellbeing and career aspirations we are committed to support;

Industry

New Zealand businesses whose needs we are committed to supporting and New Zealand and overseas businesses who our students aspire to joining post-study.

Education

New Zealand and overseas educational institutions and associates who we partner with to provide academic programmes and research, and international agents who promote Unitec to overseas students; and

Community

who are committed to and help us to support our students;

Government

organisations who we have a responsibility to support in achieving their goals and complying with standards and regulations;

Our people

staff and Council who enable us to support our students, communities and businesses;

Summarised below is an overview of each stakeholder group.

- **Students (Māori, Pacific, Other Domestic and International)**
 - » Key student stakeholder groups include: the Unitec Student Council including Pacific, Maori, International, Waitakere and general student representatives; and the International Student Association.
- **Community Stakeholders**
 - » Auckland Schools;
 - » Auckland Council organisations including: Auckland City Council, Auckland Tourism, Events and Economic Development, Auckland Chamber of Commerce;
 - » Local Council Groups including: Albert Eden Local Board; Mt Albert Residents Association; North Western Community Association; Waitakere Ranges Local Board; Henderson Massey Local Board; and Waitemata Local Board;
 - » Māori specific including: our Rūnanga (our Māori Advisory Group), Iwi (Ngati Whatua, Ngati Awa, Ngai Tai, Kawaru o Maki); Māori Trust and NGO organisations;
 - » Pacific specific including: our Fono Faufautua Committee (our Pacific community board), local Pacific churches, Pacific Trust and NGO organisations, media organisations, PILOT (Pacific Leaders of Tomorrow);
 - » Migrant support groups including: Auckland Regional Migrant Services, the Salvation Army and WINZ; and
 - » Disability support groups including: Poly-Emp Employment & Advisory Service, Blind Foundation, IHC, Elevator, Brain Injury Association, CCS, Speld New Zealand, Spectrum Care Trust and Workbridge.
- **Industry**
 - » Unitec has organised its qualification, programme and course delivery into industry-related vocational pathways working closely with the related business and industry groups as detailed in Section 3.1, Delivering Skills for Industry.
 - » In keeping with the TES strategy of addressing skill shortages 47.5% of qualifications conferred in 2017 were science, technology, engineering and mathematics (STEM) related and 11.3% were information and communications technology (ICT) related:

» Students

2017 EFTS

Unitec predominately supports Māori, Pacific and other students from the Auckland region and a significant number of International students from around the world.

2017 Qualifications Conferred

All qualifications are focused on practical learning and experience: 3,814 qualifications were conferred ranging from Level 2 Certificates through to Doctorates.

2017 EFTS

52% of students were 25 and under and 17% of these students were school leavers:

» Industry

20%

Business
& Enterprise

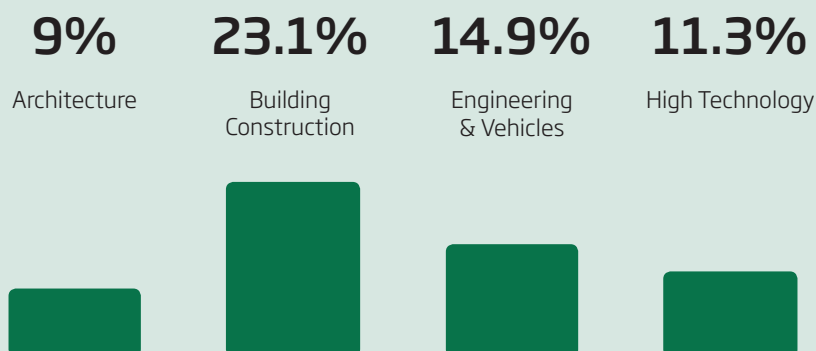
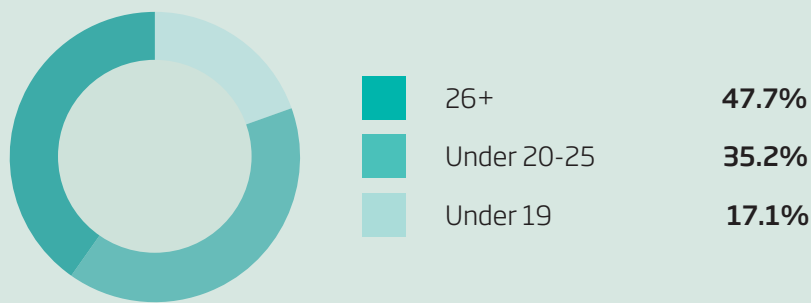
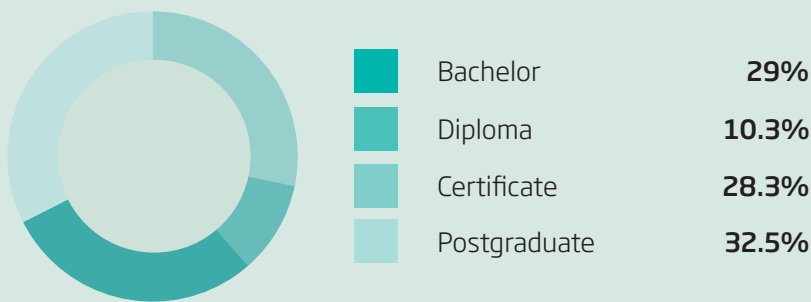
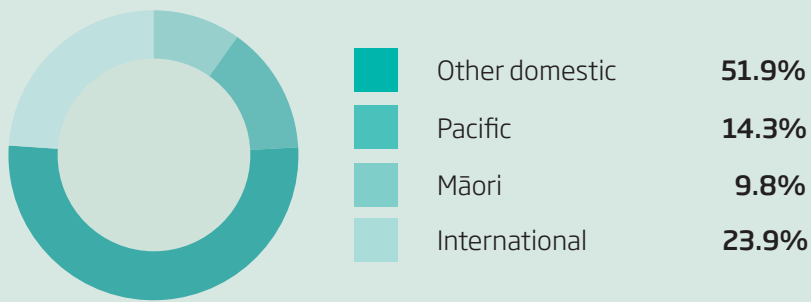
16.3%

Health
& Community

5.4%

Environmental
& Animal







- **Education**

Education stakeholder representative groups include:

- » MindLab;
- » Other NZ Educational Institutions;
- » International Educational Institutions; and
- » International Agents.

- **Our People (Council and Staff)**

Our key people stakeholder representative groups include the:

- » Commissioner;
- » Executive Leadership Team;
- » Rūnanga (our Māori Advisory Group);
- » Fono Faufautua Committee (our Pacific community board);
- » Student Council;
- » Academic Leadership Teams through Academic Board; and
- » Unions representing our staff.

- **Government**

Ministries including:

- » Ministry of Education;
- » Ministry of Business, Innovation and Employment;
- » Ministry of Health; and
- » Ministry of Justice.

- **Other Government Organisations including:**

- » Tertiary Education Commission;
- » NZ Qualifications Authority (NZQA);
- » Education New Zealand
- » Immigration New Zealand;
- » Crown Research Institutes and related agencies;
- » Work and Income;
- » NZ Police; and
- » WorkSafe.



2.2 How do we identify and respond to stakeholder needs?

Summarised below are the key ways in which we identify, and respond to stakeholder needs:

Students (Māori, Pacific, Other Domestic and International)	
Identifying Needs	Responding to Needs
<ul style="list-style-type: none">• Feedback from the Student Council;• Analysis of student usage data from physical and digital services;• Internal student surveys such as "U Matter", a lifestyle project run in 2017 which enabled us to identify "who are the people that walk through our gates every day?" and provides an overview of student wellbeing and lifestyle;• External student surveys such as the Colmar Brunton Market Segmentation Study;• Twice yearly student satisfaction surveys to identify pain points for students; and• New student orientation study to obtain feedback on their first semester.	<ul style="list-style-type: none">• Working with the Student Council;• Providing student support services including: study advice, research support, cultural guidance, personal support, career guidance and student job search, and the Wellbeing centre which provides physical and mental health support;• Assisting Unitec students to fund their education through: scholarships, internships, budgeting advice and hardship funding;• Specific support services through the: Ally Network and Access4Success team (refer Section 3.2, Getting At Risk Young People into Careers), Te Noho Kotahitanga Marae (refer Section 3.3, Boosting Achievement of Māori), Pacific Centre (refer Section 3.4, Boosting Achievement of Māori), and International office (refer Section 3.7, Growing International Linkages); and• Assisting secondary students to progress into tertiary education through the Unitec Pathways College and offering courses in partnership with secondary schools for students (refer Section 3.2, Strategy #1).

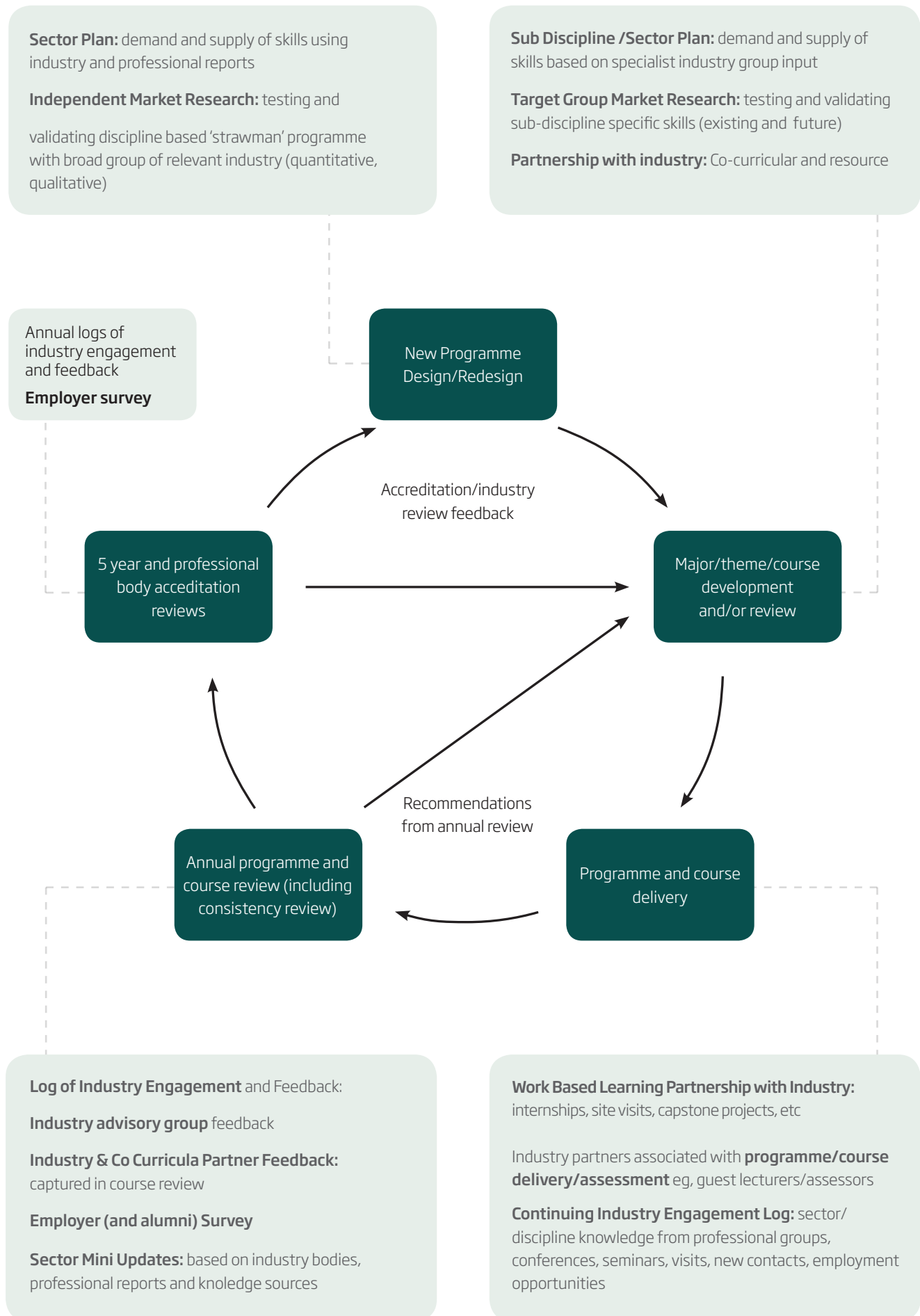
Community	
Identifying Needs	Responding to Needs
<ul style="list-style-type: none">• Ongoing partnering and engagement with Auckland City business units and local Council groups across current and ongoing projects with learning outcomes (eg biodiversity, urban development, sport and leisure);• Ongoing liaison, partnering and engagement with Maori, Pacific, migrant and disability stakeholder groups at both governance (eg Fono) and specific projects levels; and• Ongoing liaison, partnering and engagement with Auckland Schools through the Unitec Pathways College work.	<p>Incorporating advice from our Community Stakeholders into:</p> <ul style="list-style-type: none">• How we look after our students e.g. pastoral care and other services provided;• What and how we provide courses for our students;• How we continue to liaise, partner and engage with our Community stakeholders; and• Provision of services such as the Free4U Computing short courses.

Education	
Identifying Needs	Responding to Needs
<ul style="list-style-type: none"> Through ongoing partnering and engagement with other NZ Education institutions in working together on shared programme delivery and research initiatives (as required by initiatives or projects e.g. delivery of BAppSc by NorthTec; research partnership in healthy homes with Toi Ohomai); Through ongoing liaison, partnering and engagement with International Education institutions in working together on shared programme delivery and research initiatives through formal annual meetings (e.g. NZ International Education Conference) to specific sharing of best practice discussions between teams; and Through ongoing liaison, partnering and engagement with the International Agencies that refer students to Unitec across the business cycle (from contract specification, to working directly during international visits, and directly through case management of referred students). 	<ul style="list-style-type: none"> Incorporating advice and learnings from our relationships with NZ and International institutions and agencies into the programme lifecycle (as detailed in the industry programme lifecycle on the following page); Working with WelTec, Whitireia, Open Polytechnic, Western Institute of Technology and the Manukau Institute of Technology to look at ways to improve operational efficiency; Working with other ITPs who are part of the TANZ subgroup to look at ways in which we can source curriculum more effectively; Re-negotiating the International Agency agreements to better fit the needs of students, the agents and Unitec; and Working with NZ and International education institutions to develop and co-deliver programmes and research initiatives.

Our People	
Identifying Needs	Responding to Needs
<ul style="list-style-type: none"> Annual staff engagement surveys and a regular Pulse satisfaction survey during the year; Employer performance measures (e.g. attrition rates, staff with professional development plans); Annual staff performance review processes; Council and other Māori and Pacific governance meetings; and Other staff leadership meetings. 	<ul style="list-style-type: none"> Whole of staff development through our Performance Partnership process (ADEP plans) in which staff meet with their managers to discuss career development and complete a formal training/learning plan; Kickstart events: Karakia/Panui every Monday in the Wharenuī for all staff to come and hear what is happening and ask questions; Specific initiatives such as: Teacher Capability development space; pilot for micro-credentialing; countering bullying and harassment; and increasing communication with senior leadership.

Industry	
Identifying Needs	Responding to Needs
<ul style="list-style-type: none"> Collaborating with industry partners; Advice from the Industry Advisory Committees meeting twice pa (min); and Professional and industry accreditation audits and reports. 	<ul style="list-style-type: none"> Incorporating advice from our Industry Advisory Committees, industry partners and professional and industry bodies into the programme lifecycle, shown below. Examples include: Nursing Industry Advisory Group has provided input to graduate profile; Arts and Design Advisory Group has provided input on proposed Bachelor of Art and Design (eg market positioning); Competency assessment and feedback from Nursing placements has been included in PEP(Nursing); Course review feedback from industry partners reviewed and included as part of Course review actions.

Industry Engagement across the programme lifecycle



Government	
Identifying Needs	Responding to Needs
<ul style="list-style-type: none"> Ministry Strategic Plans; Engagement with the Tertiary Education Commission; Engagement with NZQA and through their audits and reports; Working with Immigration New Zealand; Engagement with Education New Zealand over the Government's International Education Strategy. 	<ul style="list-style-type: none"> Incorporation of Government strategic objectives into Unitec strategic and operational objectives; and Improving systems and processes to address issues identified in audits and reports.



2.3 How do we report to stakeholders on response to needs?

Reporting to key stakeholders occurs in the following ways:	
Meetings	Measure Reporting
<ul style="list-style-type: none"> Student Council meetings (monthly); Rūnanga meetings (5 x per annum); Fono Faufautua meetings (4 x per annum); Industry Advisory Committee meetings (minimum 2 x per annum); and Other formal and informal community stakeholder meetings (as required). 	<ul style="list-style-type: none"> Annual Report; Statement of Service Performance; TEC educational performance indicators; and Unitec's Academic Dashboard.



03



Giving effect to the Tertiary Education Strategy 2014-2019

Investment Plan 2019-2020

The Tertiary Education Strategy 2014-2019 sets out seven³ strategic priorities to help deliver what New Zealand needs from tertiary education. All seven of these priorities are relevant to Unitec.

Summarised below for each priority are Unitec's key objectives with supporting initiatives being undertaken to address the issues identified in the Tertiary Education Strategy.



3.1 Delivering Skills for Industry

Unitec's goal is to enable better outcomes for New Zealand businesses by: upskilling their workforce, providing access to research or training expertise, or finding a student/graduate to fill a permanent or internship position. Unitec's four key strategies for delivering skills for industry in keeping with the 2014-2019 Tertiary Education Strategy are summarised below with key initiatives:

1. Continuing to grow Partnerships with Industry –

Unitec's goal is to grow long term, mutually beneficial partnerships with business to build New Zealand's future and help Kiwi business secure the innovative workforce and business development they need and is doing this through:

- **Collaborating with industry partners** to deliver value for students to ensure our graduates are work ready through: awards/scholarships, student projects, internships, work-based learning courses, research projects, industry-student events (such as career and graduate programme recruitment) and on campus presence. For example, Concentrix have Delivery Centres based on Unitec's Mt Albert Campus and approximately half of the staff employed there are Unitec students. These students provide call centre, back office operation and IT services including application development, testing, mobile apps and business analysis for a range of national and international clients;
- **Partnering with industry** to continually align our portfolio with the market and emerging trends: co-curricula development and delivery of programmes, guest lecturing, industry advisory groups, equipment and resource sponsorships, adjunct appointments, industry based professional development for our academic staff. For example: partnering with Auckland Council sport and leisure business unit (with over 400 employees) to ensure

new diploma curriculum reflects emergence of the sports leisure professional, and then to co-deliver upskill training through this shared curriculum to Auckland Council existing workforce; and

- **Partnering in growth and innovation** within our industry sectors: innovative research projects (refer Section 3.6), research vouchers, consultancy, conferences, fellowships and shared teaching spaces. For example, Unitec has hosted the Education & Technology Conference and has launched a tech-focused Innovation Centre where projects in partnership with industry can be incubated; and Unitec worked in collaboration with the recent tv series Design show based in Maataho.

2. Ensuring that our programmes are relevant and meet labour market needs - to ensure that Unitec is continuing to meet labour market needs it has developed an Industry Engagement Planning Framework to:

- **Define interaction** between Unitec pathways and schools (their plans, programmes and priorities) and the principal economic/industry sectors they support;
- **Engage with our industries** to ensure that Unitec's relationships with its industry partners is adding value through: shaping their workforce; ensuring the sector has new work ready and up-to-date recruits; providing access to equipment and services for ongoing or in-house training; providing solutions through shared industry projects; developing new models of work-based learning;
- **Maintain up-to-date information** on the latest labour market needs from general labour market sources (such as MBIE's labour market dashboard), regional labour market sources (such as ATEED and the MBIE regional economic activity tool), and industry sources (government agencies, sector groups and Unitec's industry partners) are incorporated into the programme planning;
- **Ensure professional and industry accreditation/ compliance or legislative requirements are incorporated into programme** planning and development and delivery; and
- **Each academic pathway or school has Industry Advisory Committees** made up of industry leaders who, together with their networks, provide advice on the relevance, scope and currency of programmes, and advise on training and education priorities and gaps.

3. Ensuring that our graduates are relevant and meet business and sector needs - to ensure that Unitec is providing students opportunities to develop the skills that the labour market needs and find employment Unitec it provides students with real life work experience:

- **Through its industry partnerships:** for example, Unitec's partnership with major construction company,

Hawkins, enabled the co-design of 'Project Excellence' – a customised Unitec programme created specifically for Hawkins to enhance performance on constructions sites. It covers effective communication, risk management and industry-specific skills, and is aimed at site and project managers, quantity surveyors, engineers and design managers, who all use it to upskill on the job. Through engagement in workplace training directly with business, Unitec utilises these learnings around the current workplace, and competency demands in industry are incorporated and delivered into our curriculum;

- **Through its facilities:** for example, Unitec's new 7,000 m2 Mataaho building is New Zealand's largest open plan integrated trades training centre with a \$5m investment in simulation and emulation equipment and state of the art workshops provide a unique learning experience enabling students to learn about what other professions and trades do and prepare them for the cross-disciplinary nature of their chosen field and workplace. Through our active management and practice of workplace requirements in our learning environment, such as Health and Safety, students gain critical competencies in workplace competencies – for example, Unitec won an overall honour in the 2018 New Year Workplace Health and Safety Awards for "the innovative way Unitec dealt with the critical risk of having untrained students using up to 150 potentially dangerous machines in its new trade school building" (Peter Bateman, convenor of the judging panel and editor of Safeguard);

- **In the classroom:** partnering with industry and our communities enables students to access industry certifications for their courses (e.g. ICAgile); use the industry standard equipment and systems that are incorporated into our learning environments (workshops, studios, creative performance theatres and exhibition spaces and Te Puna collaborative learning spaces). For example: Māori students in our Interior Design programme partnered with a Māori Health and Disability Service, to design a "Sensory Room" to be used by their tangata and which has subsequently been funded and built with our students' involvement;
- **In the workplace:** relevant work-based learning is part of every programme offered at Unitec ranging across required workplace competencies (e.g. in nursing, social practice and business) For example: Unitec has a well-established business industry- based learning courses where final year Bachelor of Business students undertake credit bearing learning in workplaces;
- **In future employment:** Unitec facilitates employment opportunities with industry and provides students access to, graduate schemes, cadetships, apprenticeships, internships and involvement in industry projects providing valuable work experience for graduates. For example, graduates from a range of disciplines regularly secure places in the Auckland Council Graduate programme; postgraduate diploma in computing students undertook placements in NZ's major appliance designer and manufacturer and have been subsequently offered full time employment in the company.

Unitec's key objectives and performance indicators for delivering skills for industry are:

Institution objective	Enable better outcomes for New Zealand businesses by: upskilling the workforce and enabling students/graduates to fill permanent or internship positions.
Description of related activities (if required)	Refer Section 3.6 initiative #3
Performance indicator	Graduates Employed, Studying or Combining (GESC)
Baseline, [year]	86% (2017)
Interim target, [year]	85% (2019)
Final target, [year]	85% (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	As detailed in the Statement of Service Performance (Section 6) we are also targeting an improvement in post-study outcomes for our students as measured through the TEC Nga Kete Post Study Outcomes TEO application tool
Additional information (e.g. where is this taking place - region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.



3.2 Getting at risk young people into a career

In 2016 Bridging Education, Language Studies and Secondary School Education were repositioned in the centre of Unitec's Networks and Practice Pathway structure to provide clear learning pathways into diploma and degree programmes. Bridgepoint's kaupapa is to 'create pathways to success' for all by providing students with access and opportunity to develop real, authentic and well-supported learning pathways that staircase them onto higher education and significantly improved employment and community options. Unitec's four key strategies for getting at risk young people into careers in keeping with the 2014-2019 Tertiary Education Strategy are summarised below with supporting initiatives:

1. Supporting Secondary Students through the Unitec Pathways College ("UPC") - UPC acts as a single portal for schools in the Auckland region to connect and collaborate with Unitec across a range of activities and events including:

- **Vocational Pathway Activity for year 12 and 13 students** - over 350 year 12 and 13 students are enrolled across Unitec NCEA Level 2 and 3 vocational pathway courses including: carpentry, automotive engineering, welding and fabrication, computer science, health and wellbeing, psychology, early childhood, uniformed services; and Mahi a Toi. These courses such as MAGnet⁴, give young people an opportunity to experience tertiary education while still at secondary school and help these students attain NCEA via this secondary/tertiary initiative;
- **Engineering Education to Employment** - we have partnered with a consortium of six West Auckland schools to provide learning, industry and project opportunities for year 12 and 13 students to increase awareness, engagement and tertiary study pathways into Engineering. Māori, Pasifika and women are prioritised for entry into this programme;
- **Leadership and Development Workshops for Māori and Pasifika Secondary School Students Years 10 to 13** - Unitec has re engaged with Kei ā Tātou Te Ihi (KATTI) and Pacific Island Leaders of Tomorrow (PILOT) in partnership with Te Noho Kotahitanga Marae the Unitec Pacific Centre. These initiatives are run in collaboration with other KATTI and PILOT Tertiary partners across an annual calendar of leadership and development workshops and activity;

- **Activities on Campus** - Careers Expos, Year 9 and 10 Campus Activations, Years 11,12 and 13 School Holiday Workshops, personalised meetings with a Student Recruitment Advisor;
- **Expos/Career Expos** - attending school and local community career and further study expos. Outlining options at Unitec and beyond for young people;
- **Presentations and workshops at secondary schools** - opportunities for secondary schools to book in presentations and/or interactive workshops delivered at schools to students with interest in specific pathways and/or individual/group course planning sessions;
- **Summer Melt** - setting up course planning times at schools to assist students with the course and study link application process, with follow-ups over the summer period and during the new year orientation period; and
- **Secondary School Partnerships** - working closely with our partner schools to provide advice, support and learning pathway options for their young people that leads to improved employment outcomes for them and their whanau.

2. Providing targeted support into tertiary education for those who are not in employment, education or training ("NEET") by:

- Actively engaging with Work and Income, community groups and alternative education providers who support young people that have fallen outside of the traditional school models and are not in employment or training. Providing them with access to Unitec Recruitment and Relationship Advisors who visit and engage with them as they do for the secondary schools, and actively encouraging them to bring groups of their young people to the Unitec School Holiday workshops;
- Providing Study and Career Preparation programmes for students who left school without the required credits for tertiary study to provide a clear pathway into diploma and degree programmes;
- Assisting young people to apply and be funded for tertiary education through the Youth Guarantee Programme. Supporting them whilst in the programme with weekly drop-ins, a monthly compulsory lunch and other activities and following up on non-attendance or other matters working closely with the other student support services. Providing post-programme support to transition into further tertiary study at Unitec or alternative providers; and
- By delivering courses through the Māori and Pasifika Trades Training initiative.

3. Providing Career Pathway Planning and development of student career management competencies - is

delivered by a dedicated and qualified careers team with expertise in career guidance and career programme development for people across all ages and stages including youth at risk. The Tertiary Career Development Benchmarks provide a foundation for the team and are used to support academic leadership and embed career management competencies into programme development. Services provided include:

- One on one career guidance to current students across all disciplines including career planning, course advice, employment advice, CV preparation, job searching and interview preparation;
- One on one career guidance to prospective students to help them make an informed choice and decision about tertiary study and career pathway;
- Career planning and job search and transition related resources available digitally for all students;
- Working with Academic staff to provide relevant careers resources and events to support students ongoing engagement in study and career pathways such as Internship information events and expos;
- Provision of career initiatives such as Volunteer Expo to support development of transferable skills, support to initiatives such as the Pacific Fanau Evening and provide access to valuable work experience opportunities and personal development opportunities;
- Working with the Unitec Industry Workforce team to host Career events with industry and employers and to raise awareness of Internship programmes such as TupuToa (an organisation creating pathways for Māori and Pasifika students into careers in corporate and professional sectors);
- Managing the online job site which provides access to local and regional employment opportunities relevant to Unitec students and graduates;
- Involvement in the Student Support services visits to classes during semesters to raise awareness of the full range of support services available; and
- Tailored workshops (in-class and standalone) for students on topics including career planning, employability and career transition related topics.

4. Providing student support and pastoral care services including:

- Academic Development Lecturers who provide free support and advice to help students succeed in academic studies in workshops, one-to-one or group consultations.
- An independent student advocacy services Kahui Tu Kaha, who can provide advice or guidance on any academic or personal issues that may be impacting study;
- Childcare services for pre-school aged children through the Unitec Early Learning Centre;
- Cultural support, pastoral guidance and a multifaith chaplaincy service is available for all students;
- Medical and healthcare services through the Wellbeing Centre;
- The Ally Network which is made up of gay, straight, cis and diverse gendered staff and students who support building an inclusive working and learning environment for all;
- Information about Unitec in-house and external scholarships is available for students and staff, and scholarship application support is provided to students;
- Students with disabilities are provided support from Unitec's Access4Success team who work in partnership with students to; identify strengths and potential learning barriers; provide services including note taking, sign language interpreting, digital recorders and reader/writers for exams; and co-ordinators to advocate on behalf of students and liaise with academic staff and external networks; and
- Additional support is provided for Māori, Pacific and International students (refer Sections 3.3, 3.4 and 3.7).

Unitec's key objectives and performance indicators for getting at risk young people into a career are:

Institution objective	Assisting young people into a career by enabling them to obtain tertiary education
Description of related activities (if required)	Refer Section 3.2 initiatives #1 and #2
Performance indicator	Student (SAC) Under 25 Participation Rate
Baseline, [year]	50.2% (2017)
Interim target, [year]	50.7% (2019)
Final target, [year]	52.2% (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	As detailed in the Statement of Service Performance (Section 6) we are particularly focused on increasing the participation rates of students aged 20 and under as there has been a decline in this cohort across the sector over the last few years and impacts our MOP targets
Additional information (e.g. where is this taking place – region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.

Institution objective	Supporting young people to complete tertiary education
Description of related activities (if required)	Refer Section 3.2 initiatives #3 and 4
Performance indicator	Student First Year Retention Rate (SAC) Under 25
Baseline, [year]	65% (2017)
Interim target, [year]	65.0% (2019)
Final target, [year]	66.5% (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	This is one of our Statement of Service Performance (Section 6) measures and impacts our MOP targets
Additional information (e.g. where is this taking place – region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.



3.3 Boosting achievement of Māori

Unitec is committed to meeting the aspirations of Māori students and communities. The Unitec Māori Success Strategy is to be achieved by *Ko te katoa e mahi tahi ana mo te angitu rawa o nga tauira Māori* – all working together for the success of Māori students. Te Noho Kotahitanga, Unitec's partnership between Māori and non-Māori, is underpinned by the principles of Rangatiratanga, Wakaritenga, Kaitiakitanga, Mahi Kotahitanga and Ngakau Mahaki.

Unitec's commitment to Māori students and communities has been guided by strategic documents from within the institute and nationally, primarily, the Tertiary Educational Strategy 2014 – 2019, Tu Maia e te Akonga (TEC's action plan to raise Māori learner achievement and success in tertiary education) and Ka Hikitia, Accelerating Success, the Ministry of Education's Māori Education Plan 2013 – 2017. Unitec held a hui in June 2018 to review and refresh its Māori Success Strategy. The strategy includes the following four objectives identified as being key to boosting achievement of Māori which are summarised below together with key initiatives being undertaken to support these objectives:

1. Increase Māori student success, completion and participation rates – by assisting students to complete more courses and programmes and to progress to a higher level of study including postgraduate levels through:

- **The Tumu Tauwhirowhiro Māori (Executive Director Māori) role** who is responsible for leading the Māori strategy for Unitec is also the Director of Student Experience and in this role responsible for developing and implementing an integrated strategy for the delivery of all facets of student experience including student wellbeing and support and career development;
- **Support from the Te Noho Kotahitanga Marae** which is located at the heart of the Mt Albert Campus where Māori students can seek holistic support: cultural, pastoral and academic;
- **Ensuring that academic teams are supported** and resourced to regularly track, monitor and evaluate Māori success and completion rates. Māori academic development leaders are available to students 24/7. Māori students who receive scholarships through the 'Whai Ake' programme are tracked and monitored closely as part of their programme. Furthermore, the Māori student network 'Mātātupu' is tracked but this is done more informally – when attending noho. Additionally, the Applied Business school has a dedicated support person for Maori students;

- **Taking the necessary actions to ensure Māori students are supported** appropriately and succeeding in their studies. This is done through the wrap-around initiative where struggling students are identified and a representative of the student support team assists the student to access the support needed; the organisation has been deliberate in confirming the role of a Māori counsellor to assist Maori students;
- **Orientation** when all Māori students can meet with an academic development leader to discuss specialist fields that they could consider, access career services for support (refer Section 3.2); and
- **Māori specific scholarships** (such as KORA Landscape Architecture and the Ngarium VC & 28th (Māori) Battalion) and the Waiake elite programme.

2. Grow Unitec staff capability and capacity to engage with and support Te Ao Māori through:

- **Active participation of Māori communities and stakeholders in decision making** at Unitec enabled by: the Tumu Tauwhirowhiro Māori (Executive Director Māori) position on the Executive Leadership Team; the Executive Leadership Team Pae Arahi position (responsible for providing support and guidance to Unitec in regard to kaupapa Māori); the Rūnanga who provide strategic leadership support and guidance to the Chief Executive and Council;
- **The Unitec values of 'Generosity of Spirit' and 'Accountability'**, inspire all staff to: empower and support Māori students and increase their awareness of Māori knowledge and culture through Māori cultural competency workshops and experiences. Leaders are required to report on how they have incorporated the objectives and goals of the Māori Success Strategy into their own annual planning and implementation processes, to the Quality Assurance Board, and through the annual staff performance management plan system; and
- **The Unitec Partnership principles of 'Authority', 'Responsibility' and 'Guardianship'**, inspire Māori staff to: lead, champion and promote Māori knowledge and practice within and beyond their Schools and Service areas and aspire to leadership roles within Unitec. Some of the ways Unitec is doing this is by:
 - » Supporting and growing Mātauranga Māori expertise in all leadership positions with leadership, support and guidance from the Dean of Teaching and Learning Mātauranga Māori who leads a team responsible for this work in the Schools;
 - » Kaihautū work at embedding mātauranga Māori in programmes through the programme development process and deliver related professional development for teaching staff and facilitate consultation with iwi and Māori groups for the purposes of designing programmes; and

- » Pou Huritao work with Course Coordinators on embedding relevant mātauranga Māori into courses across the Institute and can also be involved in staff professional development;

- **Support and grow leadership capacity of existing staff and students by:** increasing the number of staff who identify as Māori through active recruitment, protection and retention. More recently the organisation has ensured where possible to use Māori titles to attract more Māori to the organisation and we are starting to include tikanga and Te Reo as essentials in leadership roles. Furthermore, the institution is looking to provide further support for Te Roopu Mataara, the Māori staff network, to improve retention.

3. Improve Matauranga Māori practices, knowledge and content within all Unitec's living curricula and environs, learning, teaching and research:

- **Unitec programmes are structured around an approach that is called the Living Curriculum** which is an active, dynamic, holistic process of learning that is jointly owned by learners and teachers and gives life to the notion of 'ako' (reciprocal relationship between learning and teaching). Mātauranga Māori is embedded in this approach. This is guided by our learning Poutama. The Poutama is a self-assessment tool developed at Unitec to enable staff in Schools to analyse the levels of mātauranga Māori included in programmes and courses. An outcome is a plan to build on what exists and related professional development. Support is available through our Kaihautū who make programme decisions based on the Poutama progressions and are also responsible for working with academic staff and managers to identify need, monitor the implementation of any programmes that arise out of Poutama plans and to deliver relevant professional development;
- **Through the role of Dean of Teaching and Learning Matauranga Māori** ako related activities are developed and negotiated with Executive Leaders, Deans and Directors, Academic Board and the Quality Assessment Board. The Dean then manages the implementation of these through the work of the Kaihautū and Pou Huritao;
- **A Rangahau Partner in Tūāpapa Rangahau (Research and Enterprise)** where 0.5 FTE is dedicated to supporting the development of Māori engaged research, and Māori Housing is one of three research foci (refer Section 3.6);
- **Being a partner of Ngā Pae o te Māramatanga the Centre of Research Excellence;**
- **Hosting the ITP Research Symposium** which has a focus on Māori innovation. The symposium is titled Ka Rewa and has the Ngā Pae themes of Whai Rawa, Mauriora and Te Taiao underpinned by Te Reo Māori; and

- **Successfully bidding for Science Challenge funding in partnership with Waikato University, AUT and Māngere Marae.**

4. Develop and maintain partnerships with Māori communities and stakeholders through:

- **The Tumu Tauwhirowhiro Māori (Executive Director Māori) position** which is responsible for overseeing Unitec's commitment to work in partnership with Māori;
- **Working with the community to raise brand awareness** through greater involvement in community events and media such as: co-sponsoring the Mana Korero 2018 National Secondary School Speech Contest and closer engagement with Māori schools such as Te Kura Kaupapa Māori o Hoani Waititi Marae and Western Springs College – Ngā Puna o Waiōrea;
- **Working more closely with local Iwi** through: the Rūnanga, delivering language programmes on local marae, and co-hosting events such as the National Māori Nurses Annual hui, providing Karanga and Ta Moko wānanga and the celebration of Matariki and Te Wiki o Te Reo;
- **Promoting Unitec to the Māori students of Unitec's partner secondary schools** through the Unitec Pathways College initiatives outlined in Section 3.2 and in specific school programmes such as Mahi a Toi. Mahi a Toi is a ten-week programme delivered to year 12 and 13 Māori students from the Rutherford College Mahi a Toi Academy as the Tertiary component of their annual curriculum. Students research their whakapapa, draw, design and develop it into creative applications for different mediums. The institution also supports Kei a Tātou Te Ihi (KATTI) the year 10 career day for Māori students;
- **Specific initiatives with external organisations:** to support Maori recruitment, and graduate and student success initiative programmes such as the NZ Police Maori, Pacific and Ethnic Services Team, the Maori and Pacific Trades Training initiative and as previously mentioned our current work with Whare Kura; Supporting the Heart Foundation to develop their responsiveness to Māori through delivering professional development and by linking them to Māori professionals who can provide them with the capability to be responsible Treaty partners; and supporting Hoani Waititi Marae using the ITP Voucher Scheme to develop its Strategic Plan.

Unitec's key objectives and performance indicators for boosting achievement of Māori are:

Institution objective	Increase Māori student success
Description of related activities (if required)	Refer Section 3.3 initiative #1
Performance indicator	Student First Year Retention Rates
Baseline, [year]	59% (2017)
Interim target, [year]	59.0% (2019)
Final target, [year]	60.5% (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	These are our SSP targets (refer Section 6). Specific targets for Level 4 to 7 (non degree) and Level 7 (degree) are included in our EPI commitments
Additional information (e.g. where is this taking place - region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Infrastructure, Engineering, High Technology, Business and Enterprise.

Institution objective	Increase Māori student participation rates
Description of related activities (if required)	Refer Section 3.3 initiatives #1, 2, 3 and 4
Performance indicator	Māori student participation rates
Baseline, [year]	12.4% (2017)
Interim target, [year]	12.9% (2019)
Final target, [year]	14.4% (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	These are our SSP targets (refer Section 6). Specific targets for Levels 1-3, 4 to 7 (non degree), 7 (degree) and 8-10 are included in our EPI commitments
Additional information (e.g. where is this taking place - region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.



3.4 Boosting achievement of Pasifika

Unitec is committed to meeting the aspirations of Pacific⁵ students and communities. This commitment is endorsed and supported by the Fono Faufuatua, the Unitec Pacific advisory committee consisting of Pacific members of the community and the tertiary sector, who advise the Council, Management and the whole of Unitec in “promoting lifelong learning and prosperity in Pacific communities by assisting to establish Unitec as the Pacific people’s tertiary institute of choice in the Auckland region”.

Unitec’s commitment to Pacific students and communities is documented in the Unitec Pacific Success Strategy 2018-2023 which has been guided by strategic documents from within the institute and nationally, primarily, the Tertiary Educational Strategy 2014 - 2019 and the Ministry of Education’s Pasifika Education Plan 2013 - 2017. The Unitec 2018-2023 Pacific Success Strategy has four objectives which are summarised below together with key initiatives that have been undertaken to support the implementation of the strategy:

1. Increase Pacific student success, completion and participation rates – by assisting students to complete more courses and programmes and to progress to a higher level of study including postgraduate levels by:

- **Having established the Director of Pacific Success position** (in October 2017) to: oversee Unitec’s commitment to meet Pacific student needs; work across Unitec to increase knowledge, understanding and skills of their Pacific students and the Pacific community; and ensure that all Pacific student have access to pastoral and academic support;
- **The establishment of the Pacific Centre** to ensure there is a space and environment for Pacific students to engage with each other and to support each other in their studies;
- **Ensuring the academic teams are supported** and resourced to regularly track, monitor and evaluate their Pacific success and completion rates. This is an ongoing initiative being undertaken through the Pacific Success Fono, a working group that is responsible for:
 - » Regularly monitoring and providing reports and updates on Pacific student success rates including the Pacific Progress Report (PacPR) covering all courses with a minimum of ten or more Pacific enrolments; programmes; and

- » Working with Pacific Academic Development Lecturers (Pacific ADLs) and Student Advisors to provide academic and pastoral support to Pacific students; and

- **Taking the necessary actions to ensure Pacific students are supported** appropriately and succeeding in their studies. This is an ongoing initiative being undertaken through the Pacific Student Engagement Fono, a working group that is responsible for working with the Academic and Student Support teams to: provide academic and pastoral support, running assignment retreats and mentoring programmes, and increasing participation and satisfaction for Pacific students. Struggling students are identified and allocated to Pacific academic development lecturers and student advisors for academic and pastoral support. All students are contacted and provided with the opportunity for support if required.

2. Grow Unitec staff capability and capacity to empower and support Pacific students through:

- **The Unitec values of ‘Generosity of Spirit’ and ‘Accountability’**, inspire all staff to: empower and support Pacific students and increase their awareness of Pacific knowledge and culture through Pacific cultural competency workshops and experiences. Heads of Schools (Departments) are required to report on how they have incorporated the objectives and goals of the Pacific Success Strategy into their own annual planning and implementation processes and all staff members through the annual performance management plan system; and
- **The Unitec Partnership principles of ‘Authority’, ‘Responsibility’ and ‘Guardianship’**, inspire Pacific staff to: lead, champion and promote Pacific knowledge and practice within and beyond their Schools and Service areas and aspire to leadership roles within Unitec. Some of the ways Unitec is doing this is:
 - » Through the Director of Pacific Success who is working with the organisation to increase Pacific academic, management and support staff numbers to reflect the Pacific student population at Unitec as well as the growing Pacific population of the wider Auckland community; including recruiting students into full and part time roles at Unitec; and
 - » The Pacific Staff Engagement Fono, a working group that is responsible for: developing Pacific Professional Development and conduction workshops, organising Pacific staff events, increasing staff participation and satisfaction, and monitoring and reporting on the numbers of Pacific staff.

3. Grow Pacific knowledge and awareness in Learning, Teaching and Research through:

- **The Pacific Learning and Teaching Fono**, a working group that is responsible for: developing Pacific courses for the academic Schools; developing Pacific content for existing courses, promoting and championing Pacific pedagogies within programmes, and providing advice on appropriate Pacific assessment methodologies. This Fono has developed two Pacific papers, a first year bachelor degree paper and a first year postgraduate degree paper. These will be incorporated in to the next stage of Unitec's portfolio delivery; and
- **The Pacific Research Fono**, a working group that is responsible for growing Pacific research capability and capacity at Unitec, applying for Pacific research project funding, conducting Pacific research, supporting all staff with Pacific research, and supporting and encouraging Pacific postgraduate research. This Fono is currently working on two research projects, one looking at how to better support Pacific students studying at Unitec, and the other looking at how effective the use of devices and online technology is in improving Pacific student success rates. These projects are in the first year of a five year research plan.

4. Develop and maintain partnerships with Pacific communities and stakeholders through:

- **The Pacific Community Engagement Fono**, a working group that is responsible for creating partnerships with and promoting Unitec to the Pacific communities, working with Unitec Pathways College (refer Section 3.2) to promote Unitec to the Pacific students of Unitec's partner secondary schools, seeking work experience opportunities for Pacific students in the community, and growing the Unitec Pacific Alumni;
- **The establishment of the Pacific Community Engagement Advisor position** to lead the Pacific external stakeholder engagement plan to: increase Unitec representation on Pacific industry and advisory committees, raise brand awareness through greater involvement in community events and media, and support Pacific recruitment, graduate and student success initiative programmes with external organisations; and
- **Specific initiatives** such as involvement with the: NZ Police Māori, Pacific and Ethnic Services Team, Pacific Island Leaders of Tomorrow Organising Committee, the West Auckland Pacifica group, church and community groups.

Unitec's key objectives and performance indicators for boosting achievement of Pasifika are:

Institution objective	Increase Pacific student success
Description of related activities (if required)	Refer Section 3.4 initiative #1
Performance indicator	Student First Year Retention Rates
Baseline, [year]	58% (2017)
Interim target, [year]	58.5% (2019)
Final target, [year]	60.0% (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	These are our SSP targets (refer Section 6). Specific targets for Level 4 to 7 (non degree) and Level 7 (degree) are included in our EPI commitments
Additional information (e.g. where is this taking place - region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Infrastructure, Engineering, High Technology, Business and Enterprise.

Institution objective	Increase Pacific student participation rates
Description of related activities (if required)	Refer Section 3.4 initiatives #1, 2, 3 and 4
Performance indicator	Pacific student participation rates
Baseline, [year]	18.0% (2017)
Interim target, [year]	18.0% (2019)
Final target, [year]	18.0% (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	These are our SSP targets (refer Section 6). Specific targets for Levels 1-3, 4 to 7 (non degree), 7 (degree) and 8-10 are included in our EPI commitments
Additional information (e.g. where is this taking place - region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.



3.5 Improving adult literacy and numeracy

As discussed in Section 3.2, Bridging Education, Language Studies and Secondary School Education was repositioned in the centre of Unitec's Networks and Practice Pathway structure in 2016, to provide clear learning pathways into diploma and degree programmes. Bridgepoint's kaupapa is to 'create pathways to success' for all by providing students with access and opportunity to develop real and authentic learning pathways that staircase them onto higher education and ultimately employment. Key to this is ensuring that students have sufficient literacy and numeracy skills to fully participate in a modern high-skilled economy and society. Unitec's five key strategies for improving adult literacy and numeracy in keeping with the 2014-2019 Tertiary Education Strategy and the TEC Literacy and Numeracy 2015-2019 Implementation Strategy are summarised below:

1. Accurately assessing the students' needs and capabilities:

- Applicants for the Study and Career Preparation programme attend a pre-entry diagnostic skill review to determine their literacy, comprehension and numeracy levels and learning needs. The pre-entry test has been developed over many years and provides an accurate picture of students' capabilities and needs, and assists in placing them in programmes at the right level of learning for them;
- The student is provided support to determine the appropriate pathway based on their literacy and numeracy levels and learning needs. In the first few weeks of their courses, if it is felt that a student has been placed in an inappropriate pathway, they are given the opportunity to make appropriate changes; and
- Using the TEC Literacy and Numeracy for Adults Assessment Tool across all Level 1 to 3 programmes to assist us to inform learning.

2. Provide programmes with flexible structures that can be modified to meet the students learning and individual vocational pathway needs. The key programme for assisting students to improve literacy and numeracy is the NZ Certificate in Study & Career Preparation (Level 3) which is intended for students who left school without the required credits for tertiary study, or who decide to study at higher levels as mature students, having left school with few qualifications:

- NZCSC provides contextualised learning relevant to a student's pathway of choice, whilst also embedding study skills, academic literacies, Mātauranga Māori and career development;
- The programme is suitable for both domestic and international students;
- The programme features a variety of courses across nine practice pathways or schools (Nursing, Social Development, Education, Health & Natural Sciences, Art & Design, Business, Communications, Sport, Engineering) and is designed to provide students with the opportunity to transition to a wide range of further study options;
- Literacy and numeracy requirements are contextualised to meet students' pathway needs. For example, the Engineering school offers three mathematics courses to meet the needs of students who come in with a range of mathematical skills, the Arts and Design school has mathematics embedded in its courses.

3. Support students requiring English for Speakers of Other Languages ("ESOL") programmes

– Unitec offers students from around the world programmes in English language, liaison interpreting, teacher education and international languages, specific to adult literacy are: the NZ Certificate in English Language (NZCEL) Levels 2 to 5, Certificate in Language Teaching (Level 5) and the Certificate in Liaison Interpreting;

4. Provide supported and assisted learning – for the last 25 years over 500 adults and mature school leavers with learning disabilities including intellectual disabilities students have attended our programmes, providing them with a valuable opportunity to extend their skills and prepare for paid employment. Provision of literacy and numeracy skills is embedded in these programmes. The Supported Learning team has also recently launched the DIY Toolbox of Words, a learning tool specifically for supported and assisted learning students.

5. Ensuring staff are equipped to provide the necessary support:

- All academic staff who are involved in foundation education either hold or are currently enrolled in appropriate qualifications;
- All academic staff who provide specialised literacy and numeracy skills hold or are currently enrolled in appropriate qualifications; and
- The Unitec Te Puna Ako academic advisory team provides support to academic staff on embedding or assisting students with literacy and numeracy skills on an as required basis.

Unitec's key objectives and performance indicators for improving adult literacy and numeracy are:

Institution objective	Improving student literacy and numeracy skills to enable them to fully participate in a modern high-skilled economy and society
Description of related activities (if required)	Refer Section 3.5, Initiative #1
Performance indicator	Level 1 to 3 SAC Progression rate
Baseline, [year]	Non Māori and Non Pacific 39.9% (2017) Māori 34.8% (2017) Pacific 48.5% (2017)
Interim target, [year]	Non Māori and Non Pacific 40.4% (2019) Māori 35.3% (2019) Pacific 49.0% (2019)
Final target, [year]	Non Māori and Non Pacific 41.4% (2021) Māori 36.3% (2021) Pacific 50.0% (2021)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	These are our EPI commitment targets
Additional information (e.g. where is this taking place - region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.



3.6 Strengthening research-based institutions

Unitec developed its 2015-2020 Research and Enterprise Strategy within the context of the 2014-2019 Tertiary Education Strategy and focused on: delivering applied and impactful research; and maintaining Unitec's position as the leading New Zealand research ITP⁶. The strategy has three objectives which are summarised below with key initiatives to support the implementation of the strategy:

1. Develop staff capability - continuing to improve the quality of our research, through staff capability development, so staff are equipped to undertake impactful research and enterprise through:

- Centralised research and enterprise service centre model - since 2015, Unitec has had a centralised research and enterprise service centre model, Tuapapa Rangahau, Partnering Research and Enterprise, enabling research specialists to work closely with academic staff to support and develop their research goals and link staff with specialised research services as required. A group of experienced researchers represent each academic pathway or school and provide a multi-disciplinary direction to research at Unitec and the achievement of shared goals. This enabled the Tuk Tuk electric conversion "how to" project which was initiated by students Donald Nderingo and Jay Kumar and supported by lecturer Roman Kudin and the paper presented at an international research symposium on problem-based learning in Columbia;
- **Research leaders and network partners working closely together** - to recruit and induct new researchers and assist them to develop their research plans, pair them with active research teams and check to ensure research planning stays on track. Individual research plans have been incorporated into Unitec's performance development system and Unitec is developing a set of research competencies for new, experienced and expert researchers to inform research development activity;
- **The Early Career Research Forum** - which Unitec established in 2014 and now has over 80 members, its own annual contestable research fund, offers a Research Fellowship in two categories, and one of its staff members sits on the national Royal Society EDC Forum Committee which has enabled Unitec to have a closer relationship with the ITP sector; Unitec provides: seed funding for research projects that assist new researchers to publish and gain research active status at Unitec; writing support, retreats and workshops for new researchers; masterclasses and blended/online

courses addressing research skills at a range of levels (e.g. research methodology, grant-writing and contract management); facilitation and consolidated resources around postgraduate supervision; support to publish academic papers with Unitec's quality assured ePress; and a mentorship programme where experienced researchers, primarily from Unitec's professoriate, mentor new researchers through to their first publications; and

- **New programme to identify and grow research talent** - was initiated in 2018 the programme takes a three-pronged approach: the PhD Leadership programme has been implemented where a small cohort of staff with strong research leadership potential are being supported to complete their PhD studies, as well as develop their ability to lead research teams. The Principle Investigator Fast Track programme has identified a group of high potential researchers at Unitec and designed a funding scheme to resource them to pursue grant seeking activity. The Home Grown Research Leadership programme is open to all staff at Unitec and uses live research projects to spot new talent and provide a research development pathway. These later two initiatives have been designed in 2018 with plans to implement in 2019.

2. Increase external engagement - by continuing to build our research relationships with industry and developing partnerships with external organisations including:

- The ITP Research Voucher scheme has been co-developed and utilised by Unitec since 2015 to create over 50 relationships with external businesses, marae and community groups. Ranging from groups like Hoani Waititi Marae, Pheromite Ltd, the Kaipatiki Project and Hawkes Bay District Council, these projects incentivise organisations through access to staff expertise to contract Unitec to undertake research and development. An example being where Unitec collaborated with Wesley Intermediate to design and develop a prototype PB4L mobile app, used to evaluate it's effectiveness in supporting their teachers to implement PB4L teaching. Unitec Computing staff and student (Master of Applied Practice programme and Bachelor of Computing programme) led the app development and user evaluation with practitioners at the local school. The total investment in the scheme is over \$200,000, with an average value of \$6,100. The scheme has involved 12 different Pathway groups, with dozens of staff and students involved providing excellent connectivity, professional development and real-world learning;
- **The Environmental and Animal Sciences School ("EAS")** has each year developed collaborative research projects with Auckland Council and other organisations that involve Bachelor of Applied Science third-year students. For example, Auckland Council co-supervised and funded two Unitec students to investigate the biosecurity risk pathways of pests and their vectors which threaten the Hauraki Gulf Islands in order to inform the

⁶The leader in the 2012 PBRF Quality Evaluation Report

operational planning and management by Council. This has meant that EAS graduates are sought after by these organisations and over the past seven years the students have presented this research at the New Zealand Biosecurity (NETS) conference;

- **Cybersecurity** - Unitec Bachelor of Communication graduate Megan Wolak has written a white paper on current trends in cybersecurity for New Zealand technology insurer Delta Insurance. This project was a direct outcome of engagements that the Unitec STRATUS⁷ team (refer objective #3 below) had with Delta to help them explore innovations in the cyber risk mitigation area. The white paper was well received by industry and as a result Megan has been offered employment at Delta Insurance;
- **Environmental engineering** - Within the Applied Technology and Engineering School, ongoing research into Indoor Air Quality (IAQ) and Waste Minimisation has been used to provide students with interesting, relevant and industry-engaged final year projects for the BEngTech (Civil Engineering) degree course. Innovative research on IAQ was funded by the Building Research Association of New Zealand (BRANZ) to investigate the effect of airtightness, mechanical ventilation and simulated occupancy on particulate matter and volatile organic compounds generated in timber-built houses in New Zealand. Three final year students were involved in this research, charged with running on-going experiments and data analysis. Research findings were presented at the International Conference on the Environment, Chemistry and Biology in Auckland, 2015 and one of the students was awarded the Top Environmental Student prize for the BEngTech in 2017. This research has been embedded into MG6116 Sensitive Environment, a level 6 course from the Environmental Specialisation stream;
- **Student research for industry** - Working directly with contractors (Bannan Construction, Nallard Construction and Chester Consultants), two final year project students have been involved in creating on-site solutions for waste recovery using source separation and reuse/recycling. One of them achieved impressive landfill diversion on-site and was instrumental in training staff to incorporate waste management ideas into their workplace. This work was used to support a funding application to the Ministry for the Environment for further work on waste minimization from construction sites in collaboration with industry. This research has been integrated into MG6116 Sensitive Environment and MG7109 Resource & Environmental Management (level 7) from the Environmental Specialisation stream;
- **The Carter Holt Harvey and Prefab NZ** collaboration with Unitec enabled eleven female students to design and build a prototype house in five weeks. The team exhibited the prototype at the Buildnz/Designex expo. Other students worked on a partial fit-out for Tech Futures Lab

and a striking entrance pavilion for the 2017 Sculpture on the Gulf exhibition;

- **An international collaboration with Unitec environmental scientists and chemists**, and health researchers at University of Pennsylvania and construction industry policy experts at the University of Canberra to investigate novel methods of asbestos remediation. A first journal article co-authored by all involved academics, is close to submission to a high impact factor journal and conversations with industry and government departments in New Zealand, Australia and the US are underway to secure funding for a major research project including field trials;
- **Student engaged design** - In 2015, the world's largest glass bottle manufacturer (OI International) approached Unitec to collaborate with them and the NZ Brewer's Guild to help the New Zealand Craft Brewing industry grow further through exporting to Asian markets. The challenge was to develop a bottle that facilitated the New Zealand message, without being specific to a single brand. The 'Product Design' students (enrolled on the Bachelor of Design and Visual Arts) were given the task to design this bottle, and eventually developed a design called 'the Provider' that leveraged Asia Numerology, the Ergonomics of Cultural Usage (2-handed pouring), and aesthetic references to the history of international trade. This design was accepted by the project partners, garnered a 'professional' Silver medal at the BEST design awards in 2016, and is now in use by several brewers. The production of this bottle is now over 5 million units, in four different sizes, and has been featured on New Zealand television; and
- **Student Innovation** - In the Bachelor of Creative Enterprise programme, the final year students are encouraged to develop projects that harness innovation based on a multi-disciplinary exploration of their own ideas for products or services. Examples of this are a student that designed, tested, and developed 3D printed deep sea sport fishing lures. These designs were branded and made ready for market. Another example is a student who developed a fashion brand that uses organic and recycled fabrics. The student subsequently won the Unitec Bold Innovators scholarship to incubate her fashion label as a start-up. She was able to not only develop her brand identity but establish a workshop within her studio space and produce a public launch off campus. Currently, she is validating the market potential of her idea with a pop-up store in Auckland.

3. Bring a greater strategic focus to our research - to strengthen Unitec's reputation and provide a strategic advantage in specialised areas of research and enterprise. Unitec has implemented Strategic Foci where specific areas of demonstrated research capability and leadership is aligned to credible external relationships and funding opportunities to accelerate their growth:

- **The Cyber security focus** was established in 2014 and has enabled Unitec to be a key research partner in the high profile MBIE Endeavour funded cybersecurity project, STRATUS. The STRATUS project brings together three of New Zealand's leading cybersecurity research organisations (University of Waikato, University of Auckland and Unitec), MBIE and multiple industry partners, who are all joining forces on national and global priorities in Cloud-based cybersecurity. Unitec researchers are leading the Research Aim charged with creating and developing a suite of novel security tools that increase resilience and rapid disaster recovery of data in the Cloud. The several prototypes under development have the potential to respond to national data resilience and recovery challenges and bring a competitive advantage to NZ small to medium enterprises. One of these prototypes is already under commercialisation in partnership with a New Zealand cloud service provider, and has resulted in one of Unitec's very first patents. The STRATUS team recently received a gold status from MBIE and were quoted in the NZ Cyber Strategy Annual Report, published by Department of Prime Minister and Cabinets' National Cyber Policy Office, as an exemplar for cyber security commercialization (refer <https://stratus.org.nz/>);
- **A Pacific Research Leader** has been appointed and Fono established to grow Pacific research and capability at Unitec, conduct Pacific research, support Pacific staff conducting Pacific research and support and encourage Pacific postgraduate research
- **The Applied Molecular Solutions focus** was established in 2015 and specialises in highly applied DNA analysis techniques which can disclose critical information about a habitat; water, soil or biomass. They have established a respectable laboratory and are providing research services to other organisations as well as conducting independent research, for which they have won over 12 external grants since establishment (refer <https://www.unitec.ac.nz/ams/>);
- **The Strategic Māori Research focus** was established in 2017 and through this initiative Unitec has won the right to host the 2018 ITP Māori Innovation Symposium, has won over \$1m in external funding in Māori research. In particular, Unitec is the lead organisation in a National Science Challenge funded research project, 'Te Manaaki o te Marae – The role of Marae in the Tāmaki Māori housing crisis'. This project is funded under the Building Better Homes Towns and Cities, Kāinga Tahi Kāinga Rua Science Challenge and is delivered in close collaboration with Te Puea Marae, University of Waikato and a diversity of leading national experts. Te Puea marae was the first marae to initiate a marae-based kaupapa Māori response to homeless, opening its doors to vulnerable whanau and demonstrating that marae can be an integral part of urban housing solutions. This innovation has enabled the research project team to focus in on the transformational potential of marae and the role of marae in providing emergency housing to the some 58% of homeless who are Māori. The Challenge has named this research collaboration as an exemplar; and

Unitec has the following students and staff involved in L7 degrees and above:

Level 7 and above Programmes	2016	2017	2018(1)
Students EFTS	5,103	4,712	3,907
Total Students EFTS	8,779	8,119	6,502
% of EFTS	56%	56%	58%

(1) 2018 EFTS figure is the Year to Date figure as at 2nd July, 2018

Level 7 and above Programmes	2016	2017	2018(2)
Academic Staff FTE teaching	213	218	232
Total Academic Staff FTE	528	512	489
% of Academic Staff	40%	43%	47%

(2) 2018 EFTS figure is based on Unitec FTE forecast as at 30th April, 2018

Unitec's key objectives and performance indicators for strengthening research-based institutions are:

Institution objective	To create greater strategic focus to our research, so Unitec gains a competitive reputation in specific areas of research and enterprise
Description of related activities (if required)	Refer Section 3.6 initiative #3
Performance indicator	External Research Income (ERI)
Baseline, [year]	\$880,185 (normalisation of 2015 - 2017 actual results)
Interim target, [year]	\$968,200 (2018) with 10% increase in ERI per annum
Final target, [year]	\$1,417,500 (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	These targets are included in our EPI commitments
Additional information (e.g. where is this taking place - region, industry sector etc.)	<p>Region: Auckland</p> <p>Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.</p>

Institution objective	To improve the quality of our research, so staff are equipped to undertake impactful research and enterprise
Description of related activities (if required)	Refer Section 3.6 initiative #1
Performance indicator	Quality assured research outputs
Baseline, [year]	354 (normalisation of 2015 – 2017 actual results)
Interim target, [year]	361 (2018) with 2% increase per annum
Final target, [year]	391 (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	It is an enabler for our MoP targets
Additional information (e.g. where is this taking place – region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.

Institution objective	To increase our external engagement and build more, deeper research and enterprise relationships with external organisations
Description of related activities (if required)	Refer Section 3.6 initiative #3
Performance indicator	Industry funded research and enterprise projects
Baseline, [year]	27 (normalisation of 2015 – 2017 actual results)
Interim target, [year]	30 (2018) with 10% increase in per annum until 2019, then 5% increase from 2020 onwards
Final target, [year]	40 (2022)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	It is an enabler for our MoP targets and our research EPI targets
Additional information (e.g. where is this taking place – region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.



3.7 Growing International Linkages

Unitec's has been actively engaged in developing international partnerships and offering international education to contribute to New Zealand's success, enrich the student experience and enhance Unitec's reputation and financial health. Unitec's four key strategies for growing international linkages in keeping with the 2014-2019 Tertiary Education Strategy are summarised below with key initiatives:

1. Provide a high quality educational experience for international students in New Zealand and protect the wellbeing of students in our care enabled by:

- **Student support** – students have access to Unitec's full range of student support services for study advice, cultural guidance, personal support, career guidance and student job search as detailed in Section 3.2;
- **International office one-stop support centre** – in addition to these student services, the International team provides a one-stop support centre for the additional services that international students require:
 - » **International Student advisors** – able to advise on: Unitec study options and assess the students' application for the programme, progressing into higher studies, assist with programme changes and provide pastoral care support, accessing student job search and other student support services;
 - » **Visa support** – students can access on-campus consultation for student visit and post-study work visas and Unitec can lodge visa applications on behalf of students;
 - » **Insurance support** – organise Unitec approved current medical and travel insurance assist with any claims;
 - » **Homestay support** – talk, assist, advise and guide with any queries; and
 - » **Student experience** – supporting students in their New Zealand experience including: making friends, trips away, cultural participation and study Auckland events;
- **Language Studies** – as detailed in Section 3.2 Unitec offers a variety of English Language courses and the New Zealand Certificate in study and Career Preparation to help students improve their English skills and to specifically support them in their Pathway Programme of choice,

progress into higher education or employment;

- **Te Noho Otahitanga Marae** – Unitec's marae provides a Powhiri (welcome ceremony) for all new students and their guests, assisting international students to meet and connect with others from New Zealand and overseas, and provides a whanau (family) away from home culture. The marae also offers Kura Po classes on Māori pronunciation, basis greetings, common phrases and waiata (Māori songs) and the use of Te Reo in everyday situations including the workplace;
- **The Pacific Centre** – as detailed in Section 3.4 there are additional support services for international students from the Pacific nations. The International and Pacific Teams are also working together to provide a greater cultural understanding
- **The Code of Practice** – Unitec abides by the New Zealand Qualifications Authority Code of Practice which sets out minimum standards of advice and care for students.

2. Deliver high quality and internationally recognised qualifications that meet the needs of international students:

- **International recognition** – Unitec is a member of the International Association of Universities and its qualifications are globally recognised and of international standing;
- **Has a proven record in international graduates finding jobs** – 86% of international graduates are in paid work or work full time; 69% of international graduates found their job within three months of completion of their qualification;
- **Has built its programmes with input from national and international business leaders** – as detailed in Section 3.1 through strong links with industry partnerships Unitec provides students opportunities to develop skills that the local and international labour markets need and provide students with real life work experience; and
- **Offers student exchange with overseas universities** – second year bachelor degree students can apply for the student exchange option to study aboard in Europe, Canada, America, South America, Asia or Australia.

3. Develop and maintain mutually beneficial education and research relationships with key partner countries through:

- **Collaborative relationships with institutions from around the world** – these relationships involve mutual interest and concern and take many forms, such as:
 - » Staff exchange, visiting scholar, student exchange,

cultural exchange, co-operative learning programmes and projects;

- » Development and application of educational methods and technologies;
- » Collaborative and exchange lecturers, conferences and seminars; and
- » Short-term training programmes and projects;

- **Countries with which international institutional partnerships have been formed include** – Australia, Austria, Canada, China, Denmark, Finland, France, Germany, India, Ireland, Mexico, Netherlands, Sweden, Switzerland, United Kingdom, United States and Vietnam; and
- **Research partnerships with overseas educational providers** – as detailed in Section 3.6 Unitec has developed relationships with overseas educational providers that it can work with on specific industry-related projects such as the Canadian Institute for Cybersecurity, part of the University of New Brunswick's Information Security Centre of Excellence.

4. Extend our reach into new and existing international markets:

- **Managing our existing relationships with agents** – Unitec has agents in 40+ countries who assist Unitec to connect with and assist students through the application and enrolment processes;
- **Building connections in new and developing markets** – Unitec has identified and is building relationships in developing and new country markets such as Vietnam and the Philippines; and
- **Utilising our overseas based alumni** – to support recruitment fares and other events.

Unitec's key objectives and performance indicators for growing international linkages are:

Institution objective	Develop international partnerships and offer international education to contribute to New Zealand's success, enrich the student experience
Description of related activities (if required)	Refer Section 3.7 initiatives #1, 2, 3 and 4
Performance indicator	International EFTS
Baseline, [year]	2,035 (2017)
Interim target, [year]	1,467 (2019)
Final target, [year]	1,487 (2020-22) No change has been made to EFTS targets post 2020 given the current uncertainty of the international market (refer Section 6).
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	These targets are included in our EPI commitments
Additional information (e.g. where is this taking place – region, industry sector etc.)	Region: Auckland Industry Sectors: Health and Community, Environmental & Animal Sciences, Construction and Built Environment, Engineering, High Technology, Business and Creative.



04



Programmes and Activities

Investment Plan 2019-2020

Over the last few years Unitec has restructured its academic structure to provide clear learning pathways into diploma and degree programmes.

Unitec has worked with its stakeholders to identify what they need (refer Section 2) and has restructured the courses and programmes that it delivers to meet those needs. The ultimate objective of this exercise is to ensure favourable post-study outcomes for students and a financially viable and sustainable future for Unitec.

To ensure that Unitec has the resources that are required to meet its stakeholders needs it has:

- Undertaken a review of EFTS trends from 2014 to 2017 for International, Domestic (Maori, Pacific and other, and under 20) and forecast EFTS for 2018;

- Gathered market intelligence on industry, domestic and international student requirements;
- Reviewed its programme delivery re-structuring (what has stopped, what has changed, what is starting) and considered margin analysis by programme and course; and
- Considered the likely impact of the strategic initiatives detailed in Section 3.0.

This process has been used to plan the programmes and activities Unitec is proposing to deliver in 2019 and 2020.

Summarised below is an extraction of the Mix of Provision, domestic Student Achievement Component Level 3 Plus EFTS that Unitec is planning to deliver in 2019 and 2020 and which are a critical part of Unitec's total programme delivery.

Course Classifications	2019 EFTS	2020 EFTS
Architecture; Quantity Surveying	965	966
Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences	1001	1045
Business; Accountancy; Office Systems/Secretarial; Management	383	374
Comprehensive Nursing	298	286
Computer Science	203	200
*Engineering; Technology	99	87
Fine Arts; Design	104	87
Health Related Professions	5	4
Health Sciences (excluding classifications #07, #15, and #17)	64	47
Law	13	12
Medical Imaging	62	62
Music And Performing Arts	100	97
Osteopathy; Acupuncture	49	37
Priority Engineering	293	306
Science	304	307
Teaching: Early Childhood Education Recognised Degree/Diploma of Teaching	125	116
*Teaching: Primary Recognised Degree/Diploma of Teaching	63	0
*Teaching: Secondary and Specialist Recognised Degree/Diploma of Teaching	48	0
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	848	803

**Includes 2019 MindLab EFTS*

Unitec currently has three sub-contractual arrangements to support the delivery of these services which are detailed in our Subcontracting Register on Workspace 2.



05



Outcomes and measures

Investment Plan 2019-2020

Summarised below are the key performance targets underpinning our Mission from the 2017-2018 Investment Plan. The actual performance results for the three-year period 2014 to 2017 are summarised below in comparison to the 2017 and 2018 Investment Plan targets:

A more highly skilled, innovative, and enterprising New Zealand workforce					
Measure	Actual			2017-18 IP Targets	
	2015	2016	2017	2017	2018
Graduates Employed, Studying, or Combining (GESC)	83%	85%	86%	85%	86%
Highly employable and enterprising life-long learners					
Measure	Actual			2017-18 IP Targets	
	2015	2016	2017	2017	2018
Course Completion Rates (SAC all)	81%	80%	78%	80-84%	80-84%
Student First Year Retention Rate (SAC all)	70%	65%	66%	75%	76%
Student Net Promoter Score	13	10	3	27	29
Engaged and inspired staff equipped with capabilities for our future					
Measure	Actual			2017-18 IP Targets	
	2015	2016	2017	2017	2018
Staff Engagement	59%	-	60%	65%	70%
A financially sustainable Unitec					
Measure	Actual			2017-18 IP Targets	
	2015	2016	2017	2017	2018
Total EFTS	9,968	9,100	8,442	9,752	9,800
EBITDA to Total Revenue	9.3%	(4.1)%	(11.4)%	3.3%	8.6%

We have not included the 2019 to 2021 Investment Plan targets in this table as they were prepared assuming a significant increase in EFTS over the five-year period (2017 to 2021).

As illustrated above:

- The Graduates Employed, Studying, or Combining (GESC) score has improved each year due to an increase in graduate employment. As detailed in Section 3.1, Unitec has been working closely with industry partners to connect students and graduates to permanent or internship positions. Key initiatives in place to enable this to happen are establishing Industry Advisory Committees (IAC) for all pathways or schools (as detailed in Section 3.1); assessment of graduate and employer end user feedback⁸; and incorporating this information and advice from IAC, industry partners, registration body/professional accreditation reviews and Unitec's Academic Board into the programme lifecycle (as detailed in Section 2.2);
- Whilst Post-Study Outcomes was not included in the previous Investment Plan, for the 2014/15 completion year Unitec's post-study outcomes⁹ were 46.4% for Levels 1-3, 57.3% for Levels 4 to 7 and 74.6% for Levels 7+. Unitec considers improvement in post-study outcomes to be a critical part of meeting stakeholder needs (students and industry) and contributing towards a financially sustainable Unitec as successful graduates are more likely to promote Unitec. Therefore, this is a measure that Unitec will be monitoring as future results are compiled by TEC;
- Unitec's course completion rates were in line with the overall TEO 2016 completion rate of 80%. The reduction to 78% in 2017 bring them in line with the lower 2016 ITP average rate of 78%;
- Unitec's first year retention rate results are in line with the overall TEO 2016 first year retention rate of 67. However there has been a decline in the student first

⁸This process involves reviewing evidence associated with graduates' achievement of outcomes, establishing a periodic cycle for a review focus for the external consistency review, and agreeing acceptable standards and/or benchmarks for qualification outcome achievement, and areas for improvement.

⁹ As reported in the TEC Nga Kete Post Study Outcomes by TEO Application tool

year retention rate and net promoter scores. Some of the reasons for the decline in the student NPS may relate to changes that Unitec has undertaken over the past few years during its transformation process. Unitec is taking these declines very seriously and significant effort is being exerted to improve these results through: development of programme-level metrics that allow Unitec to identify and address issues that students may be having sooner and the implementation of student specific initiatives to improve support for students as detailed in the at risk young people, Māori, Pacific and International initiative sections (refer Sections 3.2, 3.3, 3.4 and 3.7 respectively);

- Increasing staff engagement has been a key focus with several workstreams dedicated to providing events and resources to encourage staff awareness and engagement. These include programmes which support staff development such as Performance Partnering and Values-Based Leadership. The reported levels remain below our target; however, this is to be expected as there will be some delay before the impact of these new initiatives is reflected in staff reporting; and given the impact of the significant restructuring that Unitec is currently undertaking;
- Whilst EFTS across the sector have declined over the last two years the impact of: Unitec's transformational change process including changes to the domestic enrolment process; and significant changes to the academic programme delivery as part of the roll-out of the Mandatory Review of Qualifications process (MROQ); has resulted in a significant decline in EFTS over the period. As noted above and detailed in Section 3 Unitec has initiatives in place to improve support for students to enable greater retention, progression, programme completion and employment rates, all of which have an impact on EFTS. As detailed in Section 4 improvements to the domestic enrolment process have been made and significant programme redesign has occurred and is the process of being completed in 2018 and 2019 to better match demand; and
- The adverse EBITDA results in 2016 and 2017 are due to: the effect of the unplanned decline in EFTS which due to the fixed nature of Unitec's cost base meant that expenditures were not able to be adjusted to offset reduced earnings during the year; and significant levels of one-off transformation costs incurred over the three-year period. Unitec has begun an extensive programme of cost rationalisation to match the fixed cost structure to future revenue expectations to enable a sustainable

business model.

Unitec has been through considerable change over the last three years and recognises that some of this change has not contributed favourably to its stakeholders. Under its new Executive Leadership Team, Unitec is focused on its core business:

- Delivery of education for people in the Auckland region that will improve their lives and enable them to find satisfying and economically beneficial employment;
- Returning to Category 1 from our current Category 2 status in the next NZQA External Evaluation Review (EER). Unitec was down-graded following its 2016 EER review. Restoring our grading is a high-priority and one that staff have fully engaged in and are working to achieve;
- Ensuring that Unitec is financially viable and sustainable through leaner support services and the reorganisation of academic programme delivery; and
- Our commitment to ensure our stakeholders needs are met: domestic and international students and particularly the needs of Māori, Pacific, migrant communities, young people who are not in employment, education or training or need learning support, and our supported learning students; businesses who need trained workers; other educational partners that we provide academic and research initiatives with; and local and government authorities and related parties.

The building blocks that will support this focus and enable Unitec to achieve its mission of enabling better futures for students, communities, public and private enterprise are:

- Significant work has been undertaken over the last few years in re-structuring programme delivery into: pathways and schools that better enable students to achieve employment options; comply with MROQ; and supports NZQA's process for assuring consistency of graduate outcomes;
- Continuing to build and improve our Quality Assurance Framework through: reporting and monitoring of programmes and courses; developing and integrating our course evaluation and planning processes to our programme evaluation and planning processes; moving from a course and programme annual to bi-annual reporting cycle; and centralising student course and evaluation processes;
- Continuing to work with our industry and community partners to ensure our programmes are relevant and meet labour market needs and to maximise the benefits for our students of some of the best industry training facilities in New Zealand: the Mataaho building (NZ's largest open plan integrated trades training centre) and the new Power laboratory;

- Enabling domestic and international students through the NZ Certificate in Study & Career Preparation (Level 3) and the NZ Certificate English Language programmes (NZCEL) to gain the credits they need to progress in tertiary study. For example, a review of 302 students who completed a NZCEL programme in 2015 showed that: 112 students carried onto complete a mainstream programme, 102 are currently enrolled in a mainstream programme and 3 students are current enrolled on the NZCEL Level 4 programme;
- The implementation of strategic foci to align demonstrated research capability and leadership to external relationships and funding opportunities currently in the areas of cyber security, applied molecular solutions, Māori and Pacific research; and
- Continuing to implement Unitec's priority initiatives:
 - » Engagement with secondary schools in the Auckland region through the Unitec Pathways College and other stakeholders working with young people who are not in employment education or training (as detailed in Section 3.2) as part of supporting young people into careers;
 - » Boosting success of Māori and Pacific students (as detailed in Sections 3.3 and 3.4);
 - » Delivering skills for industry: continuing to grow our industry partnerships and embed the advice of our Industry Advisory Committees into our programmes (as detailed in Section 3.1);
 - » Supporting our stakeholders, particularly industry partners, Māori and Pacific, and other educational providers through our research activities (as detailed in Section 3.6);
 - » Enabling students to have the skills they need to fully participate in a contemporary high-skilled economy and society, be that literacy and numeracy skills to progress into tertiary study, or skills for living and working for those who require assisted or supported learning (as detailed in Section 3.5);
 - » Extending into new international markets and growing existing markets (as detailed in Section 3.7); and
 - » Re-organising the academic and support teams to meet stakeholder needs in a way that is financially viable and sustainable.



06



Statement of Service Performance

Investment Plan 2019-2020

Summarised below are the actual results for 2015 to 2017 and the 2019-2020 Investment Plan key performance targets with commentary. The 2018 targets are forecast targets based on the 2017 actual performance. The 2019 and 2020 targets are firm, and the 2021 and 2022 targets are indicative.

A more highly skilled, innovative, and enterprising New Zealand workforce								
Measure	Actual			2019-20 Investment Plan Targets				
	2015	2016	2017	2018	2019	2020	2021	2022
Graduates Employed, Studying, or Combining (GESC)	83%	85%	86%	85%	85%	85%	85%	85%

Source: Graduate Survey

Delivering skills for industry and assisting Unitec's students to find a permanent job, or internship with studying is a key priority for Unitec as detailed in Section 3.1. Going forward Unitec wants to retain a GESC score of at least 85%.

Improvement in post-study outcomes is also considered to be a critical part of meeting stakeholder needs (students and industry) and therefore is a measure that Unitec will be monitoring as future results are compiled by TEC¹⁰. For the 2014/15 completion year Unitec's post-study outcomes were 46.4% for Levels 1-3, 57.3% for Levels 4 to 7 and 74.6% for Levels 7+. As detailed in Section 3.1 Unitec is working with its industry partners and other stakeholders to look at how it can improve these outcomes over time.

Highly employable and enterprising life-long learners								
Measure	Actual			2019-20 Investment Plan Targets				
	2015	2016	2017	2018	2019	2020	2021	2022
Student First Year Retention Rate (SAC)	70%	65%	66%	66.0%	66.0%	66.5%	67.0%	67.5%
- Māori	64%	56%	59%	59.0%	59.0%	59.5%	60.0%	60.5%
- Pacific	68%	62%	58%	58.0%	58.5%	59.0%	59.5%	60.0%
- Under 25	70%	66%	65%	65.0%	65.0%	65.5%	66.0%	66.5%
Course Completion Rates: (SAC All)	81%	80%	78%	78.0%	78.5%	79.0%	79.5%	80.0%
- Māori	75%	73%	71%	70.7%	71.2%	71.7%	72.2%	72.7%
- Pacific	72%	70%	67%	67.2%	67.7%	68.2%	68.7%	69.2%
- Under 25	77%	77%	76%	76.0%	76.5%	77.0%	77.5%	78.0%

Unitec is committed to assisting all students and has identified numerous specific initiatives to support young people, Māori and Pacific and those requiring support with literacy, numeracy or assisted or supported learning to succeed (as detailed in Sections 3.2, 3.3, 3.4 and 3.5). This commitment is reflected above in the continuous improvement being targeted in these two measures of student success.

Unitec also recognises that it needs to rebuild student confidence and therefore is targeting a steady increase in these measures but hopes to exceed these targets over time.

Engaged and inspired staff equipped with capabilities for our future								
Measure	Actual			2019-20 Investment Plan Targets				
	2015	2016	2017	2018	2019	2020	2021	2022
Staff Engagement	59%	-	60%	55%	50%	55.0%	60.0%	63.0%

Source: Annual Staff Survey

¹⁰As reported in the TEC Nga Kete Post Study Outcomes by TEO Application tool

As Unitec will be going through a period of significant change in 2018 and 2019, staff engagement is expected to fall in 2018 and then re-build in subsequent years as Unitec moves forward.

A financially sustainable Unitec								
Measure	Actual			2019-20 Investment Plan Targets				
	2015	2016	2017	2018	2019	2020	2021	2022
Domestic EFTS *	7,706	6,987	6,407	6,102	5,599	5,276	5,225	5,198
- Māori Participation	11.7%	12.0%	12.4%	12.4%	12.9%	13.4%	13.9%	14.4%
- Pacific Participation	18.8%	18.3%	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
- U25 Participation	55.3%	53.3%	50.2%	50.2%	50.7%	51.2%	51.7%	52.2%
International EFTS	2,262	2,113	2,035	1,612	1,164	1,487	1,487	1,487
Total EFTS	9,968	9,100	8,442	7,714	6,763	6,763	6,712	6,685
EBITDAR to Total Revenue (source: 2017 annual report)	10.1%	10.4%	1.1%	(1.9)%	0.0%	0.0%	1.0%	1.5%

EFTS Source: SDR, Nga Kete

**From 2020 Mindlab is excluded from EFTS Targets. 2019 is a transition year which only includes existing Mindlab students who will complete their studies in 2019. New students to the Mindlab are not shown from 2019 and beyond.*

As detailed in Section 4.0 Unitec is expecting its Domestic EFTS to continue to decline in 2019, and its targeting a recovery from 2020 to come from regaining market share by having re-organised its programme delivery to better meet stakeholder demands (as detailed in Section 3.1) and providing more support to students through the initiatives outlined in (Sections 3.2 to 3.6).

Unitec is committed to increasing Māori and Pacific student success, completion and participation rates as detailed in Sections 3.3 and 3.4. The Pacific participation levels are currently higher than the TEC target of 9.9% and therefore whilst Unitec will aim to continue to improve the outcomes of its Pacific students it is not targeting an increase in the participation rate. The Māori participation rate is less than the TEC target of 17.9% and thus Unitec has set a continuous improvement rate in this target and hopes to exceed this target over time.

Unitec has set a continuous improvement rate for its Under 25 targets. Unitec is focused on increasing the participation rates of students aged 20 and under as there has been a decline in this cohort over the last few years which Unitec is aiming to address through the Unitec Pathways College initiatives (as detailed in Sections 3.2).

Unitec is expecting its International EFTS to continue to decline in 2019, and its targeting a small recovery from 2020. As detailed in Section 3.7 Unitec has initiatives underway for growing international linkages and providing more support to students. However, given the external factors that impact the international student market, Unitec recognises that it has less ability to influence students' education decisions and therefore due to these uncertainties has made no change to the EFTS target for 2021 and 2022.

Unitec's goal over the next two years is to return to a financially viable and sustainable organisation and has developed a renewal plan to achieve this through leaner support services and the re-organisation of academic programme delivery. It is targeting a return to a positive EBITDAR in 2021, but at lower levels than previous years due to the uncertainty of the international market.



07



Bibliography of Supporting Analysis

Investment Plan 2019-2020

In preparing the Investment Plan we have reviewed and considered the following documents:

Tertiary Education Commission and Ministry of Education

- Tertiary Education Strategy (2014–2019)
- TEC Framework for Youth and Transitions.
- Tū Māia e te Akonga (TEC Strategy 2014-2019)
- Ministry of Education Pasifika Operational Strategy (2017–2020)
- TEC Literacy and Numeracy Implementation Strategy (2015–2019)
- Unitec Educational Performance Indicator Reports
- Nga Kete Applications: My Commitments, My Performance SDR, My Provision – SDR, My Provision – ITR, Post-Study Outcomes by TEO and Post-Study Outcomes of Young Graduates.

Auckland Tourism Events & Economic Development

- ATEED: Leading the successful transformation of Auckland's economy (2016/17 Strategy Highlights)
- Auckland's Economic Development Strategy

Unitec Institute of Technology

- Industry Engagement: Sector Focus Report March 2017
- Environmental Scan Presentation May 2018
- 2017 Graduate Destination Survey
- Rūnanga Māori Enrolments Report April 2018
- U Matter Student Survey Results February 2017
- Future Study – Market Segmentation Report October 2017 (prepared by Colmar Brunton)
- 2017 Employer Satisfaction Survey (prepared by SIL Research)
- Māori Strategy Presentation Document August 2017
- Pacific Success Strategy 2018-2023
- Business Pathway Research April 2017
- International Student Prospectus 2018
- International Operational Business Plan 2018
- Research and Enterprise Strategy 2015-2020

