# Investment Plan Template

Tertiary education providers can use this template to help them structure their Investment Plans in response to the content prescribed under the subheading *Content of TEOs’ proposed Plans* in this [New Zealand Gazette notice.](https://gazette.govt.nz/notice/id/2016-au2496)

* The TEC considers a range of information when determining whether or not to fund a tertiary education organisation (TEO). This template provides some examples of those considerations.
* Text boxes will expand to accommodate the content provided.

## **TEO details**

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| Name of TEO | Avonmore Tertiary Institute |
| EDUMIS number | 8674 |
| Contact person/s:  This person/s must have a good understanding of the proposed Plan, be able to access Workspace 2 and be able to be contacted by the TEC for at least six weeks from the submission date. | Karl Yates |
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## **Section 1 – Mission and role**

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice.](https://gazette.govt.nz/notice/id/2016-au2496)

*Pursuant to section 159P(c), the TEO must describe its mission and role for the term of the Plan, including its role within the overall network of provision.*

*The TEO should demonstrate that it understands its distinctive mission and role within the system, and how this relates to the community it serves, and that it has a sustainable Plan for fulfilling this mission and role through its programmes and activities.*

**The assessment criteria that we will use when reviewing this aspect of a TEO’s proposed Plan are:**

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| **1a** – The TEO’s proposed mission and role, and the outcomes the TEO intends to contribute to show an awareness of, and are appropriate to the TEO’s place in the regional and national tertiary system and the Government’s priorities. |
| **TEC considerations**  Does the proposed Plan:   * clearly describe the mission and role of the TEO? * show that the TEO understands its place in the regional and national tertiary system? |
| **TEO response**  Avonmore Tertiary Institute’s core purpose is to train students / learners in both skills and qualifications, to meet the documented needs of their chosen industry, towards sustained employment and careers.  Avonmore broadly trains in the Service Industries, focusing on people skills alongside Industry specific skills from level 2-7 on the NZQF.  Our target market is students who need increased or different levels of support to achieve. These students must be mixed with normal achievers to create appropriate class dynamics. Avonmore enrols very few high achievers.  Our position is different to any other PTE, and our target market separates us significantly from the larger polytechs.  Avonmore has traditionally focused on second chance and mature students often looking for a career change. More recently this has been shifted towards an increased focus on under 25 year olds, as required by the earlier TES. While Maori and Pacifica are not specifically targeted, our enrolments in each site approximately represent the ethnic mix of the community.  Our supported learning environment works well for Maori and Pacific students, with success rates improving, towards that seen in the overall enrolments.  This supported learning includes pathways through Avonmore Tertiary Institute programmes to ensure ongoing support. Eg STAR or Gateway, to Youth Guarantee Training to Student Component funding, to employment and / or ITO funding programmes and / or to other Tertiary providers. These examples are effective and proven pathways. (Evidence of this can be supplied.)  Student support includes, industry familiar personnel, in house numeracy and literacy embedded into the industry based learning programmes at level 3 and below, Career advice, cultural support, learning support, access to health services, counselling services and a caring supportive learning environment all assist to create a positive learning environment.  We are currently investigating On Line learning support options, with implementation for some programmes planned to be in place for 2017 academic year. This will have some impact on the classroom learning through the access to online resources, learning will be further enhanced and support student learning and academic outcomes.  More specific support is available for Youth (16 to 17 year olds) in Christchurch. We subcontract NEET through Te Rūnanga o Ngā Maata Waka with 3 onsite Youth Support staff. This works particularly well for the younger Youth Guarantee Students, plus a small number or younger SAC funded students. These youth support staff work across many Christchurch providers, which further support our broader links to benefit students to pathway through the wider Christchurch education network. Tauranga Rotorua, and North Shore and Tauranga have similar links in their areas, but all currently operate at Level 5 and above, so demand is much lower for this support.  Our enrolled students are not highly academic, with other tertiary institutions taking these more academically able students. Many Avonmore students are second chance opportunities students who need support to succeed. We will never top the performance ladder, but achieve fantastic results for our target student market.  Avonmore Tertiary Institute is highly student and industry focused, with a constant drive to assist students to pass and complete qualifications and pathway onto either further education or employment.  Support mechanisms for students are therefore around barriers to learning. “At Risk” students are identified early  Many of our successful students admit they would not have succeeded in the larger impersonal environment of larger institutions.  From an industry viewpoint, we operate as closely to industry expectations as possible. We operate a café, solely for the training of our students. Our hairdressing students train in a salon where commercial hairdressers are operating, and work and learn in that environment on a regular basis. Our IT students learn on and manage a data centre, with exactly the same software as industry are using. When our students graduate they know they can meet industry / work place expectations, because they have done this through their training on an on-going basis. These skills and the confidence associated with proven skills enhances the Labour Market outcomes of our graduates.  Social and Economic outcomes are directly linked to qualification and Labour Market Outcomes. Skills, qualifications and confidence, lead to jobs, careers, economic stability and reduced likelihood of dependency and the resulting social costs. Avonmore’s learning environment, whilst supportive, is designed to empower student success.  Outside of TEC funding, Avonmore has International students at most sites, in programmes at level 5 and above. This Internationalisation benefits both domestic and International students. This is discussed further in section 2.  Avonmore has a small number of International students onsite in Christchurch, enrolled through Open Polytechnic. We see opportunity to grow this in numbers, to incorporate domestic students in the future, and to broaden the offering from the current Business level 7 to include IT at higher levels.  Overall we are seeing increasing demand at both domestic and international student levels. The new Rotorua site has started strongly. |

Financial viability concerns from TEC based on Post Quake returns and slow insurance pay-outs are now behind us.

We have strong self-assessment and ongoing improvement, evidenced by post-quake academic performance improvements, and wider ongoing changes to our offering, along with numerous other responses to issues.

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| **1b** – The TEO’s proposed mission and role, as outlined in its proposed Plan, is relevant to its current and likely future environment. The TEO’s proposed mission and role demonstrates that it clearly understands its distinctive mission and role within the system, and how this relates to the community it serves. The TEO demonstrates it has developed a sustainable plan for fulfilling its mission and role through its programmes and activities. |
| **TEC considerations**   * Do the proposed programmes and activities align well with the TEO’s stated mission and role and are they likely to help the TEO achieve that mission?   Does the Plan clearly show that the TEO has a focus on regular self-review[[1]](#footnote-1) and evaluation to ensure it remains relevant to the needs of its communities and stakeholders in a changing environment? |
| **TEO response**  The proposed programmes are detailed in the Mix of provision for SAC level 3+ and the MOP YG  The offering is constantly evolving, and both student demand and Industry expectations change and evolve. While demand from domestic students is lower than ideal, due to high employment, our programmes offered are generally full, and demand is increasing domestically, while academic achievement and labour market outcomes are improving in the current strong labour market.  Increasing demand is being achieved partly through the use of entry level scholarships. In this way risk to students is minimized, and the majority of student’s progress onto pay fees and higher level education. This is particularly the case for Level 5 IT programmes.  Avonmore focuses on “Barriers to Entry” into tertiary education, and upon entry the focus moves to “Barriers to Learning”  Academic outcomes, given our target market are strong. In Christchurch at lower levels (NZQF levels 2-4), where academic outcomes were below expectation, these have now returned to pre-quake levels. At NZQF level 5-7 our academic completion rates have remained strong.  Labor Market outcomes are strong reflecting the strong labour market. An increased focus is being placed on labor market outcomes, particularly for industries that are newer to Avonmore, specifically Tourism, Business and Retail. Longer standing industries like Hairdressing Hospitality and Higher level computing have strong Labor Market Outcomes, through use of long established relationships with industry.  Programmes that were dropped for the 2016 offering for a variety of reasons are Business Administration (offered continuously since 1990) and Warehousing and Distribution (offered continuously since 1994) As the student and labour markets move through their inevitable cycle, the operation of these programmes may be reconsidered.  New programmes introduced (TRoQ redevelopment aside) in recent years include Tourism (levels 2-5) Travel (levels 4-5) Retail Level 2 Computing level 2 and Business (Levels 5- 6). Tourism at level 2 was offered at Avonmore several years ago, but the new growth in tourist numbers has seen new tourism programmes introduced to high demand from students and employers.  Avonmore is constantly self-reviewing and evaluating our performance, across all facets of our business. This is supported by our Category 1 status under NZQA’s External Evaluation and Review. Evidenced by:   * Increased academic performance, as Christchurch has responded to the dramatic drop in academic completions in the immediate post-quake environment. * Improved Maori and pacific academic performance, which was below expectation * Changing offerings to meet changing student and labour markets. * Expected introduction in 2017 of e learning support packages for enrolled students.   Our multi-site operation operates in a range of environments, which are fore ever changing and evolving, but by putting priority on student needs and industry needs first, our programmes continue to evolve to meet their combined needs.  The stated mission and role is sustainable, because it is responsive to student and Industry needs. The recent growth in Internationalisation of the operation provides a range of new student perspectives from a variety of nations and cultures, plus other income streams, minimizing financial risk, and benefiting the wider student population within Avonmore. |

**Section 2 – Contribution to Government priorities**

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice.](https://gazette.govt.nz/notice/id/2016-au2496)

*Pursuant to section 159P(a), the TEO must describe how it will give effect to the Government’s current and medium-term priorities as described in the* [*Tertiary Education Strategy*](https://www.tec.govt.nz/Funding/plan-guidance/Appendix-1---Giving-effect-to-the-Tertiary-Education-Strategy/) *2014–2019 (“Strategy”). This must include information about how the TEO will:*

* *identify and respond to the needs of industry and employers and publish information to help inform enrolment choices (the “Delivering Skills for Industry” priority of the Strategy);*
* *attract and engage at-risk young people and support them to progress through tertiary education and into sustainable work (the “Getting at-risk young people into a career” priority of the Strategy);*
* *attract and engage Māori and Pasifika students and support them to succeed educationally and achieve better outcomes (the “Boosting achievement of Māori and Pasifika” priority of the Strategy);*
* *respond to adult foundation learners with literacy and numeracy skill needs (the “Improving adult literacy and numeracy” priority of the Strategy);*
* *if it is a research-based institution, manage its resources to support its research strategy and implementation plan, and support innovation (especially commercial innovation) through research, knowledge exchange, and human capital development (the “Strengthening research-based institutions” priority of the Strategy); and*
* *help to increase the value of international education to New Zealand (the “Growing international linkages” priority of the Strategy).*

**The assessment criteria that we will use when reviewing this aspect of a TEO’s proposed Plan is:**

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| **2a** – The TEO’s proposed mission and role, and the outcomes the TEO intends to contribute to, show an awareness of, and are appropriate to the TEO’s place in the regional and national tertiary system and the Government’s priorities. |
| **TEC considerations**  Does the Plan:   * state which priority outcomes the TEO contributes to? * articulate how the TEO plans to:   + identify and respond to the needs of industry and employers, and / or   + attract and engage young people and support them to progress into sustainable work, and / or   + attract and engage Māori and Pasifika students and support them to succeed and achieve better outcomes, and / or   + respond to adult foundation learners with literacy and numeracy skill needs, and / or   + manage its resources to support its research strategy and implementation plan, and / or   + help to increase the value of international education to New Zealand. * If the Plan does not respond to all of the priority outcomes, has the TEO given a satisfactory reason  as to why not? |
| **TEO response**  Avonmore will contribute to 5 of the 6 priorities, with no contribution to the research area.   1. **Delivering skills for industry** is a primary focus for Avonmore, with all programmes offered being industry skill based. Our links with industry see many graduates succeed in their chosen industry, using their skills and qualifications to the benefit of both themselves and their employer. For industries such as Hairdressing, IT and Hospitality where we have been long established, these links are strong, with Avonmore seldom having enough graduates to meet employer demand. Other industries in which we train are still building these relationships (Tourism, Travel and Business), but we are seeing increasing labour market outcomes, as our graduates become recognised for their skills and achievement in their work environment.   Our practical hands on learning environment, where the industry environment is often replicated as much as possible, sees our students succeed, because they know they can do the job because it has been part of their routine during their programme of learning.  Opportunities for graduates to pathway to higher levels of learning or directly into industry is encouraged with pathways, either within Avonmore or with other providers being openly encouraged. Our links with other tertiary providers in all regions continue to develop and evolve. Employers are regularly in contact with Avonmore seeking suitable skilled staff.  An example is the IT industry in Christchurch. Avonmore has 18 graduates currently at CCL (Computer Concepts limited) plus 3 ex staff members who have returned to industry. CCL are a progressive company, providing services to businesses including Christchurch City Council. Normally, all our best graduates are offered employment, but with some going to other employers, including Jade software. We cannot supply enough graduates to meet the growing demand. Strong relationships with industry see our students strongly sought after by industry.  Both Hairdressing and Hospitality have similar stories to tell.  A number of prospective students are referred to Avonmore by industry. (evidence available on request)  Avonmore website and hard copy brochures supply core information to students. All domestic students are interviewed before acceptance onto a programme, to ensure a match between their personal and career goals and aspirations and what the course can offer academically and the necessary support systems are in place.   1. **Getting at-risk young people into a career** is again a core focus of Avonmore, particularly in Christchurch where level 2,3 and 4 qualifications are offered. Sites outside of Christchurch only offer programmes at level 5 and above. In Christchurch, Youth Guarantee programmes operate at levels 2 and 3. We also have numerous young students who are not YG eligible, or limited by YG funding constraints, enrolled into SAC level 3 programmes. These are all Industry skill based, and have students who are not academically orientated, and carry a variety of factors that put them in higher risk categories of poor achievement in the labor market:  * Poor academic achievement * Truancy * Maori Pacific * Social disruption (particularly post-earthquake in Christchurch) * Health and disability issues, substance abuse * Numeracy and Literacy |
| Avonmore has a strength in supporting young people to achieve, through support and care while focusing on what they enjoy.  Enrolling the “at risk” student on the right programme, doing things they enjoy, and with people they can relate to is a major challenge.  Using that as a base to build on, relevance allows new skills to evolve, including interpersonal skills, confidence, achievement, numeracy and literacy skills etc, eventually leading to qualifications and either further training or employment.  At Avonmore this is supported by quality tutors, who are qualified in industry, and working towards qualifications in adult education and Numeracy Literacy support.  We also have a group of Youth Coach staff, under a MBIE, NEET subcontract with Nga Mata Waka, who work with and support our students and others as the inevitable barriers to learning eventuate. Students are supported through the issues that prevent young people from achieving. While we can never win all cases, our young students performance has improved markedly in Christchurch, with a group of young people who have struggled in the post- earthquake environment. This is evidenced by the steady improvement in the Avonmore student academic performance at levels 2 & 3. In 2015 our academic performance for this group was back to pre-quake levels, and continuing to improve. Ref TEC performance data for Avonmore, including Maori and Pacific performance. Further training and Labour Market Outcomes are also strong in the buoyant labour market.  Avonmore at all sites offer programmes at levels 5 & 6 on the NZQA. Performance for these students is strong, despite many being potentially at risk, but through the same processes of support (NEET not generally available to these students) students are achieving very well, both academically and in the labour market.  Numeracy and Literacy is embedded into all programmes at level 2 & 3 which benefits all enrolled students, be they youth or adults.  The buoyant labour Market is very attractive to young students, who very often have goals of employment, above higher level training. This is difficult to respond to as a tertiary provider in the current employment market, meaning academic progression is lower than expected.   1. **Boosting Achievement for Maori Learners**   **Boosting Achievement for pacific Learners**  While Avonmore does not specifically target Maori and Pacific learners, we achieve enrolments that roughly equate to the populations from which they are drawn across the various Avonmore sites. These students may come directly from school or through our wider recruitment processes throughout the community  Boosting Achievement for Maori and Pacific has been an area of focus for the past few years and we have achieved significant success, with both Maori and Pacific groups and “at risk” students, both young and mature, showing very much improved performance. Ref 2015 performance data.  It is an area of ongoing focus, but our systems based on support and achievement have proven effective. Further refinement of systems will see ongoing improvement in both academic and labor market outcomes for Maori and Pacific learners.  To achieve this improvement, all Maori and Pacific students are initially identified to tutorial staff, and treated as “at risk” this means an increased level of both observation support and early intervention applied as required. This organization wide approach has seen significant improvements at all levels, and all sites through 2015 academic year.  We have increasing Maori and Pacific staff ratio’s (data available on request). This creates an environment of comfort and support for our Maori and Pacific students, and an extra support network when required. |
| 1. **Improving Adult Literacy and Numeracy**   Avonmore has a focus on Numeracy and literacy for all programmes offered, particularly at or under level 3 on the NZQF.  Support is provided at all levels on the NZQF, as the need arises. It is not unusual for support to be required in level 5 programmes.  Through integration it is part of the overall education provided to students enrolled in vocational programmes.  The Numeracy Literacy Assessment tool is used for all students enrolled into programmes at levels 2 & 3, with the results analyzed to identify areas of weakness at individual student level, and at class group level. Class teaching is focused accordingly, with some individual support supplied as required. The focus on this and at the same time on specific industry skills, that are of interest to the student see significant gains made, to the point that N&L issues are seldom a reason for not gaining employment at course completion.  Assessment on the N&L assessment tool demonstrate significant barriers to learning for some students at course commencement. Analysis results in an occasional student, with severe N & L issues redirected to specialized N & L programme, before returning to our vocationally based programmes  We are frustrated at the lack of gains shown in the final assessment on the N&L tool, primarily because the students do not take the N&L assessment seriously at the late stages of the course. We are trialing more regular assessments through the course using Snapshot, with some initial success.  With these significant gains in mind we are currently (mid 2016) introducing Numeracy and Literacy Standards into level 2 programmes as an extra to support students in completing their NCEA level 1 and level 2. While it is yet to be tested, most of the content is already covered, so minimal extra workloads are added, with a significant contribution to the Better Public Service goals around NCEA qualification completion rates.  Apart from a minor glitch in early 2016 when we transferred the responsibility for the N&L Assessment tool from one staff member to another, initial assessment levels have been at or near 100%. Follow up assessments are not so reliable but changes noted earlier will further support this.  All staff teaching at this level (at or below level 3 on the NZQF) have either completed unit 21204, or are heavily supervised by a qualified Manager with this unit, to ensure the data from the assessment tool is correctly analyzed, and used to best effect for both individual students and the class group.  All tutors at Avonmore progressively work towards recognized qualifications in adult teaching, including Numeracy and Literacy. N & L training is the first priority for new tutors at levels 2 and 3.  We value the Assessment Tool and its use by tutorial teams, to support tutors knowledge of student strengths and weaknesses during their education thus enabling better outcomes to be achieved, from both an academic and a labour market perspective.   1. **Strengthening Research Based Institutions**   Not Applicable to Avonmore   1. **Growing International Linkages**   Avonmore has growing numbers of international students at all campuses except Manukau.  Students are from a variety of countries primarily India and China, with smaller numbers from Peru, Sri Lanka, Thailand and Vietnam.  International students and domestic students are mixed in classes at NZQF level 5 and above. Other students at lower levels in the departments involved are also mixed with international students at times. EG practical skill development in the Hospitality service skill development. |

The student Common room is truly an international place at break times.

Avonmore sees opportunities to continue to grow its International offering across all sites, with the intention of producing graduates (domestic and International) who are capable of thriving in a global context.

Avonmore works with a wide range of organisations, given our multi-site operation to create pathways for International students into and through the tertiary system. Example: Avonmore, through Christchurch Educated, travel and recruit students from the subcontinent with Ara (exCPIT) Lincoln University and Canterbury University, UCIC and Air New Zealand. The strong co-operation built through these trips is seeing ever increasing co-operation as students move and progress through the Tertiary system. Stronger benefits are also starting to evolve around domestic student transitions as well, although this has always happened organically.

Avonmore along with the earlier mentioned efforts around domestic student labour market outcomes, is also working hard to support International students into course related work after graduation, for those wanting to stay in NZ. This is being achieved through our “Work Experience Programme” for International students who are deemed work ready. This provides an introduction to build confidence and experience to support future employment. These work experience placements can lead directly to career based employment when the match between student and employer is correct.

International students add significantly financially, and the evolving Internationalisation of the Avonmore Campuses, benefits both domestic and international students alike.

**Section 3 – Addressing the needs of stakeholders**

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice.](https://gazette.govt.nz/notice/id/2016-au2496)

*Pursuant to section 159P(b) the TEO must describe how it will address the needs of its stakeholders (including, without limitation, students enrolled with the organisation). This section will include a description of:*

* *who its key stakeholders are, which may include:*
  + *students enrolled with the TEO or prospective students (in particular those who are Māori, or Pasifika, or young people, or who have low levels of literacy, language, and numeracy);*
  + *employers, businesses or industries relevant to the TEO’s areas of delivery; or*
  + *relevant communities, including those that support Māori and Pasifika learners;*
* *how the TEO has identified the needs of its key stakeholders in the community it serves;*
* *how the TEO will respond to the needs of these key stakeholders; and*
* *how the TEO will report to its key stakeholders on progress towards meeting their needs.*

**The assessment criteria that we will use when reviewing this aspect of a TEO’s proposed Plan are:**

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| **3a** – The TEO has clearly and accurately identified its key stakeholders, including:   * learners or prospective learners (in particular those who are Māori, or Pasifika, or young people, or who have low levels of literacy, language, and numeracy) * employers, businesses or industries relevant to the TEO’s areas of delivery * relevant communities, including those that support Māori and Pasifika learners. |
| **TEC considerations**   * Has the TEO identified all of its stakeholder types/groups? * Has the TEO sought to engage stakeholders representing all priority learner groups? * If some priority learner groups are not included in stakeholder engagement, has the TEO given a satisfactory reason as to why not? |
| **TEO response**  **(note lists of stakeholders are generic, because with 6 sites around the country, to label specific stakeholders in each area is excessive.)**  **Avonmore Stakeholders include:**  Enrolled students and the Student Council  Avonmore Alumni  Avonmore staff, particularly those from ethnic minorities, including Maori, Pacific, and International.  Secondary Schools Careers Advisors and school students within our target market (higher learning support available)  All other tertiary organisations, where students may pathway to Avonmore, or where students may pathway from Avonmore to other tertiary education.  ITO’s- Hair and Beauty ITO and Service IQ.  TRoQ advisory Groups. Avonmore staff were actively involved in the IT and Hospitality reviews  Employers and Industry groups in the Industries in which we operate plus wider employer groups.  Youth worker groups  Wider youth support groups including iwi groups, churches, Nga Maata Waka  Government Departments, MoE, Education NZ, TEC NZQA, MBIE  ITENZ (independent Tertiary Education NZ)  Professionals in the community where advice is sought to ensure compliance and health and safety of students and wider stakeholders.  **Stakeholder Engagement**  This is an ongoing process involving all staff at Avonmore.  The ultimate measure of success, given Avonmore’s vocational skills market position, is the success of our graduates in employment. By end of March each year this is formerly measured, but the real benefit in getting this information is the feedback from our graduates and their employers. Change to programmes is incremental and ongoing as a result of this feedback. The recent TRoQ changes are significant and supported overall, and incorporate the feedback received. TRoQ has been a positive move in that it has reinvigorated the discussions with industry as they get to understand the changes. Avonmore is very strong in this area, where we are well established like IT, Hairdressing and Hospitality operations. Newer industries like Tourism, Travel and Business, need ongoing emphasis to continue to develop these essential industry links, and these take 5-10 years to fully evolve. Liaison is at times formal, but much more commonly it is the informal meetings with employers, eg while visiting work experience students, where information is collected and recorded. Both Department Managers and tutorial staff are measured under a KPI system to ensure this liaison work occurs. It is recorded and evidenced.  Tutorial staff and Department Managers are involved in formal Industry groups to understand industry issues and more generic industry feedback. Eg Hairdressing Association in Canterbury.  Recent drives around STEM subjects has seem our IT Department Manager attending regular seminars targeting wider recruitment into the IT industry, including “Women in IT”.  Student Councils are now operating at most sites, as a means of communicating student (enrolled) feedback, to ensure an ever improving support for students. The Student Council in Christchurch has been allocated a budget to provide fun and functions to make Avonmore a fun place to be, and ensure the environment is working for all. Initiatives like this are now encouraged in all other sites and are starting to occur with real benefits. |
| School liaison occurs at the recruitment staff level. It includes school visits, STAR and Gateway programme offerings, Schools breakfast (Christchurch) attendance at career evenings. We no longer attend the large expo’s as minimal benefit is found from these. While recruitment staff are responsible for the day to day liaison, senior management retain strong relationships with schools, careers teams, STAR and Gateway coordinators, principles etc. Our NEET team of Youth Coaches in Christchurch, work closely with schools, and the wider Youth support teams. This engagement is constantly evolving and developing to the benefit of our enrolled students.  Youth at risk are a group we deal with particularly in our YG programmes at level 2 and 3, plus to a lesser extent our SAC level 3 students. This is solely in Christchurch, with all Licensee sites operating solely at level 5 and above. Our NEET team of Youth Coaches have significantly broadened our support network in all areas, including Iwi, pacific, drug and alcohol support, police youth liaison. This has supported both recruitment and support of enrolled students. These support networks are continuously changing and evolving, and having a team focused in this area is a huge support to the industry focused tutorial staff.  Senior Management, primarily Directors focus on liaison with government departments, professionals, and professional organisations such as ITENZ. We are actively involved currently as Chair of Christchurch Educated (International Education forum where providers work together for the wider benefit of Christchurch) and we spent 16 years on the ITENZ (NZAPEP) executive working to support the wider PTE sector in lobbying, communicating for the sector at both Government Department and ministerial level, relinquishing this only to focus on the rebuild of Avonmore in post-quake Christchurch.  Through this wide ranging and ongoing liaison both personal contacts and current industry knowledge, understanding, and information is collected.  This is initially documented as diary notes on visits, with opportunity to report key meetings at the fortnightly Department meetings. Reviews of feedback or ongoing with minor changes to course material occurring on an ongoing basis. Major changes are occasional, and where required are processed through NZQA as minor course changes. Even with the TRoQ reviews, changes in programmes at lower levels are minimal, however larger strategic changes are occurring in level 5 & 6 programmes, as a result of TroQ review panels.  Often industry feedback is about individual student strengths and weaknesses, but this can also be incorporated into wider feedback. Example: Confidence in dealing with customers is essential, and can for the most part only be developed through experience in the work place. Increasing work experience for work ready students is encouraged.  As a category 1 provider, we have proven feedback systems, and proven responsiveness to the feedback received. Example: Our academic performance for students below level 4, dropped dramatically after the Christchurch earthquakes (all training under level 5 is solely in Christchurch) This was recognised as a student issue associated with the massive disruption around the earthquakes affecting everything from living conditions, death or injury to loved ones, learning environments being far from ideal…etc. Through a combination of increased and changed support for students, and time, our academic results have now returned to pre-quake levels. The response required was huge to achieve this performance improvement, involving tutorial staff commitment, better systems to identify “at risk” students, support for those “at risk” students, and monitoring to ensure both individual needs and wider student needs are met. This process was widened to achieve an improvement in Maori and Pacific trainees academic performance over 2014 and 2015, across all sites. |

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| **3b** – The TEO has ascertained the needs of its key stakeholders, through direct consultation and the use of statistical information about regional or national demographics and employment market demand. |
| **TEC considerations**  In relation to the stakeholder groups listed in section 3a:   * Has the TEO described how it identified the needs of its stakeholders? * Did the TEO consider relevant statistical information and consult[[2]](#footnote-2) with stakeholders when identifying regional and stakeholder needs? * Have current and future stakeholder needs been clearly articulated? |
| **TEO response**  As described above direct consultation with stakeholders on their needs from Avonmore and the wider tertiary sector, is ongoing and core to Avonmore processes.  Use of statistical information around National demographics and Employment Market demand has been supporting our decisions. The current issue is extremely strong Labour Market demand, in all areas in which we work, and the issue has been low student demand. There are too many jobs and not enough student enrolments / graduates to fill the available positions.  This is to the extent that despite high labour market demand, two programmes have been cancelled due to continuing low student numbers, associated with the very high labor market demand. (Specifically Freight and Warehousing and Business Administration.) Employers are taking our potential trainees and training them on the job.  Decreasing numbers of school leavers (Stats NZ) is a factor in the lower demand for tertiary education. Employers are taking on young people, and many are being trained on the job. There may be cases where some return to Tertiary education to retrain as the economic / employment boom returns to “normal,” and create new tertiary education demand.  In Christchurch as the rebuild continues there are labour shortages in all areas. Longer term we see opportunities to reintroduce those programmes dropped through low demand.  Other regions in which we operate, Auckland (3 sites all offering IT) and Bay of Plenty (2 sites offering IT and Hospitality Management programmes) have similar issues as these areas show strong economic and population growth.  Core Industries in which we train are:  **Computer Networking programmes (Levels 5-7)**, come into the category of ongoing skill shortages. All graduates in Christchurch who we are prepared to recommend to employers are getting quality employment in industry. Other sites also have strong employment rates with Tauranga being the site for increased focus in this area, for students who are not prepared to move away from Tauranga. The regional growth for the Bay of Plenty will see increasing demands in future years. International student graduates are also gaining employment. A current focus for student recruitment is a drive for “Women in IT”  **Hairdressing (Levels 2-4)** is always an area of skill shortage. This is only run in Christchurch, but demand for graduates has always exceeded supply. We are finding numerous level 3 graduate students are moving towards the apprenticeship system, which is the right move. Lack of students, with too many providers is a problem currently affecting all providers. Avonmore is actively involved in the local Hairdressing Association, and in the local Hairdressing competitions. We have relationships with most hairdressing employers in Christchurch.  **Tourism and Travel** (**levels 2-5)** are strong growth industries where employment is strong. Record numbers of tourists continue to visit NZ. These programmes are currently offered only in Christchurch. As quite new industries, we are still developing our industry links, but demand for graduates are high, with ongoing strong support from local industry. This strongly growing industry (20 successive months of growth in inbound tourists) will continue to utilize our graduates for the foreseeable future.  **Hospitality (levels 2-5)** While closely linked to the Tourism industry growth a higher local demand is also driving growth in jobs here. Hospitality is offered in Christchurch, Rotorua and Tauranga (2017)), all areas of high economic and tourism growth. Employer demand for graduates is strong both domestically and Internationally. New Hotels, café’s motels etc are opening up continuously to cater for increasing demand.  **Business (levels 5 and 6)** Offered only in Christchurch, we are seeing increasing demand at level 5 domestically, with employment supported by the growing economy. There are significant skill shortages in the low to middle management areas due to the fast economic growth in Christchurch. As skills are more generic specific statistics on employment available is difficult to quantify but employment outcomes for graduates is strong, for what is a new industry for Avonmore, with relationships with employers still evolving. We are looking to affer Business in Tauranga and Rotorua in 2017, with detail to be provided to TEC very soon. |

Future stakeholder needs are currently difficult to quantify, as skill shortages are dominating the discussions. Inevitably the economic cycle will change, affecting student demand and labor market demand, however increasing student demand for training, will benefit industry as the economic cycle continues.

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| **3c –** The TEO has reviewed its current and proposed Plans against the needs of its stakeholders, and has documented what changes it has made, or will make to better accommodate these. |
| **TEC considerations**  In relation to the stakeholder groups listed in section 3a:   * Does the proposed Mix of Provision (MoP) clearly respond to stakeholder needs and/or the TES priorities, in the proposed regions of delivery? * Is the TEO continuing to engage with stakeholders to ensure that their needs are being met on an ongoing basis? * Has the TEO described how it will report to key stakeholders on its progress towards meeting their needs, and how it will amend its Plans in response? |
| **TEO response**  Stakeholders from Industry perspective, are telling us of ongoing and in some cases serious skills shortages (IT particularly, but also middle management)  Avonmore is doing its best to meet these stakeholder needs but are limited by the high labour market demand, low numbers of school leavers, resulting in enrolments and therefore graduates being below employer demand.  Schools and other tertiary providers on the student supply side of Stakeholders are finding outcomes for their students with an ease not seen in recent years. Jobs, on job training or tertiary education places are available for suitable applicants.  Avonmore’s mix of provision is changing, being driven from the student supply side, rather than the industry demand side as has traditionally been the case. Employment outcomes and further training outcomes are easily achieved for suitable graduates.  The drivers of Avonmore’s Mix of provision has moved from the Industry Skills side to the Student supply side. This is equally important. The changes made in dropping some programmes, and introduction of new programmes and introduction of existing programmes to new areas, plus the addition of new programmes in recent years are detailed in earlier responses.  Yes, the MoP does clearly respond to stakeholder needs, but with ongoing change to meet the changing needs.  The TES priorities as detailed in section 2a are responded to, with the changing student needs around Numeracy and Literacy, student support for “at Risk’ students including Maori and Pacifica students are all increasing and needs are being met, as demonstrated by academic and Labour Market outcomes.  As described in section 3a our links to stakeholders are ongoing, and are not reliant on annual meetings. We are quickly aware of changing needs and expectations of our stakeholders, as evidenced by our ongoing adaptation to the ever changing student market and labour markets. We note that numerous tertiary providers have either amalgamated or disappeared, as the changing markets have created new challenges. Despite these changes and the Christchurch earthquakes Avonmore has changed, evolved and grown, as demonstration of our ability to monitor and respond to the changing stakeholder needs.  Reporting to key stakeholders, apart from Government departments is an informal process, where needs are articulated, discussed and ideas conveyed on appropriate responses. Ongoing but informal discussions are held with employers / industry, schools and numerous other listed stakeholders.  For example, the current expectation from industry is more graduates. In IT we work with wider industry groups to recruit potential students into training. A particular focus at the moment is women in IT, which is traditionally dominated by males. There is usually a 2-year delay between recruitment and appropriate graduates being available to industry. We have increasing numbers of students commencing training in IT currently, at all sites and a new site in Rotorua. Industry is pleased with this response but seek more graduates and sooner.  From the student recruitment stakeholder feedback, there are so many positive options for students to suit their individual career path, that stakeholders have a simplified task. They are now asking more questions around students who have higher support needs to succeed, and these students are now getting opportunities that were harder to find in times of easy student recruitment times. In Avonmore where our systems are set up for increased support, this is seeing some significant wins, for some students. Eg physically disabled students etc.  (examples available on request) |

**Section 4 – Programmes and activities**

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice.](https://gazette.govt.nz/notice/id/2016-au2496)

*Pursuant to sections 159P(d) and (f), the TEO must set out a description of all:*

* *tertiary education programmes run by the organisation for which the organisation is seeking funding under section 159YA and specify the amount of funding sought in relation to those programmes;*
* *activities (including, without limitation, programmes and initiatives that will be undertaken by the organisation in order to build its capability) for which the organisation is seeking funding under section 159YA and specify the amount of funding sought in relation to those activities; and*
* *tertiary education programmes run by the organisation other than those in relation to which funding is sought.*

*The proposed activities must align with and support the achievement of the mission and role of the TEO.*

*The description of programmes and activities must include information about:*

* *planned programmes and activities for which the TEO is seeking Student Achievement Component or Youth Guarantee funding, including planned learner numbers by New Zealand Qualification Framework Level (this information must be provided via a Mix of Provision template which the TEC will provide to TEOs in due course);*
* *planned programmes and activities for which the TEO is seeking funding from the TEC (other than Student Achievement Component or Youth Guarantee) including planned learner numbers in more detail (this information must be provided via a Mix of Provision template);*
* *total TEC funding sought (this information must be provided via a Mix of Provision template);*
* *a brief description of other programmes and activities not funded by the TEC (this information may be provided either via the Mix of Provision template or as part of a description of the TEO’s mission and role);*
* *a brief description of significant programmes and activities undertaken through subsidiary bodies. These include all subsidiaries, trusts, or in-substance subsidiaries. These entities should include all entities included in the TEO’s consolidated group reporting in its most recent Annual Report. The description of the programmes and activities undertaken through subsidiaries must include:*
  + *a description of the main activities undertaken by the subsidiary body;*
  + *the dollar value of the TEO’s investment in the subsidiary body; and*
  + *a brief description of the governance and accountability arrangements in place; and*
* *any key new activities the TEO is contemplating undertaking over the Plan period.*

**The assessment criteria that we will use when reviewing this aspect of a TEO’s proposed Plan are:**

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| ***4a*** *–* The TEO’s proposed programmes and activities are appropriate in the context of:   * regional and national needs, including those of employers, businesses or industries relevant to the TEO’s areas of delivery * benefits to learners and the proposed programmes and * the activities of other TEOs. |
| **TEC considerations**   * Has the TEO:   + listed all qualifications contained in its MoP?   + identified whether each qualification is existing (with no changes proposed), existing (with changes proposed (e.g. new delivery sites or EFTS changes), or new?   + summarised how each proposed qualification will support the achievement of the TEO’s mission and role and how it will respond to the needs of the TEO’s stakeholders and/or the Tertiary Education Strategy priorities? * Are any new qualifications proposed:   + complementary to the provision offered by others in the proposed region of delivery (e.g. are they likely to improve opportunities for learners, improve rates of learner progression to higher level study, and not duplicate existing provision)?   + clearly focused on benefits to the learner (e.g. are they offered by TEOs where students are likely to achieve the qualification, and, if at level 3 or above, are they in subject areas where graduates are likely to move on to higher level study or be in employment in fields where median earnings are strong following completion)? * Are any proposed changes to the location of existing delivery:   + clearly supported by other TEOs in the region?   + considered appropriate/desirable?   + leaving any gaps that will impact on learner access? * Has the TEO described its other education programmes and activities that are not funded by the TEC, including any significant programmes and activities undertaken through subsidiary bodies? * Has the TEO described any key new activities it is contemplating undertaking over the Plan period if applicable? |
| **TEO response[[3]](#footnote-3)**  Programmes offered outside of TEC SAC3+ and YG funding, are primarily as pathway options towards or progression from Avonmore programmes.  STAR and Gateway programmes, with students usually funded by school’s act as feeder programmes towards YG and SAC3+ programmes detailed in the Mix of Provision SAC 3+ and YG.  Further training options are primarily at other institutions, such as TEI’s, universities and occasionally other PTE’s.  Avonmore has operated a Level 7 business programme Post Grad for international students through Open Polytech. While this has not been highly successful, it has been the basis of a developing relationship. Further options are on the table around IT level 7, and pathways for both international ad domestic students. This is still evolving with nothing confirmed at present, but may occur in the period covered by this plan. TEC will be notified as appropriate.  **Funding under Additional Requests**  Since the Christchurch earthquakes, Avonmore has been under utilizing its SAC 3+ funding. We note this has been cut for 2017. We understand this and appreciate the support in retaining the funding to date.  Demand is increasing in 2016, with Christchurch currently up around 25% on 2015 usage, plus extra usage from the new Rotorua site. Based on end of June data across all sites we are 16% up on 2015 enrolments. This data incorporates minimal enrolments for the new Rotorua site due to timing. Rotorua has enrolments approximately equating to initial proposal supplied to TEC. There is another intake across all sites in August / September with initial demand being stronger than 2015. This data will not show in the August SDR, due to timing issues.  While we recognise ongoing hard data will be required to support this, we believe, based on current demand, funding at a similar level to that offered in 2016 is appropriate for 2017 we will continue supplying enrolment data to support this from late September / early October. Some under-usage of 2016 funding remains likely, but under-usage is expected to be at a lower level than in 2015. Ie growth in demand is occurring.  Apart from the ongoing TRoQ related changes, no new programmes are currently under development. The TRoQ programme rewrites, draw all available resource in terms of accreditation and resource writing.  Existing programmes are to be offered at more campuses. Rotorua has been approved as a new site in 2016, with no guaranteed EFTS available for 2017. Domestic enrolments in 2016 are at or near forecasts, with students looking to complete qualifications in 2017. The new funding requests largely equate with the original proposal of EFTs usage at Rotorua, plus growth in student numbers at Manukau and Christchurch. (Detail in the Mix of Provision)  Avonmore has completed initial investigations and believes there is a market for level 5 business qualifications, for domestic students in both Rotorua and Tauranga. This is seen as small (around 8 domestic students) but being mixed with international students creates a strong and positive dynamic, for the benefit of domestic students, who meet our student profile. Ie higher levels of support.  We are now in the phase of collecting evidence to support this proposal in both Tauranga and Rotorua. This data will be to TEC by end August 2016.  There is real interest particularly from high schools based on early discussions to introduce tourism Level 3 and Hospitality level 3 programmes into Rotorua, and Hospitality level 3 into Tauranga.  Further data is being collected to support this from both schools and other providers, by late August.  As discussed earlier, the support structures as per availability in Christchurch will required for these level 3 programmes in Rotorua and Tauranga. The primary structures around Numeracy and Literacy support, and the NEET team of youth coaches are already in existence through a related company Employ NZ, but training and structure will be required around Avonmore systems.  Labour Market outcomes and associated industry links will take time to develop, but the demand for graduates in these areas with growing Tourism and growing cities will see students employed in their chosen industry.  Conservative student numbers and growth forecasts are included in the section for new funds in the SAC 3+ Mix of Provision template. |

In 2016, we sought and received approval for Computing IT level 6 in Manukau site. With its availability locally, demand is stronger than anticipated, and we are looking to grow the numbers of this programme in 2017, by a further 8 places.

Growth in demand in Christchurch is significant and across all programmes. Demand is proven with confirmed enrolments as at end June 2016 being 25% above 2015 at the same time.

The qualifications offered in the Mix of Provision are fully consistent with the Avonmore core purpose and mission statement. They meet Stakeholder needs and TES priorities, as covered in previous sections.

Other queries listed in TEC considerations have been covered in previous sections.

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| **4b** – The TEO is capable of delivering the proposed programmes and activities, and outcomes. |
| **TEC considerations**   * Have any matters arisen with this TEO which suggests there may be capability issues impacting on its ability to achieve the activities and outcomes outlined? For example, financial viability matters, reporting and forecasting timeliness/accuracy issues, EER concerns, recurring EPI issues etc? |
| **Optional TEO response**  No TEO response is required. However, if there is a specific matter that you wish to comment on in relation to the above, you may do so here.  Avonmore has increasing capability, as we near the end of both Christchurch Earthquake recovery, and TRoQ qualification rewrites.  Financial viability concerns, as a result of the Christchurch Earthquakes and the slow insurance payouts, are now behind us, with strong and improving financial ratio’s.  Much tighter and ongoing audit of Licensee sites, which operate under the fully documented Quality Management System. |

##### **Section 5 – Outcomes and measures**

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice.](https://gazette.govt.nz/notice/id/2016-au2496)

*Pursuant to section* 159P(e), *the TEO’s proposed plan must describe an organisation’s proposed outcomes (including, without limitation, in relation to the tertiary education programmes and activities for which funding is sought) and the performance indicators that the organisation will use to measure whether those outcomes have been achieved.*

*The TEC will provide all TEOs with information about any specific metrics they must use when making certain performance commitments, and in some cases will specify minimum commitments for TEOs. TEOs should propose additional commitments as required.*

A Performance Commitments *template and* Guidelines to give effect to the Māori and Pasifika TES Priorities *will be available on the TEC website to assist commitment setting. This will include the need to set targets which will contribute to the achievement of parity of participation and achievement for Māori and Pasifika.*

*The proposed plan must describe:*

* *how the TEO has performed against the commitments it made in its last plan (for TEOs that have previously received plan funding);*
* *how the TEO has responded to specific data from the TEC about employment outcomes and the level of* re-enrolments;
* *the findings of any quality assurance reviews; and*
* *any key changes the TEO is making that are likely to have a significant impact on its educational performance or other outcomes.*

*The TEO’s proposed performance commitments should be:*

* *designed and presented so that they give clear evidence about the quality of the activity being measured;*
* *relevant, so that they give meaningful information about the TEO’s progress toward its proposed outcomes;*
* *set at a level that represents a meaningful improvement on past performance, especially with respect to outcomes for priority learner groups; and*
* *complete, so that they cover all significant programmes and activities the TEO intends to undertake, and all important dimensions of those activities.*

**The assessment criteria that we will use when reviewing this aspect of a TEO’s proposed Plan are:**

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| **5a –** The TEO’s proposed performance commitments are:   * designed and presented so they give clear evidence about the quality of the activity being measured * relevant, so that they give meaningful information about the TEO’s performance against its proposed outcomes * set at a level that represents a meaningful improvement on past performance, especially with respect to outcomes for priority learner groups (including contribution to achieving parity in participation and achievement for Māori and Pasifika), and * complete, so that they cover all significant programmes and activities the TEO intends to undertake, and all important dimensions of those activities. |
| **TEC considerations**  **Big 15 PTEs only**   * Do the commitments in the descriptive TES Priority Commitments Template[[4]](#footnote-4) cover all of the TEO’s main activities, and are they relevant and SMART[[5]](#footnote-5)?   **All PTEs (including the big 15)**  Do the commitments in the numerical Educational Performance Indicator Commitments (EPICs) template(s):   * show that a high performing TEO is committed to maintaining that high performance? * show that a lower performing TEO is striving for incremental performance improvement? * show that the TEO is committed to the recruitment of priority learner groups[[6]](#footnote-6) at levels that are sufficiently representative of regional demographics? * show that the TEO is committed to the same levels of achievement for all learner groups? |
| **TEO response**  Avonmore is committed to maintaining its current high academic performance levels, and continuing to improve those that are below expectation, particularly Maori academic performance. Significant improvement was made in 2015, and further progress is expected to be seen in 2016 data.  Progression is generally lower than recent times, primarily due to the buoyant labour market, taking graduates at a lower level than has previously been the case. This is a response to Labour market shortages in NZ.  While variation will occur, we believe we can continue to improve performance, by focusing on the lower performing sections, but given our student target market being those who need higher levels of support, performance is strong already, and ongoing improvement will be seen as incremental gains. |

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| **5b** – The TEO has reviewed its own performance against its current and previous Plans. |
| **TEC considerations**   * Has the TEO noted the commitments it made in its Plan for the last completed contractual year, reviewed its performance against those, and proposed appropriate future commitments in light of the progress made? * Has the TEO responded to data from the TEC about employment outcomes and the level of  re-enrolments? |
| **TEO response**  While we continue to strive for improved performance, this will not be ever increasing. Some performance targets are lower than 2015 performance, because it is seen to be unlikely to be repeated. We strive to improve, but are not looking to set ourselves up to fail with unrealistic expectations.  If TEC would like any adjusted, we are happy to do so.  TEC have not provided data on employment outcomes, specific to Avonmore. We look forward to seeing the data. As acknowledged, we believe it will be strong in some qualifications but weaker in industries that are newer to Avonmore.  Data on progressions, is disappointing, but reflects the high demand for skilled labour, with graduates taking employment at lower levels than in the past. While we will strive for ongoing improvement, the buoyant employment market will dominate this particular performance target. |

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| **5c** – If applicable, the TEO has performed well against its current and previous Plans, and in particular has:   * improved its performance over time (this may include reference to return on investment, for example employment outcomes of its graduates) * met its Plan commitments and KPIs * demonstrated satisfactory educational performance, including meeting the upper thresholds of the TEC’s performance-linked funding framework (for TEOs subject to performance-linked funding) * demonstrated satisfactory financial performance, including meeting the TEC’s prudential financial standards for PTEs * been assessed as satisfactory in terms of its last external review by the relevant quality assurance body * demonstrated good governance and management capability in forecasting, planning, and implementation, and the (where applicable) ability to provide supplementary information * demonstrated its ability and commitment to work with other organisations to build system responsiveness and sustainability, and pathways through the education system * complied with conditions imposed on funding approval * complied with any other requirements and expectations imposed on funding approval, and * complied with its obligations to report to TEC. |
| **TEC considerations**   * have all the criteria listed in 5c been met? * have there been any reporting issues (eg, late or frequent data return resubmissions, or absent or untimely reporting of learner results to NZQA)? * have there have been any instances where the TEO has engaged in activities outside the approved Plan (eg, delivery in unapproved regions, not delivering agreed EFTS according to the approved MoP)? * have any audits, reviews or investigations undertaken identified compliance issues? * has allocated funding (and unfunded EFTS where applicable) been consumed historically? * have funding conditions and expectations been met historically? |
| **Optional TEO response**  No TEO response is required. However, if there is a specific matter that you wish to comment on in relation to the above, you may do so here.  We believe Avonmore meets all criteria listed above, except the use of allocated funding, which has been discussed earlier. |

**Other information**

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| **Optional**  If you wish to add any further information not already covered above, you may do so here. |
| **TEO response**  Since the Christchurch earthquakes, Avonmore has underused its SAC3+ funding. This was initially caused by disruption to Christchurch, and more recently by national strong labor market demand combined with lower numbers of school leavers.  We note the cut in 2017 SAC 3+ funding which is accepted. We appreciate the support in the post quake disruption. Thank you.  We wish to note that we are continually working towards overall increasing student demand, through new programmes, new sites, new programmes in existing sites and new marketing initiatives. We wish to keep the door open to funding this increasing demand, but recognize the constraints on funding. As stated the demand for our graduates is high, with our limitations being around ability to recruit students in a market dominated by high employment levels. |



1. TEOs may wish to refer to their most recent EER report regarding self-review. [↑](#footnote-ref-1)
2. TEOs may also wish to refer to the consultation work undertaken when seeking NZQA approval for specific qualifications/programmes. [↑](#footnote-ref-2)
3. If you have not already discussed elsewhere in this form the rationale for the inclusion of new qualifications and/or the shifting of EFTS to new locations, please do so here.

   If you wish to signal delivery of a new qualification or are seeking a new funding type, this must also be included in the “additional funding requests” section of the MoP template.

   **IMPORTANT**: If you are requesting new or additional funding, please do not make reference to any EFTS numbers or dollars on this form. Please signal the amount of new or additional funding sought through the ‘additional funding request’ section of your MoP. [↑](#footnote-ref-3)
4. Only Big 15 PTEs are required to complete this template, which will be e-mailed to all relevant PTEs for completion. [↑](#footnote-ref-4)
5. Specific, Measurable, Achievable, Realistic & Time bound [↑](#footnote-ref-5)
6. Māori, Pasifika, and under 25s. [↑](#footnote-ref-6)