



Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

INVESTMENT
PLAN
2017 - 2018



Executive
Summary

Strategic
Context

Mission
and Role

Outcomes,
Activities, and
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1. Executive Summary

1.1. This plan

Over the plan period (2017-2018), Unitec will provide teaching services to approximately 20,000 students per year, delivering high-quality graduates to Auckland and New Zealand and contributing to positive economic and social outcomes, at a cost of approximately \$290 million.

1.2. What we do

Unitec provides teaching, research, and broader community services. We are guided by the Tertiary Education Commission's goals of (1) a more highly skilled workforce, and (2) a richer New Zealand society and culture.

Our aspiration is to be a world leader in contemporary, applied learning and an agent of positive economic and social change. Our purpose is to enable better futures for students, communities, and public and private enterprise. To achieve these, we have identified four critical success factors:

- 1) A more highly skilled, innovative, and enterprising New Zealand workforce
- 2) Highly employable and enterprising life-long learners
- 3) Engaged and inspired staff equipped with capabilities for our future
- 4) A financially sustainable Unitec

Unitec is primarily focused on meeting the needs of the associate professional, advanced trades, and technology sectors. We have a particular emphasis on reskilling and continual professional development. We are the leader amongst New Zealand's Institutes of Technology and Polytechnics (ITP) in the quality and quantity of our applied research, and are ranked first amongst ITPs in the Performance Based Research Fund (PBRF) assessment.

1.3. Our key goals

Over the plan period and beyond, we have set the following headline performance targets against our critical success factors. Targets for 2017-2018 are firm; for 2019-21 they are indicative.

| Measure | Actual | Targets | | | | |
|---|--------|---------|--------|--------|--------|--------|
| | 2015 | 2017 | 2018 | 2019 | 2020 | 2021 |
| CRITICAL SUCCESS FACTOR ONE: A more highly skilled, innovative, and enterprising New Zealand workforce | | | | | | |
| Graduates Employed, Studying, or Combining (GESC) | 83% | 85% | 86% | 88% | 89% | 90% |
| Relevance Adjusted Graduate Employment Rate (RAGER) | 78 | 80 | 83 | 85 | 87 | 89 |
| Employer Net Promoter Score | 26 | 28 | 30 | 32 | 34 | 36 |
| CRITICAL SUCCESS FACTOR TWO: Highly employable and enterprising life-long learners | | | | | | |
| Course Completion Rate (SAC Māori) | 74% | 76-80% | 77-81% | 78-82% | 79-83% | 80-84% |
| Course Completion Rate (SAC Pacific) | 71% | 73-77% | 75-79% | 77-81% | 79-83% | 80-84% |
| Student Net Promoter Score | 13 | 27 | 29 | 31 | 33 | 35 |
| Graduate Net Promoter Score | 26 | 32 | 34 | 36 | 38 | 40 |
| CRITICAL SUCCESS FACTOR THREE: Engaged and inspired staff equipped with capabilities for our future | | | | | | |
| Staff Engagement | 59 | 65 | 70 | 72 | 74 | 78 |
| CRITICAL SUCCESS FACTOR FOUR: A financially sustainable Unitec | | | | | | |
| EBITDA to Total Revenue | 9.8% | 3.3% | 8.6% | 15.3% | 15.3% | 13.2% |
| Brand Consideration | 30% | 31% | 32% | 33% | 34% | 35% |
| Equivalent Full Time Students (EFTS) | 9,968 | 9,752 | 9,800 | 9,980 | 10,083 | 10,128 |

1.4. How we will achieve this - our transformation

To achieve our goals we have embarked upon a major organisational transformation that will create an entirely new Unitec for the 21st century. This transformation has six main strands:

1. Academic Portfolio Innovation and Development
2. Student Services
3. Capability and Culture
4. Property and Infrastructure
5. Revenue Generation
6. Meeting Government Priorities

Academic Portfolio Innovation and Development encompasses a new institutional model for programme delivery that reconceptualises learner pathways and delivery models. New programmes will engender greater levels of choice and student agency, and enable students to engage with industry in fundamentally new ways. Students will have greater freedom of choice and will be better able to choose a life-long educational experience that matches their career aspirations.

Student Services aims to ensure our services are flexible and adaptable in order to best meet the changing needs of learners. We are redesigning all of our services to ensure they meet the needs of an online community - unconstrained by timetables - and to provide the economies of scale to make the best use of specialised skilled staff.

Capability and Culture encompasses building a high performance culture and creating an agile, connected, and enterprising Unitec workforce with lifted capabilities.

Property and Infrastructure aims to use space to reshape and transform the value we add to our community. Our new learning facilities will support a learning approach that is much more integrated with industry and meets the changing needs of learners.

Revenue Generation aims to increase operational efficiency including a focus on revenue-generating activities. This will directly influence our ability to be agile and innovative while delivering high academic quality and innovative learning pathways.

Meeting Government Priorities aims to increase our institutional focus on central government requirements and local government desires.

1.5. What will it cost?

Our key financial measures over the next five years are summarised in the table below. 2019-2021 numbers are indicative only.

| | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|
| Revenue (000s) | \$149,878 | \$152,243 | \$156,598 | \$159,960 | \$163,373 |
| Total Cash Expenditure (000s) | \$149,457 | \$145,274 | \$145,641 | \$145,516 | \$146,202 |
| Net Surplus (000s) | -\$12,407 | -\$8,551 | -\$1,074 | -\$1,656 | -\$4,516 |
| Gearing / Net Debt to Equity | 25.9% | 32.0% | 33.5% | 32.3% | 34.9% |
| EBITDA (000s) | \$5,126 | \$13,687 | \$25,060 | \$25,576 | \$22,494 |
| EBITDA to Revenue | 3.3% | 8.6% | 15.3% | 15.3% | 13.2% |

2. Strategic context

Analysis of the external and internal environment has identified a number of trends and issues that will affect Unitec over the next five to ten years, and which influence our mission, role, and performance targets. In the following sections, we discuss these trends, and in chapters three and four we discuss what our responses will be.

2.1. Political

We have identified five key political issues: an increased focus on outcomes, a desire for greater industry involvement, a desire for better Māori and Pacific performance, greater flexibility in the tertiary system, and a drive for greater innovation.

Outcomes: There is an increased governmental focus on economic, social, cultural, and environmental outcomes. Outcomes are the changes in the outside world that result from our operations. This increased focus requires us to become more “outwards-in” in our thinking and planning, a change represented by this Investment Plan.

Industry: The government wants the tertiary sector to work more closely with industry. This would involve industry-led research, industry involvement in the development of qualifications, and a better match between graduate skills and industry needs. As an applied learning institute we already have close ties with industry, and will continue to strengthen these over the next years.

Māori and Pacific: There remain concerns about the relative underperformance of Māori and Pacific students in the tertiary system. Despite best efforts, participation, achievement, and outcome results are lower for these ethnic groups than the broader population. This is particularly important as demographic trends indicate Māori and Pacific ethnic groups will become a larger proportion of New Zealand’s population. Given that Unitec is located in an area of relatively high Māori and Pacific populations, Unitec is strongly committed to providing better futures for Māori and Pacific students and staff, and their communities. Unitec has Māori and Pacific strategies, but performance currently remains below the overall average.

Flexibility: The government is considering creating a more flexible tertiary system, potentially through the use of differing funding models. It is unlikely that this change will occur during this plan period, but by 2018 new funding models may be in place. We are already endeavouring to become more flexible through our transformation programme, but changes to funding models would require an even more fundamental rethink.

Innovation: The Productivity Commission has been asked to look into innovation in the New Zealand tertiary sector. A number of new models have been proposed, with questions as to the mechanisms whereby the government could spur their adoption. We are already embracing innovation as we embark on our transformation programme.

2.2. Economic

We have identified four key economic issues: modest macroeconomic growth and low inflation, Chinese and Indian growth, unemployment and labour availability, and Auckland's economic advantages.

Modest macroeconomic growth and low inflation: Over the next few years, New Zealand is likely to see modest macroeconomic growth, largely fuelled by migration and tourism. There is the possibility of minor shocks from the dairy sector or resurgent international tourism. This modest growth is likely to cause stagnant demand for tertiary education, as well as a relatively welcoming employment environment. Linked to this modest macroeconomic growth is inflation, which both globally and in New Zealand is running at a historically low level. This is likely to result in the New Zealand dollar remaining relatively strong. From a Unitec perspective, this means there will be little upwards pressure in many of our key cost drivers, but may also make New Zealand less attractive as an international student destination.

Chinese and Indian growth: While neither country's economy will likely match the heights of recent years, they are still likely to grow substantially over the near term. This economic growth will be accompanied by the development of sizeable middle classes that will likely see advantages in international education. From a Unitec perspective, this means growth in the potential pool of international students, but growth that will be intermediated by the development of domestic capability in those countries.

Unemployment and labour availability: Over the last five years, since the end of the Global Financial Crisis, both unemployment and the ease of finding skilled labour have declined in New Zealand. This has led to moderate wage growth. The employment outlook for finance, insurance, business services, cultural and

recreational services, and communication services is good. For manufacturing, education, and retail, the outlook is less positive. From a supply-side perspective, this will enhance Unitec's ability to place skilled graduates into employment; from a demand-side perspective, enrolments may suffer as potential students take up employment instead. Unitec's offerings span multiple industry sectors, including some with better employment outlooks.

Auckland's economy: Auckland's economy is likely to grow faster than other regional economies. This will likely lead to substantial opportunities for our graduates, but Auckland as an economic magnet will also pull in skilled graduates from around the country.

2.3. Social

We have identified four key social issues: New Zealand and Auckland population growth, developments in south and west Auckland, changing migrant age patterns, and evolving student desires.

New Zealand and Auckland growth: New Zealand as a whole is experiencing a historically rapid rate of population increase, with annual rates of up to 2%. Auckland's population is growing as fast, if not faster than, any other region in New Zealand. As a result, Auckland is experiencing growing pains associated with intensification, transport infrastructure, and greenfields developments. Much of this population growth is occurring in older age bands, with little change in the number of 15-24 year olds, except amongst Pacific youth. New transport infrastructure such as the Waterview Connection and City Rail Link may open up Unitec to a larger potential student catchment. At the same time, stagnation in the 15-24 age band is likely to have negative effects on the size of the potential student pool.

South and West Auckland: Population growth is likely to be particularly strong in west Auckland, as a combination of both intensification and greenfields development. West and south Auckland are likely to retain (after the Central Business District) the largest concentrations of young people. This means that Unitec, with a focus in west-central Auckland, will remain in a relatively advantageous position from the perspective of enrolments. This will be particularly important given the ageing of Auckland's population.

Changing migrant age patterns: Traditionally, the number of migrants in the 18-29 age band closely mirrored the overall number of migrants. However, in recent years the number of migrants in this age band has increased rapidly. It is possible that increased migration in this age band could lead to increased demand for Unitec courses, particularly in cases where a migrant with particular technical skills is required to retrain for New Zealand conditions.

Student desires: Our regular student surveys indicate that students want relevant learning, rigorous programmes, better facilities, efficient administration, and learning support. These are not new desires, and mechanisms to achieve these goals have been in place for some time.

2.4. Technological

We have identified four key technological issues: being wary of hype, economy-wide change, the back-office revolution, and evolving pedagogical technologies.

Wary of hype: Many industries, including education, experience technological and management fads. The challenge for Unitec will be distinguishing between hype and reality in terms of the impact of particular pedagogical and related technologies.

Economy-wide change: While new technologies penetrate society at a more rapid rate than ever, there is less evidence of technological disruption of the workforce. Worker turnover rates are at their lowest level in over a decade.

Back office revolution: Technology has already revolutionised back office functions in tertiary institutions, such as class scheduling and admissions. Computers have replaced other manual tools. It is entirely possible that the greatest positive impact from technology will be in the back-office rather than the classroom.

Evolving pedagogical technologies: Massive Open Online Courses (MOOCs) involve online courses provided to massive audiences, and have been regarded as a potential disruptor to traditional institutions for over a decade. Bring Your Own Device (BYOD) involves students bringing their own devices (smartphones, tablets, and computers) to the institution. Its effects on educational outcomes are becoming clearer, and there appear to be some benefits. Ethical issues of access and participation require further monitoring. A range of other technologies (learner analytics, augmented and virtual reality, makerspaces, affective computing, and robotics) are also altering near-future pedagogies. For many, the beneficial effects on students are unclear. Many have been discussed for some years without becoming prevalent.

2.5. Organisational

We have identified seven key internal organisational issues: staff concerns, Equivalent Full Time Student (EFTS) trends, graduate results, EPI results, student satisfaction, diversity, and financial performance.

Staff concerns: 2015 staff survey results show concerning trends, with staff engagement, Net Promoter Score, and confidence in senior leadership dropping or at consistently low levels. Disengaged staff are a potential challenge to our achieving our educational goals over the next few years. Potentially linked to this is a slightly increased use of sick leave, and slightly decreased use of professional development leave. As we go through the initial phases of our transformation, we now have more non-academic than academic staff members, something that requires careful monitoring in terms of its relationship to the efficiency and effectiveness of our processes.

Equivalent full time student trends: EFTS increased overall in 2015, following years of declines, but this was largely due to international students. Estimates for 2016 suggest a substantial drop in overall EFTS. While these declines are of concern, Unitec is increasingly representative of its local demographics.

Graduate results: Our 2015 graduate survey showed excellent results in relation to graduate employment and the relevance of their qualifications, although we still fell slightly short of our historical Investment Plan targets. Improving these results further will require us to better link these impacts through to our outputs and enablers.

EPI results: Performance in the Educational Performance Indicators of course completion and progression has dropped, but retention has remained steady. These drops are of some concern given several years of improvement, and will require further analysis at a more detailed level so that we can identify remedial actions.

Student satisfaction: Student Net Promoter Score has slightly decreased, while graduate Net Promoter Score has slightly increased. A key challenge for us over the next few years will be to ensure that the disruption caused by our transformation does not affect student satisfaction.

Diversity: Our staff ethnic mix is stable, but the percentage of staff who identify as Māori is dropping. This is something that needs to be monitored given our partnership with local iwi, Te Noho Kotahitanga. There are also some gender issues requiring attention - while the majority of our staff are female, the majority of staff earning over \$100,000 per annum are male. This inequity requires further monitoring, as some research indicates it can have a negative effect on organisational performance.

Financial performance: In the measure of net surplus to income, TEC's primary financial monitoring measure, Unitec has performed well over the last few years. As we move through our transformation, however, other measures will become more important.

2.6. Our Key Stakeholders

The following table lists our key stakeholders in alphabetical order. Appendix Two of this plan includes a more comprehensive list of stakeholders involved in specific activities.

| Stakeholder | Involved With | Impact / Response |
|--|--|--|
| Auckland Chamber of Commerce | Sponsorship of business awards | Strong connections between Unitec and local business communities, recognition of Unitec's expertise |
| Auckland Council and Auckland Tourism, Events, and Economic Development | Campus redevelopment | Input into development of transformation property programme |
| Auckland Tertiary Education Network | Sector challenges and opportunities | Development of co-ordinated responses to specific issues |
| Concentrix | Delivery of frontline customer services and course provision | Outsourcing of customer services, employment opportunities for Unitec students |
| Iwi Engagement Group (Ngati Whatua, Ngati Awa, Ngai Tai, Kawaru a Maki) | Mana whenua, governance, scholarships, development partner | Partners in kaitiakitanga, educational aspirations, advisory and support |
| Metro ITP Group | Sector challenges and opportunities | Development of Research Voucher scheme, development of sector approaches to common problems |
| Ministry of Education | Strategic direction, campus redevelopment | Performance targets aligned to Tertiary Education Strategy Development of transformation funding arrangements |
| New Zealand Qualifications Authority | Education performance, programme standards | Provision that meets government expectations and quality standards |
| Pathways West | Programme allowing secondary students to gain NCEA credits in a tertiary environment while still at school | NCEA qualifications and visible career pathways for secondary students |
| Tertiary Education Commission | Overall education and financial performance monitoring | Ongoing funding, support for Unitec strategy |
| Tertiary Education Union and Tertiary Institute Allied Staff Association | Staff-related issues | Ensuring that staff interests are heard in relevant areas |
| Unitec Community Liaison Group | Precinct redevelopment, strategic direction, co-design and engagement, operational performance | Ability to meet aspirations of transformation property workstream, alignment with community and other stakeholder needs |
| Workforce Roadmap | Consultation on workforce needs, funding for long-term planning, partnership approach to Skills Exchange | High-level roadmap of anticipated workforce growth in Auckland construction sector for next 10 years, experienced workers able to 'learn on the job', entry-level positions created for Unitec graduates, employers' needs met |

3. Mission and Role

3.1. Purpose and aspiration

Our purpose:

We enable better futures for students, communities,
and public and private enterprise

Our aspiration:

To be a world leader in contemporary, applied learning and
an agent of positive economic and social change

3.2. Critical success factors and enabling goals

Our purpose and aspiration are founded on four critical success factors, each of which has five enabling goals.

| Critical success factors | Enabling goals |
|---|--|
| A more highly skilled, innovative, and enterprising New Zealand workforce | <ul style="list-style-type: none"> » Our students, graduates, and employment pathways will meet skill requirements in the Auckland and New Zealand economies » Our future-focused research will create positive impact for industries and communities in our priority sectors » Our rich relationships with industry groups will facilitate ongoing relationships of mutual benefit » Our partnerships with stakeholders will enable seamless transitions into career-focused learning, and into employment and entrepreneurship » We will help build a better local and national society through the provision of community-focused activities |
| Highly employable and enterprising life-long learners | <ul style="list-style-type: none"> » Students from all backgrounds will succeed here » We will produce high quality applied research in our specialist fields » Our programmes will be distinctively technology-enabled and work-integrated, will champion innovation, and will be sought after locally and internationally » We will provide seamless, learner focused support 24/7 » We will provide a flexible, rigorous, and authentic learning experience that prepares students for further study |
| Engaged and inspired staff equipped with capabilities for our future | <ul style="list-style-type: none"> » Our staff will be engaged in living jobs » Our work environments will promote service, creativity, and innovation » We will have strong, engaged, and accountable leadership at all levels of the organisation » We will support and grow our talented staff » We will be recognized as an employer of choice |
| A financially sustainable Unitec | <ul style="list-style-type: none"> » We will grow and diversify profitable revenue » We will efficiently utilise our human resources » We will efficiently utilise our physical spaces » We will develop viable courses and programmes » We will maintain and develop a strong and unique brand presence |

3.3. Our role in the New Zealand tertiary system

Unitec is New Zealand's largest ITP, with approximately 20,000 annual enrolments and half that many EFTS. We are primarily focused on the associated professional, advanced trades, and technology sectors of industry. We have a particular emphasis on reskilling and continual professional development.

Unitec focuses on applied research, and is New Zealand's leading ITP in the quality and quantity of research, as reflected by our Performance Based Research Fund (PBRF) assessment. Much of this research is motivated by community and industry needs.

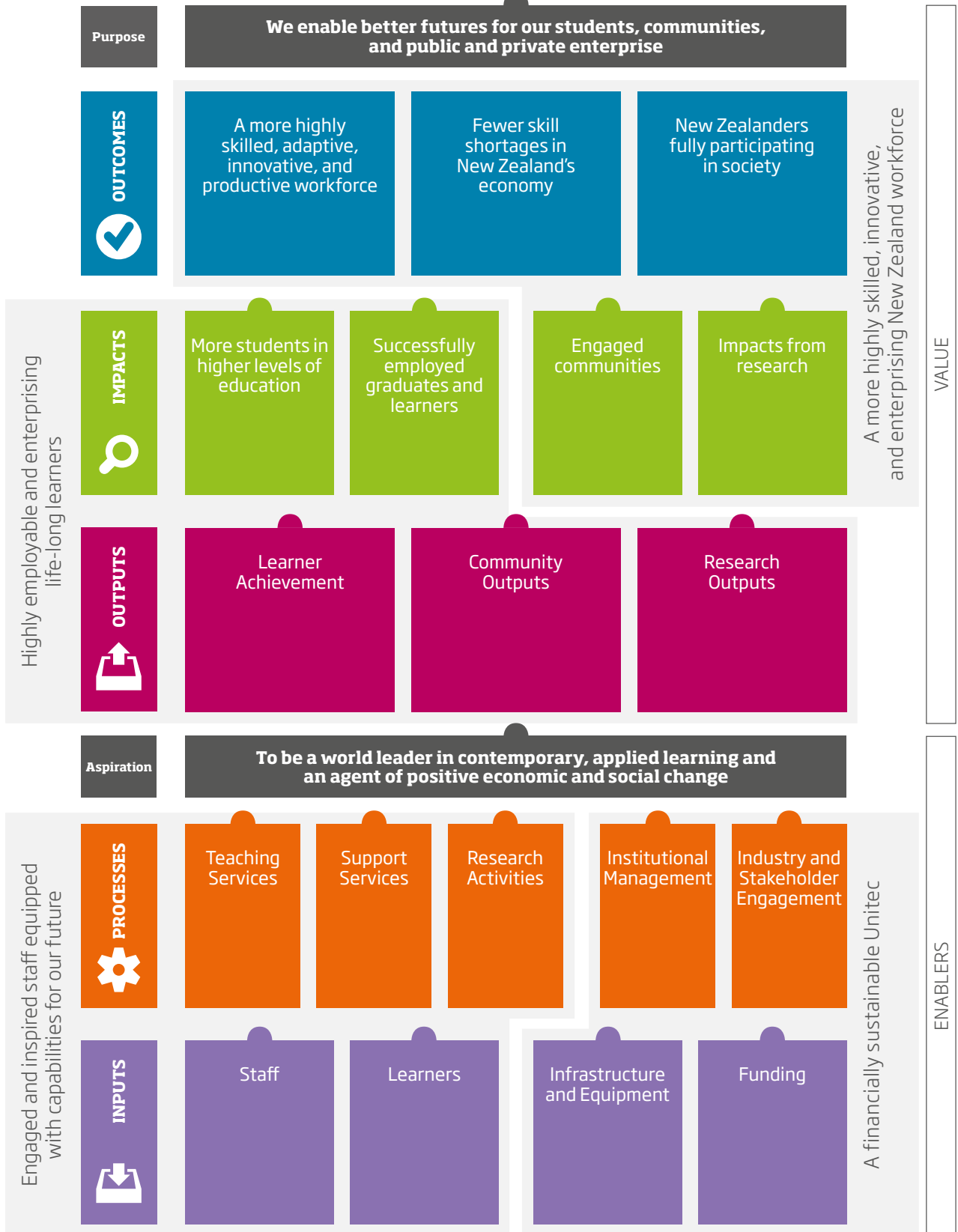
3.4. Delivering on the Tertiary Education Strategy

The Tertiary Education Strategy drives much of what we do. The table below shows how we contribute to specific priorities, whether through performance targets or other mechanisms, such as specific projects and programmes.

| | TES priority | How Unitec contributes |
|----------|--|---|
| 1 | Delivering skills for industry | <ul style="list-style-type: none"> » Targets for graduate employment, employer net promoter score, and relevance of graduate qualifications » Liaison with Workforce Roadmap and other industry bodies |
| 2 | Getting at-risk young people into a career | <ul style="list-style-type: none"> » Targets for progression from lower level qualifications » Enrolment targets for Under 25s, students Not in Education, Employment, or Training (NEET) |
| 3 | Boosting achievement of Māori and Pacific | <ul style="list-style-type: none"> » Targets for Māori and Pacific representation and success - parity by 2021 with annual incremental success » Māori and Pacific Trade Training places » Māori Success and Pacific Better Futures Strategies |
| 4 | Improving adult literacy and numeracy | <ul style="list-style-type: none"> » Provision of level 1 and 2 qualifications » Provision of Bridgepoint qualifications |
| 5 | Strengthening research-based institutions | <ul style="list-style-type: none"> » Targets for research outputs, research income, and research projects with industry » Research and Enterprise Strategy |
| 6 | Growing international linkages | <ul style="list-style-type: none"> » Targets for international EFTS » International Strategy |

4. Outcomes, Activities, and Programmes

4.1. Unitec's Outcomes Framework



Outcomes, Activities, and Programmes

Our outcomes framework shows how we will contribute to positive outcomes for New Zealand and the Government's vision for a world-leading education system that equips all New Zealanders with the knowledge, skills, and values to be successful citizens in the 21st century. Our outcomes framework allows us to meet our requirements under Section 159P of the Education Act 1989 as well as guidance from the Tertiary Education Commission.

Outcomes and impacts are the changes in the external world we influence or cause. Outputs are the services we provide to the external world. Processes and inputs are about what occurs within Unitec, and the resources we consume.

At the highest level of the framework are our three Unitec outcomes, which relate to our core role in providing vocationally-focused education and producing applied research. Our influence over outcomes is limited, as we are but one factor amongst many, but we still aspire to see positive movement at that level.

Contributing to these three outcomes are our four Unitec impacts, which relate to progression in education, employment success, community engagement, and the influence of research. Our influence over impacts is greater than our influence on outcomes, but is still mediated by external factors such as the macroeconomic environment.

Outcomes and impacts reflect the result of our outputs, which are primarily related to learner achievement, research like publications and conference presentations, and community activities. We are fully accountable for achievements at this level and below.

These outputs are linked to a number of internal processes that Unitec must conduct, which are in turn linked to our inputs - the resources we consume to produce the positive outcomes noted above. Learners are a key input to the process, as they are not merely passive recipients of knowledge - they are co-producers and partners throughout the educational process.

The above diagram also shows the linkages between our outcomes framework, and Unitec's strategy in the form of our aspiration, purpose, and critical success factors. Our purpose sits above our outcome statements, whereas our aspiration fits between process and outputs.

4.2. Outcome and Impact Goals

Unitec has set the following outcome and impact targets, based on considerations of feasibility, value, strategic alignment, and stakeholder perspectives.

| Measure | Actual | Targets | | | | | Link to CSF & TES priority |
|---|--------|---------|------|------|------|------|--|
| | 2015 | 2017 | 2018 | 2019 | 2020 | 2021 | |
| Graduates employed, studying, or combining(gesc) | 83% | 85% | 86% | 88% | 89% | 90% | CSF1: Workforce TES1: Industry |
| Relevance of qualification to employment (rqe) | 75% | 77% | 79% | 81% | 83% | 85% | CSF1: Workforce TES1: Industry |
| Relevance adjusted graduate employment rate (RAGER) | 78 | 80 | 83 | 85 | 87 | 89 | CSF1: Workforce TES1: Industry |
| Employer net promoter score | 26 | 28 | 30 | 32 | 34 | 36 | CSF1: Workforce TES1: Industry |
| Progression (SAC L1-4) | 37% | 38% | 39% | 40% | 41% | 42% | CSF2: Learners TES2: At-Risk TES3: Māori / Pacific |
| - Māori | 43% | 45% | 47% | 49% | 50% | 51% | |
| - Pacific | 52% | 55% | 57% | 59% | 60% | 61% | |
| - Under 25 | 49% | 50% | 51% | 52% | 53% | 54% | |
| Progression (SAC L1-3) | 46% | 50% | 51% | 52% | 53% | 54% | CSF2: Learners TES2: At-Risk TES3: Māori / Pacific |
| - Māori | 49% | 52% | 53% | 54% | 55% | 56% | |
| - Pacific | 57% | 60% | 61% | 63% | 64% | 66% | |
| - Under 25 | 61% | 65% | 66% | 67% | 68% | 69% | |

4.3. Output Goals

Unitec has set the following output targets, based on consideration of what is required to reach our outcome and impact targets.

| Measure | Actual | Targets | | | | | Link to CSF & TES priority |
|--|--------|---------|--------|--------|--------|--------|---|
| | 2015 | 2017 | 2018 | 2019 | 2020 | 2021 | |
| Number of industry-funded research projects | 21 | 26 | 33 | 41 | 51 | 64 | CSF1: Workforce TES5: Research |
| Quality assured research outputs | 438 | 438 | 448 | 457 | 470 | 482 | CSF2: Learners TES5: Research |
| Hours of community based learning and teaching | - | >2016 | >2017 | >2018 | >2019 | >2020 | CSF1: Workforce |
| Qualification completion rate (SAC All) | 72% | 73% | 74% | 76% | 78% | 80% | CSF2: Learners |
| Graduate NPS | 26 | 32 | 34 | 36 | 38 | 40 | CSF2: Learners |
| Course completion rate (SAC all) | 80% | 80-84% | 80-84% | 80-84% | 80-84% | 80-84% | CSF2: Learners TES3: Māori / Pacific |
| - Māori | 74% | 76-80% | 77-81% | 78-82% | 79-83% | 80-84% | |
| - Pacific | 71% | 73-77% | 75-79% | 77-81% | 79-83% | 80-84% | |
| - Under 25 | 77% | 80-84% | 80-84% | 80-84% | 80-84% | 80-84% | |

4.4. Enablers

This section lists internal enablers of outputs that are not educational programmes. This includes staff-related and support-service targets.

| Measure | Actual | Targets | | | | | Link to CSF & TES priority |
|---|---------|---------|---------|---------|---------|---------|---|
| | 2015 | 2017 | 2018 | 2019 | 2020 | 2021 | |
| Students in work integrated learning | 49% | 55% | 60% | 65% | 70% | 70% | CSF2: Learners |
| Brand consideration | 30% | 31% | 32% | 33% | 34% | 35% | CSF4: Finances |
| Student NPS | 13 | 27 | 29 | 31 | 33 | 35 | CSF2: Learners |
| Student retention - SAC All | 74% | 75% | 76% | 77% | 78% | 79% | CSF2: Learners |
| - Māori | 67% | 70% | 73% | 76% | 78% | 79% | |
| - Pacific | 72% | 73% | 75% | 77% | 78% | 79% | |
| - Under 25 | 75% | 75% | 76% | 77% | 78% | 79% | |
| Staff engagement | 59 | 65 | 70 | 72 | 74 | 78 | CSF3: Staff |
| SAC L3+ EFTS | 6,980 | 6,811 | 6,762 | 6,812 | 6,799 | 6,786 | CSF2: Learners TES3: Māori / Pacific |
| SAC EFTS | 7,148 | 6,881 | 6,832 | 6,882 | 6,869 | 6,856 | |
| - Māori participation | 12% | 13-18% | 13-18% | 13-18% | 13-18% | 13-18% | |
| - Pacific participation | 19% | 19-20% | 19-20% | 19-20% | 19-20% | 19-20% | |
| - Under 25 participation | 55% | 64-69% | 64-69% | 64-69% | 64-69% | 64-69% | |
| International EFTS | 2,181 | 2,259 | 2,362 | 2,487 | 2,604 | 2,663 | CSF2: Learners TES5: International |
| Total EFTS | 9,968 | 9,752 | 9,800 | 9,980 | 10,083 | 10,128 | CSF4: Finances |
| Earnings Before Interest, Tax, Depreciation and Amortisation to Total Revenue (EBITDA/TR) | 9.2% | 3.3% | 8.6% | 15.3% | 15.3% | 13.2% | CSF4: Finances |
| Overall Revenue (ms) | \$151.2 | \$149.9 | \$152.2 | \$156.6 | \$160.0 | \$163.4 | CSF4: Finances |
| - Other Revenue (ms) | \$8.3 | \$7.0 | \$7.0 | \$7.2 | \$7.3 | \$7.4 | |
| - External Research Income (000s) | \$615 | \$817 | \$833 | \$850 | \$867 | \$884 | |
| - Revenue per FTE (000s) | \$134 | >2016 | >2017 | >2018 | >2019 | >2020 | |

4.5. Activities and Programmes

Over the Plan period, we will deliver the following approximate quantities of domestic Student Achievement Component Level 3 Plus EFTS in these subject areas.

| | 2017 | 2018 |
|---|------|------|
| Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences | 1200 | 1191 |
| General Education | 20 | 20 |
| Fine Arts; Design | 223 | 221 |
| Health Related Professions | 26 | 26 |
| Architecture; Quantity Surveying | 1036 | 1028 |
| Computer Science | 383 | 380 |
| Music And Performing Arts | 127 | 126 |
| Medical Imaging | 82 | 82 |
| Clinical Psychology | 17 | 17 |
| Engineering; Technology | 371 | 368 |
| Health Sciences | 175 | 173 |
| Teaching: Early Childhood Education Recognised Degree/Diploma of Teaching | 179 | 177 |
| Teaching: Primary Recognised Degree/Diploma of Teaching | 435 | 432 |
| Law | 11 | 11 |
| Business; Accountancy; Office Systems/Secretarial; Management | 691 | 686 |
| Agriculture, Horticulture | 21 | 21 |
| Comprehensive Nursing | 446 | 443 |
| Osteopathy; Acupuncture | 75 | 74 |
| Priority Engineering | 302 | 300 |
| 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 | 742 | 736 |
| Vocational Training for Industry: All courses where delivery is comparable to industry training | 9 | 9 |
| Science | 243 | 242 |

We will also deliver approximately 70 Student Achievement Component Level 1 and 2 EFTS per year, as well as approximately 70 Youth Guarantee EFTS per year. We anticipate that our International EFTS will be distributed in a similar pattern to our Level 3 Plus EFTS.

4.6. Transformation Programme

To achieve its performance goals, Unitec is embarking on a Transformation Programme that encompasses six work streams.

These work streams subsume “Business as Usual” and core service delivery activities. These work streams are:

1. Academic Portfolio Innovation and Development
2. Student Services
3. Capability and Culture
4. Property and Infrastructure
5. Revenue Generation
6. Meeting Government Priorities

4.6.1. Academic Portfolio Innovation and Development

This workstream encompasses a new institutional model for programme delivery that reconceptualises learner pathways and delivery models. New programmes will engender greater levels of choice and student agency, and enable students to engage with industry in fundamentally new ways. Students will have greater freedom of choice and will be better able to choose a life-long educational experience that matches their career aspirations.

This new model will integrate Unitec’s Living Curriculum. The Living Curriculum anticipates and reflects contemporary approaches to curriculum. It is aimed at ensuring Unitec’s programmes are fit for purpose and are supported by staff with currency and the appropriate capability to engage and support learners to succeed. The Living Curriculum contains multiple characteristics that articulate with the requirements of the Tertiary Education Strategy including: a focus on work-integrated learning; a curriculum that is research informed; and embedding of mātauranga Māori; and inclusion of Pacific context and concepts of learning.

Academic structures and support networks are being redesigned with attention given to identified priority groups. The programme cluster approach will help provide more flexible learner pathways and rationalise resources.

This workstream primarily contributes to the following performance targets:

- Graduates Employed, Studying, or Combining Both
- Relevance of Qualification to Employment
- Relevance Adjusted Graduate Employment Rate
- Progression Rate (SAC L1-3) (for all groups)
- Qualification Completion Rate (SAC)
- Course Completion Rate (SAC for all groups)
- Number of Industry-Funded Research Projects
- Quality-Assured Research Outputs
- Students Retained in Study (SAC)

4.6.2. Student Services

This workstream encompasses a review of Student Services to identify opportunities to improve the student experience and drive efficiency and effectiveness. In 2016 we shifted to a new, student-centric scalable approach to the delivery of student services, including outsourcing of student services so quality outcomes can be delivered for a reduction in current costs.

Based on data and insights, we will design and implement a new end-to-end student services experience that focuses on need throughout the student lifecycle, is responsive to priority groups and caters for our student body.

The redesigned student services experience will be seamless, proactive and anticipatory, personalised, multi-channel (digital and personal), technology enabled (including CRM and self-help), co-located and converged, peer supported and with all students allocated an online relationship manager.

This workstream primarily contributes to the following performance targets:

- Student Net Promoter Score
- Graduate Net Promoter Score
- Students Retained in Study (SAC)
- SAC EFTS
- International EFTS

4.6.3. Culture and Capability

This workstream encompasses building a high performance culture and creating an agile, connected and enterprising Unitec workforce with lifted capabilities. It will embed the organisation values (introduced in May 2016) into the institute's DNA e.g. through recruitment, leadership and people management, performance management and development, decision making framework; creating a culture that will enable Unitec to realise its aspiration to become a world leader in contemporary applied learning and an agent of positive economic and social change.

Through 2017 and 2018, to address the deferred adjustments flowing from reduced student numbers over the past few years, it is proposed to increase the student to staff ratio. By December 2019, it is anticipated that the student to staff ratio will be 26:1.

This workstream primarily contributes to the following performance targets:

- Staff Engagement
- Workforce Budget to Income

4.6.4. Property and Infrastructure

This workstream encompasses using space as a catalyst to reshape and transform the value Unitec adds to its community. Unitec's new learning facilities will support a learning approach more integrated with industry and the changing needs of learners.

In 2013, Unitec endorsed a property strategy, partly in response to Auckland Council's Unitary Plan process. The strategy focuses on:

- Consolidating most of Unitec's core teaching and research activity into a learning and student hub at the southern end of the Mt Albert campus;
- Developing a commercial Innovation Park at the Mt Albert campus;
- Sale and lease-back of Waitakere campus facilities; and
- Utilising spare capacity at the Northern Campus for computing.

The overall pace of the Property Strategy is driven by the desire to vacate seismically-compromised buildings and provide support to new learning models, while constrained by the need to maintain core service delivery. During the plan period, operating expenses in respect of core facilities have been planned on a best-practice basis. A plan has been developed to manage the changing portfolio of facilities.

Key projects for 2017 and 2018 include:

- Work on the new Trades and Engineering Building
- Renovation of the Waitakere Campus

This workstream primarily contributes to the following performance targets:

- EBITDA to Total Revenue
- Other Revenue

4.6.5. Revenue Generation

This workstream encompasses increasing the operational efficiency of the organisation, including a focus on revenue-generating activities. This will directly influence Unitec's ability to be agile and innovative while delivering high academic quality and innovative learning pathways that focus on the individual.

This workstream primarily contributes to the following performance targets:

- Number of Industry Funded Research Projects
- EBITDA to Total Revenue
- Overall Revenue
- Other Revenue
- Revenue per FTE

4.6.6. Meeting Government Priorities

This workstream involves aligning Unitec to government strategy. It involves improved planning, and this Investment Plan is an example of it in practice.

4.7. Other Unitec Strategies

Alongside its Transformation programme, Unitec has several other internal strategies that will enable it to achieve its goals. The three most important are the Māori Success Strategy, Pacific Success Strategy, and Research and Enterprise Strategy.

4.7.1. Māori Success Strategy

Unitec's Māori Success Strategy is how we will achieve our goals for Māori students. The Māori Success Strategy sets out a vision for Unitec of a bicultural Institute of Technology operating in a multicultural environment. To achieve this, Unitec is using the approach of *Ko te katoa e mahi tahi ana mō te angitu rawa o ngā tauira Māori* - all working together for the success of Māori students. The Māori Success Strategy sets five main objectives:

1. Enable active participation of Māori communities and stakeholders in decision making at Unitec;
2. Increase leadership positions where Maturanga Māori expertise is required; support and grow leadership capacity of existing staff and students; support and grow Maturanga Māori expertise in all leadership positions;
3. Improve Maturanga Māori practices, knowledge, and content within all Unitec's living curricula and environs;
4. Build staff capability to engage with *te ao Māori*;
5. Increase the number of Māori students studying at Unitec; achieve consistently higher retention and completion rates for Māori; improve transition rates to higher levels of study.

Mechanisms whereby Unitec implements the Māori Success Strategy include Kahui, an internal body that discusses relevant issues and actions specific points, the role of the Dean Teaching and Learning Maturanga Māori, and Maia, our Māori student development centre.

4.7.2. Pacific Success Strategy

Unitec's Pacific Strategy is how we will achieve our goals for Pacific students. This strategy has four goals, each with several sub-goals:

1. To increase Pacific participation and perspective in governance and operational decision making:
 - a. To ensure access to leadership team decision making processes;
 - b. To enhance and develop the capacity of the Fono Faufautua;
 - c. To increase Pacific staff capability and capacity to engage and enable greater input in management decision making processes.
2. To develop, enhance, and maintain relationships with Pacific communities:
 - a. To ensure that Unitec is a tertiary provider of choice for Pacific communities;
 - b. To build Pacific communities' trust in Unitec;
 - c. To ensure Pacific peoples have access to opportunities for development to increase their participation in economic, social, and well-being opportunities.

3. To ensure successful participation, completion, and progression of Pacific students within Unitec programmes:
 - a. To increase participation to reflect the demographics of the north/west Auckland region;
 - b. To increase the completion rates of Pacific students to equal the Unitec mainstream population;
 - c. To ensure that Pacific cultural dimensions are embedded in the student experience;
 - d. To increase the number of Pacific students progressing to higher level programmes.
4. Contribute to the relevance of programmes to Pacific communities:
 - a. To incorporate Pacific dimensions within the current teaching and learning curriculum/programmes;
 - b. To identify and develop programmes that meet the aspirations of Pacific peoples;
 - c. To ensure Pacific representation on industry and discipline advisory committees;
 - d. To increase Pacific research capability and capacity at Unitec.

4.7.3. Research and Enterprise Strategy

Unitec's Research and Enterprise Strategy is how we will ensure our research is rigorous, impactful, and linked to societal and industry needs. It has two aims:

1. To continue to improve the quality of our research, through focus and tactical capability development; and
2. To increase research engagement, both external and in relation to teaching and learning.

In order to achieve these aims, Unitec has identified six key areas for action:

1. Build more, deeper research relationships with industry. Research at Unitec will be responsive to the needs of industry and community and we will broaden the range of activities and methods for engaging and supporting these external stakeholders. This is not just about doing 'applied' research, it is about building research relationships with our communities and industries and doing research that is generated, undertaken and delivers benefit within these. This will include the development of a knowledge transfer framework which enables staff to work with businesses and community organisations in contractual arrangements.
2. Increase strategic focus to create areas of specific expertise. Following the completion of a gap analysis and opportunity assessment report, Unitec will undertake the acceleration of three strategic research foci in order to grow capacity, capability, partnership and profile in specialised areas of knowledge. These will grow and change over time.

3. Improve and support researcher performance. Resources for contestable research funding, conference attendance, professional development around research, fostering early career researchers, international fellowships as well as hosting symposia and conferences will continue to be available. A targeted Research Development Plan, which will respond to the Research Traffic Light data, will assist in achieving much higher levels of research engagement.
4. Efficient, effective and facilitative processes. Optimise Research and Enterprise Office policy and practice to support research and knowledge transfer, with developments including centralising and rationalising internal funding, Intellectual Property management, research consultancy, large grant management and the review of research support services.
5. Teaching-related / teaching-integrated research. Better integration of postgraduate and staff research, particularly with reference to the strategic research foci, will be achieved through targeted scholarships and other mechanisms.
6. Communication and profile. Working internally and externally to communicate the value of research at Unitec, supporting researchers to showcase and disseminate their work, creating new relationships, and celebrating/acknowledging success and contributions.

5. Financial Performance

5.1. Notes

The financial projections and associated targets have been prepared consistent with current accounting policies and procedures that will be used for the preparation of the Annual Financial Statements. The major accounting policies are disclosed in the latest Unitec annual report.

5.2. Detailed Financial Projections

| Measure | Actuals | | | Forecast | | | | |
|----------------------------------|---------|---------|---------|----------|----------|----------|----------|----------|
| | 2013 | 2014 | 2015 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Total EFTS | 10,152 | 9,771 | 9,968 | 9,752 | 9,800 | 9,980 | 10,083 | 10,128 |
| SAC Level 3+EFTS | 7,600 | 7,020 | 6,980 | 6,811 | 6,762 | 6,812 | 6,799 | 6,786 |
| SAC EFTS | 7,859 | 7,285 | 7,148 | 6,881 | 6,832 | 6,882 | 6,869 | 6,856 |
| International EFTS | 1,695 | 1,962 | 2,181 | 2,259 | 2,362 | 2,487 | 2,604 | 2,663 |
| Revenue (m) | \$146.9 | \$147.7 | \$151.2 | \$149.9 | \$152.2 | \$156.6 | \$160.0 | \$163.4 |
| Other Revenue (m) | \$7.0 | \$10.0 | \$8.3 | \$7.0 | \$7.1 | \$7.3 | \$7.4 | \$7.5 |
| External Research Income (m) | \$0.2 | \$0.3 | \$0.6 | \$0.8 | \$0.8 | \$0.9 | \$0.9 | \$0.9 |
| Total Cash Expenditure (m) | \$132.2 | \$132.7 | \$137.8 | \$149.5 | \$145.3 | \$145.6 | \$145.5 | \$146.2 |
| EBITDAR (m) | \$14.2 | \$15.0 | \$17.4 | \$24.0 | \$29.8 | \$31.2 | \$32.5 | \$31.9 |
| EBITDA (m) | \$14.2 | \$14.2 | \$14.2 | \$5.1 | \$13.7 | \$25.1 | \$25.6 | \$22.5 |
| EBITDAR to Revenue | 9.2% | 9.5% | 10.9% | 15.3% | 18.7% | 19.1% | 19.4% | 18.7% |
| EBITDA to Revenue | 9.2% | 9.0% | 8.9% | 3.3% | 8.6% | 15.3% | 15.3% | 13.2% |
| Gearing / Net Debt to Equity | 1.10% | 1.20% | 1.25% | 25.9% | 32.0% | 33.5% | 32.3% | 34.9% |
| Net Surplus / Average Equity | 0.9% | 0.9% | 1.5% | -5.2% | -3.7% | -0.5% | -0.7% | -2.0% |
| Depreciation and Amortisation(m) | \$12.8 | \$12.8 | \$12.0 | \$16.6 | \$18.6 | \$21.1 | \$22.2 | \$22.1 |
| Interest (m) | \$1.2 | \$0.7 | \$0.9 | -\$0.9 | -\$3.6 | -\$5.1 | -\$5.0 | -\$4.9 |
| Net Surplus (m) | \$2.0 | \$2.1 | \$3.0 | -\$12.4 | -\$8.6 | -\$1.1 | -\$1.7 | -\$4.5 |
| Net Cash (Debt) (m) | \$5.0 | \$6.4 | \$5.3 | -\$83.3 | -\$108.0 | -\$114.8 | -\$108.2 | -\$119.3 |

6. Appendix One - Table of Performance Targets

| Measure | Actuals | | | Targets | | | | |
|---|---------|------|------|---------|--------|--------|--------|--------|
| | 2013 | 2014 | 2015 | 2017 | 2018 | 2019 | 2020 | 2021 |
| CRITICAL SUCCESS FACTOR ONE: A more highly skilled, innovative, and enterprising New Zealand workforce | | | | | | | | |
| Graduates employed, studying, or combining (GESC) | 82% | 82% | 83% | 85% | 86% | 88% | 89% | 90% |
| Relevance of qualification to employment (RQE) | 72% | 73% | 75% | 77% | 79% | 81% | 83% | 85% |
| Relevance adjusted graduate employment rate (RAGER) | 73 | 73 | 78 | 80 | 83 | 85 | 87 | 89 |
| Number of industry-funded research projects | - | - | 21 | 26 | 33 | 41 | 51 | 64 |
| Employer net promoter score | - | - | 26 | 28 | 30 | 32 | 34 | 36 |
| Hours of community based learning and teaching | - | - | - | >2016 | >2017 | >2018 | >2019 | >2020 |
| CRITICAL SUCCESS FACTOR TWO: Highly employable and enterprising life-long learners | | | | | | | | |
| Qualification completion rate (SAC All) | 65% | 70% | 72% | 73% | 74% | 76% | 78% | 80% |
| Graduate net promoter score | 22 | 22 | 26 | 32 | 34 | 36 | 38 | 40 |
| Course completion rate (SAC all) | 82% | 83% | 80% | 80-84% | 80-84% | 80-84% | 80-84% | 80-84% |
| Course completion rate (SAC Māori) | 76% | 76% | 74% | 76-80% | 77-81% | 78-82% | 79-83% | 80-84% |
| Course completion rate (SAC Pasifika) | 71% | 76% | 71% | 73-77% | 75-79% | 77-81% | 79-83% | 80-84% |
| Course completion rate (SAC U25) | 79% | 81% | 77% | 80-84% | 80-84% | 80-84% | 80-84% | 80-84% |
| Quality assured research outputs | 398 | 365 | 438 | 449 | 460 | 472 | 483 | 496 |
| Progression (SAC L1-4) | 38% | 37% | 37% | 38% | 39% | 40% | 41% | 42% |
| Progression (SAC L1-4) Māori | 49% | 50% | 43% | 45% | 47% | 49% | 50% | 51% |
| Progression (SAC L1-4) Pasifika | 56% | 56% | 52% | 55% | 57% | 59% | 60% | 61% |
| Progression (SAC L1-4) Under 25 | 49% | 49% | 49% | 50% | 51% | 52% | 53% | 54% |
| Progression rate (SAC L1-3) | 56% | 48% | 46% | 50% | 51% | 52% | 53% | 54% |
| Progression rate (SAC L1-3) - Māori | 69% | 58% | 49% | 52% | 53% | 54% | 55% | 56% |
| Progression rate (SAC L1-3) - Pasifika | 73% | 67% | 57% | 60% | 61% | 63% | 64% | 66% |
| Progression rate (SAC L1-3) - Under 25s | 66% | 61% | 61% | 65% | 66% | 67% | 68% | 69% |
| Student retention - SAC All | 72% | 72% | 74% | 75% | 76% | 77% | 78% | 79% |
| Student retention - SAC Māori | 66% | 64% | 67% | 70% | 73% | 76% | 78% | 79% |
| Student retention - SAC Pasifika | 62% | 66% | 72% | 73% | 75% | 77% | 78% | 79% |
| Student retention - SAC Under 25s | 72% | 69% | 75% | 75% | 76% | 77% | 78% | 79% |
| Student net promoter score | - | 15 | 13 | 27 | 29 | 31 | 33 | 35 |
| Students in work integrated learning | 55% | 56% | 49% | 55% | 60% | 65% | 70% | 70% |

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| | Actuals | | | Targets | | | | |
|--|-----------|-----------|-----------|-----------|------------|------------|------------|------------|
| Measure | 2013 | 2014 | 2015 | 2017 | 2018 | 2019 | 2020 | 2021 |
| CRITICAL SUCCESS FACTOR THREE: Engaged and inspired staff equipped with capabilities for our future | | | | | | | | |
| Staff Engagement | 72 | 68 | 59 | 65 | 70 | 72 | 74 | 78 |
| CRITICAL SUCCESS FACTOR FOUR: A financially sustainable Unitec | | | | | | | | |
| Revenue (000s) | \$146,898 | \$147,680 | \$151,223 | \$149,878 | \$152,243 | \$156,598 | \$159,960 | \$163,373 |
| Other Revenue (000s) | \$6,963 | \$10,035 | \$8,307 | \$7,022 | \$7,119 | \$7,268 | \$7,391 | \$7,526 |
| External Research Income (000s) | \$260 | \$263 | \$615 | \$817 | \$833 | \$850 | \$867 | \$884 |
| EBITDAR/TR | 9.64% | 10.72% | 10.01% | 15.3% | 18.7% | 19.1% | 19.4% | 18.7% |
| EBITDA/TR | 9.60% | 10.20% | 9.80% | 3.3% | 8.6% | 15.3% | 15.3% | 13.2% |
| Gearing / Net Debt to Equity | 1.10% | 1.20% | 1.25% | 25.9% | 32.0% | 33.5% | 32.3% | 34.9% |
| Total Cash Expenditure (000s) | \$132,154 | \$132,746 | \$137,842 | \$149,457 | \$145,274 | \$145,641 | \$145,516 | \$146,202 |
| Net Surplus / Average Equity | 0.90% | 0.90% | 1.51% | -5.21% | -3.73% | -0.47% | -0.73% | -2.03% |
| Depreciation and Amortisation (000s) | \$12,824 | \$12,816 | \$11,961 | \$16,619 | \$18,625 | \$21,108 | \$22,220 | \$22,132 |
| Interest (\$000s) | \$1,234 | \$672 | \$878 | -\$914 | -\$3,613 | -\$5,026 | -\$5,012 | -\$4,879 |
| Net Surplus (\$000s) | \$1,957 | \$2,118 | \$3,039 | -\$12,407 | -\$8,551 | -\$1,074 | -\$1,656 | -\$4,516 |
| Net Cash (Debt) (\$000s) | \$5,026 | \$6,358 | \$5,309 | -\$83,291 | -\$108,038 | -\$114,785 | -\$108,152 | -\$119,343 |
| EBITDAR (\$000s) | \$14,162 | \$14,978 | \$17,406 | \$23,964 | \$29,801 | \$31,230 | \$32,522 | \$31,880 |
| EBITDA (\$000s) | \$14,162 | \$14,262 | \$14,164 | \$5,126 | \$13,687 | \$25,060 | \$25,576 | \$22,494 |
| Total EFTS | 10,152 | 9,771 | 9,968 | 9,752 | 9,800 | 9,980 | 10,083 | 10,128 |
| SAC L3+ EFTS | 7,600 | 7,020 | 6,980 | 6,811 | 6,762 | 6,812 | 6,799 | 6,786 |
| SAC EFTS | 7,859 | 7,285 | 7,148 | 6,881 | 6,832 | 6,882 | 6,869 | 6,856 |
| Māori Participation SAC EFTS | 11% | 11% | 12% | 13-18% | 13-18% | 13-18% | 13-18% | 13-18% |
| Pasifika Participation SAC EFTS | 17% | 17% | 19% | 19-20% | 19-20% | 19-20% | 19-20% | 19-20% |
| U25 Participation SAC EFTS | 55% | 58% | 55% | 64-69% | 64-69% | 64-69% | 64-69% | 64-69% |

7. Appendix Two - Stakeholders

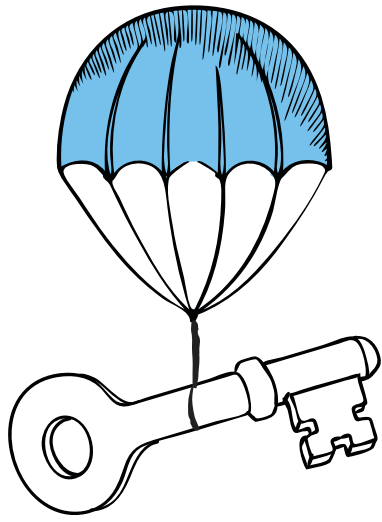
| Stakeholder | Involved with | Impact / Response |
|---|--|--|
| Auckland Chamber of Commerce | Sponsorship of business awards | Strong connections between Unitec and local business communities, recognition of Unitec's expertise |
| Auckland Council and Auckland Tourism, Events, and Economic Development | Campus redevelopment | Input into development of transformation property programme |
| Auckland Tertiary Education Network | Sector challenges and opportunities | Development of co-ordinated responses to specific issues |
| Concentrix | Delivery of frontline customer services and course provision | Outsourcing of customer services, employment opportunities for Unitec students |
| Iwi Engagement Group (Ngati Whatua, Ngati Awa, Ngai Tai, Kawaru a Maki) | Mana whenua, governance, scholarships, development partner | Partners in kaitiakitanga, educational aspirations, advisory and support |
| Metro ITP Group | Sector challenges and opportunities | Development of Research Voucher scheme, development of sector approaches to common problems |
| Ministry of Education | Strategic direction, campus redevelopment | Performance targets aligned to Tertiary Education Strategy Development of transformation funding arrangements |
| New Zealand Qualifications Authority | Education performance, programme standards | Provision that meets government expectations and quality standards |
| Pathways West | Programme allowing secondary students to gain NCEA credits in a tertiary environment while still at school | NCEA qualifications and visible career pathways for secondary students |
| Tertiary Education Commission | Overall education and financial performance monitoring | Ongoing funding, support for Unitec strategy |
| Tertiary Education Union and Tertiary Institute Allied Staff Association | Staff-related issues | Ensuring that staff interests are heard in relevant areas |
| Unitec Community Liaison Group | Precinct redevelopment, strategic direction, co-design and engagement, operational performance | Ability to meet aspirations of transformation property workstream, alignment with community and other stakeholder needs |
| Workforce Roadmap | Consultation on workforce needs, funding for long-term planning, partnership approach to Skills Exchange | High-level roadmap of anticipated workforce growth in Auckland construction sector for next 10 years, experienced workers able to 'learn on the job', entry-level positions created for Unitec graduates, employers' needs met |
| Age Concern NZ | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Aged Care Association | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Atkinson Consulting | Master of Applied Practice (Accountancy) design | Helped design the new programme structure |
| Auckland College of Sport | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Auckland University of Technology | Creative Enterprises Redesign | Development of new programmes |
| Capital and Coast DHB | Health Applied Practice Suite | Shaped design of courses and programmes |
| Chartered Accountants Australia and NZ | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Community Alcohol and Drugs Services | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Computational Intelligence and Environmental Engineering Research Centre partners (NIWA, Wuhan, LIDY China) | Co-delivery of research centre based at Unitec | Improved environmental (air and water quality) monitoring in Auckland, student/staff research and projects |
| Council for Social Work Education Aotearoa New Zealand | Lengthening of Social Practice Degree | Modification of existing and development of new courses |

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| Stakeholder | Involved with | Impact / Response |
|---|--|---|
| CPA Australia | Master of Applied Practice (Accountancy) design | Helped design the new programme structure |
| DAPAANZ | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Department of Corrections | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| DINZ Design Institute of NZ | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Education Council (formerly Teachers Council) | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Electrical Workers' Registration Board | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Film New Zealand | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| HealthWest | Health Applied Practice Suite | Shaped design of courses and programmes |
| Hyper Island | Creative Enterprises Redesign | Development of new programmes |
| IDEA Services | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Institute of Chartered Accountants Australia | Master of Applied Practice (Accountancy) design | Helped design the new programme structure |
| KPMG Audit | Master of Applied Practice (Accountancy) design | Helped design the new programme structure |
| Le Va | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| LifeWise | Health Applied Practice Suite | Shaped design of courses and programmes |
| Ly Design | Creative Enterprises Redesign | Development of new programmes |
| Māori Accountants Group | Master of Applied Practice (Accountancy) design | Helped design the new programme structure |
| Massey University | Creative Enterprises Redesign | Development of new programmes |
| Master Builders Association | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Matua Raki - National Addiction Workforce Development | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Mirror Services | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Mohawk Media | Creative Enterprises Redesign | Development of new programmes |
| National Institute of Information and Communications Technology, Japan/STRATUS cloud security project | Partners in Cyber Security Research Centre, funders of major research project. NICT dual doctorate | System designed to alert companies and organisations to cyber hacks, student/staff research and projects. Joint delivery of doctorate |
| New Zealand Institute of Chartered Accountants | Master of Applied Practice (Accountancy) design | Helped design the new programme structure |
| NZ Film Commission | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| NZ Institute of Architects | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| NZ Medical Radiation Technologists Board | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| NZ Society for Diversional Therapy | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Oceania Group | Bachelor of Health and Social Development new majors | Shaped development of new majors |

UNITEC INVESTMENT PLAN 2017-2018

| Stakeholder | Involved with | Impact / Response |
|--|---|--|
| Odyssey House | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Oktohor Animation | Creative Enterprises Redesign | Development of new programmes |
| Osteopathic Council of NZ | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Plumbers, Gasfitters & Drainlayers Board | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Plunket Waitakere | Health Applied Practice Suite | Shaped design of courses and programmes |
| Police College NZ | Provision of new national distance-learning foundation training programme for police trainees | Quality provision that meets employer and community needs. |
| Presbyterian Support | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Procure | Health Applied Practice Suite | Shaped design of courses and programmes |
| Queensland University of Technology | Creative Enterprises Redesign | Development of new programmes |
| RabidTech | Creative Enterprises Redesign | Development of new programmes |
| RainRaker | Creative Enterprises Redesign | Development of new programmes |
| Raukura Hauora O Tainui | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Relationships Aotearoa | Health Applied Practice Suite | Shaped design of courses and programmes |
| Samsung | Creative Enterprises Redesign | Development of new programmes |
| Selwyn Foundation | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| SERCO | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Social Work Registration Board | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Sport Waitakere | Strategic direction, programme development and quality | Quality provision that meets employer and community needs |
| Starlight Runner Entertainment | Creative Enterprises Redesign | Development of new programmes |
| Te Ara Hou | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Te Puna Whanau Ora Network | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| Te Whānau O Waipareira Trust | Master of Applied Practice (Accountancy) design | Helped design the new programme structure |
| The Distillery Ltd | Creative Enterprises Redesign | Development of new programmes |
| Transmedia NZ | Creative Enterprises Redesign | Development of new programmes |
| Tupu | Bachelor of Health and Social Development new majors | Shaped development of new majors |
| University of Auckland | Creative Enterprises Redesign | Development of new programmes |
| Various social practice professionals | Lengthening of Social Practice Degree | Modification of existing and development of new courses |
| Waha - The Māori Creative Agency | Creative Enterprises Redesign | Development of new programmes |
| Waikato DHB | Health Applied Practice Suite | Shaped design of courses and programmes |
| Waitemata DHB | Health Applied Practice Suite | Shaped design of courses and programmes |
| Waitemata District Health Board | Bachelor of Health and Social Development new majors | Shaped development of new majors |





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