



# **Investment Plan**

## **2008 - 2010**

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## **Foreword**

This document is UCOL's first Investment Plan under the new tertiary policy framework. The plan outlines UCOL's major directions and aspirations over the 2008 – 2010 period. It has been developed with input from stakeholders, staff and the UCOL Council and reflects the detailed dialogue UCOL has had with the Tertiary Education Commission (TEC) over the last three months.

Achieving the Investment Plan requires significant commitment from UCOL and assumes a sustainable level of funding from the TEC to enable continuation of regional provision, whilst undertaking significant change to improve student success. UCOL will focus on improving retention and completion outcomes for its students and this will involve substantial changes in approach and reallocation of existing resources to achieve the agreed outcomes.

# **PART 1**

## **Introduction**

This is the first Investment Plan prepared by the Universal College of Learning (UCOL) under the new “investment approach” to planning and funding developed by the Tertiary Education Commission. The activities within this plan cover the three year period 2008-2010. This Plan sets out only those changes in activities that are most critical to supporting UCOL’s Key Shifts and does not include the wide range of services and activities regarded as ‘business as usual’. It is important to note that UCOL will continue to put students at the centre of all its activities and will continue its many and varied services to support students.

1. Part I of the Plan contains:
  - a. The national context for tertiary education
  - b. The special character of UCOL
  - c. The national and regional factors that influence UCOL’s education delivery.
  
2. Part 2 sets out:
  - a. the outcomes sought for each key shift
  - b. the activities to be undertaken
  - c. the KPIs to be met, and
  - d. any impact on the mix of provision.
  
3. Part 3 sets out the mix of provision.
  
4. Part 4 comprises the KPI template.

The activities within the Investment Plan include those covered by funding provided by:

- The Tertiary Education Organisation Component (TEOC)
- The Student Achievement Component (SAC)
- Adult and Community Funding (ACE)
- Business Links Funding
- Encouraging and Supporting Innovation Fund
- The Quality Re-investment Fund.

## **National Context**

The tertiary education context has changed dramatically over the past two years and the sector is now adapting to the new “investment” approach. This year is the first year Investment Plans are being used as the vehicles for allocating funding to providers. The aim is to provide greater certainty of funding over a three year period and a clearer view of the nature of government’s investment in tertiary education. The new funding caps require providers to live within 3% of the dollar value of Equivalent Full-time Students (EFTS) allocated. A level of forecasting and tracking of volumes and funding categories will be required that will be challenging for all providers, given the range of factors external to providers that influence volumes.

In December 2006 government published the new Tertiary Education Strategy (TES) and Statement of Tertiary Education Priorities (STEP) that set out in more detail the overarching direction and priorities for the sector (Appendix 1). Institutes of Technology and Polytechnics (ITPs) acquired a new set of responsibilities for regional facilitation as well as having the applied

and vocational aspects of the role underscored. These documents also stated the differentiated roles of the tertiary education sub-sectors.

Earlier in 2007 all ITPs were required to facilitate the development of a Regional Statement of Tertiary Education Gaps and Priorities with the regional stakeholders. Investment Plans are required to address these as appropriate for each provider.

## **Universal College of Learning**

UCOL is a Polytechnic under the Education Act 1989. It has existed in various forms since 1906 when it was founded as the Palmerston North Technical School.

UCOL has three major campuses in the lower half of the North Island - Palmerston North, Wairarapa and Whanganui. UCOL, at the request of the government of the day, incorporated two financially ailing polytechnics -Wairarapa in 2001 and Whanganui in 2002.

The addition of these two campus communities has consolidated UCOL's role as a regional provider of a wide range of vocational and applied education and training opportunities from foundation courses through to post-graduate degrees.

In 2006, UCOL recorded total EFTS of 4717 (which includes 556 EFTS not funded through the Universal Tertiary Tuition Allowance), supported by 258 full time equivalent teaching staff (Annual Report, 2006). In addition, UCOL's community and continuing education programmes have been strongly supported by its local communities, demonstrating that these courses are highly valued and contribute to the social and economic development of the region.

### **UCOL's Core Purpose and Special Character**

UCOL is unique in its role as lead provider in three separate but adjoining catchment areas. The nature and needs of these communities have continued to shape and strengthen UCOL's commitments to delivering a mix of core programmes that support generic community and industry needs, while also working to strengthen and support niche areas and regional strengths.

UCOL has been directly included in the Major Regional Initiatives (MRIs) in both Wairarapa and Manawatu, and included in an advisory board in two MRIs in Wanganui and Horowhenua.

UCOL has always been distinctive in the tertiary education sector for its emphasis on enhancing access for even the most hesitant learners, the quality of the student experience, and student achievement outcomes that 'change lives'; whether this is defined as obtaining a qualification, getting a job, or as an improved sense of self-worth.

UCOL has three drivers for its teaching and learning:

- 1 Universal access
- 2 Innovation
- 3 Student support.

These 3 drivers are interrelated and help define UCOL for staff, students and stakeholders.

Universal access is a strong statement of support for 2<sup>nd</sup> chance learners. UCOL believes that people's life chances should not be defined by their achievement within the compulsory sector,

and that supported access to tertiary education and training can both transform people's life chances and maximise their contribution to the economy and the wider society.

The three strands of universal access are:

- I. Physical access to education and training across time and place using flexible delivery.
- II. Open access to a broad portfolio of education and training opportunities.
- III. Supported access that provides easy access to teaching staff, learning resources and technological support.

Encouraging second chance students does, however, carry the requirement of a high degree of student support and also carries a greater risk for the institution, as these learners have less well-established patterns of academic persistence and success. Success for these students may not be the traditional view of qualification completion – in fact students increasingly look to develop a tailored study plan that may not include an intention to complete a full programme. International, national and UCOL research indicates that many of the reasons that students do not complete study programmes involve factors external to the institution.

At the heart of UCOL's special character is innovation. UCOL's innovative approach to teaching and learning led it to be an early leader in developing a high technology campus that enabled students to access a level of computer-assisted learning that may not have been otherwise available to them. A recently developed eLearning strategy aims to enhance these developments to continue to improve the learning environment for students. Technology enhanced learning also offers opportunities to provide for different learning preferences – a requirement supported by our student research.

UCOL is also increasing its capability to deliver into the workforce using an innovative approach to make continuing education and training more physically and financially accessible for both employers and employees. This approach will use a combination of flexible delivery and just-in-time/just enough learning approaches.

Core to UCOL is its commitment to and belief in strong student support services. The development of these services is intrinsic to providing open access and is essential for many of our student body. The innovative student support programme (based on an internationally recognised model)<sup>1</sup> has been adopted by other institutions and provides advice and guidance to students before they embark on their chosen course of study, as well as providing a range of assistance for the duration of their study.

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<sup>1</sup> Personal Education Plans (PEPs) provide structured assistance to students planning their study choices.

## **UCOL's Vision and Mission**

### ***Vision***

*To be a vibrant, exciting learning organisation creating futures for all its communities.*

### ***Mission***

*Provide its communities with universal access to applied education and training services that are directly relevant to the twenty first century work and social environment. These services integrate with general education programmes to enhance students' personal development and career potential.*

UCOL is currently reviewing its values and goals to ensure it is well positioned to meet the challenges and opportunities emerging in the region with the new investment approach. Although not finalised, the areas that have strong attachment for UCOL in terms of values and goals are attached as Appendix 2 – UCOL's Strategic Pathway.

## **UCOL's Place in the Network of Provision**

UCOL has concentrated on delivery within its own regional boundaries. The major exception to this is the nursing course run at the Tairāwhiti campus, reflecting an agreement with this institution to assist the Gisborne community.

UCOL is committed to providing public education to more remote and disadvantaged communities because of its impact on long term social and economic outcomes and its ability to transform lives. The institution continues to develop and model flexible modes of delivery to enable these communities to access education, but is looking to the Regional Funding Model to enable it to sustain this provision in the future by recognising the financial costs of delivery to small communities.

UCOL also delivers some well-regarded national programmes such as the Medical Imaging qualification and the Creative Design family of programmes. These, and similar programmes, require specialised capabilities that are not core to all institutions.

The new regional facilitation role provides the impetus to engage with other providers within the region to better, identify learning pathways for students in a fragmented tertiary environment.

As part of this regional facilitation role UCOL wishes to engage more deeply with iwi to strengthen Maori participation and success at tertiary level in the region. Although iwi engagement is comparatively advanced as part of the Whanganui Collaborative Venture and has been initiated in the Wairarapa, more work is needed within the Manawatu.

The region has comparatively small Pacific Island communities and although current activities to support these students will continue, their numbers preclude their forming a focus for a key shift within this plan.

UCOL is developing a close relationship with a number of key business stakeholders to respond to emerging needs, which will sit alongside the more generic courses. The project planned for supporting and encouraging Innovation funding will strengthen UCOL's capability to do this

together with Tertiary Accord of New Zealand (TANZ) partners and, potentially, the rest of the sector.

UCOL intends to continue to work with TANZ to derive benefits from collaborative development and exchanges of best practice that will enhance its performance as a regional provider. UCOL also intends further developing its relationships with like-minded institutions that share the challenges of regional provision, to explore further opportunities to work together to share expertise and capability.

UCOL has a range of valuable relationships with Industry Training Organisations (ITOs) ranging from contractual to collaborative. We are currently working to deepen a number of these relationships and envisage further activity over the period of this plan. UCOL is hopeful that over the period of this plan the interface between regional demand and national activities will be more comfortably integrated.

UCOL has decided not to apply for the Performance-Based Research Fund (PBRF) at this stage, as this fund is better adapted to the university context. The institution believes that better outcomes for students can be obtained by concentrating efforts on improving its learning environment. Although not participating in the PBRF, UCOL is committed to research that informs its teaching at degree level and has developed a research strategy.

The Tertiary Education Priority Outcomes target young New Zealanders. This is vital to avoid adding to the “tail” of under-achievement that has been evident in New Zealand for some years. UCOL’s Key Shifts 1, 2 and 3 all have younger students as a priority target group. Younger students are best positioned to benefit from their qualifications and to contribute over the span of their working lives. Although young students are a target group, it should be noted that any student services provided at UCOL are available to all students.

## **UCOL’s Context**

### **1.0 Participation**

- 1.1 Although New Zealand does well compared to other developed nations in regard to the achievement of most student groups it has a comparatively high proportion of students who do not achieve well. Around 24% of students leave school with no qualifications and around 31% with level 1 as the highest qualification. There are districts within UCOL’s catchment area where school leaver achievement is much worse - (Ruapehu (49%), Horowhenua (38%) and Rangitikei (32%)), and areas within districts with pockets of under-achievement.<sup>2</sup> This situation has been recognised for some time and it will take significant time and effort to effect change.
- 1.2 The most pressing issues for this region are the low participation rates in tertiary education and the low qualifications of school leavers in some parts of the region. Many of UCOL’s students are not well-prepared for tertiary study on entry to the institution. This situation is likely to increase as more ‘non-traditional’ students are encouraged to participate in tertiary education and training. An explicit focus is needed on literacy, numeracy and language outcomes in all level 1-3 courses. Sound preparation and success at this level will provide

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<sup>2</sup> MOE School Leaver data 2006.

the best opportunity for pathways to higher levels of learning, anticipated in the out years of this plan. UCOL's response to this need is likely to increase volumes at levels 1-3 initially.

- 1.3 Targeting school leavers is the most direct method of reducing the 'tail' of underachievement in the future alongside improvements made within the secondary sector.
- 1.4 Change is necessary as low qualifications are hindering the ability of businesses to increase their size and productivity and lead to inter-generational pockets of social and economic deprivation within the region as people's life chances are affected.

The factors outlined in paragraphs 1.0 to 1.4 are addressed within Key Shift 1 -

**Build participation at levels 1-3 and ensure a consistent approach is taken to developing literacy, numeracy and language competencies. The focus is on school leavers at risk of leaving school with no or low qualifications and no plan to engage in tertiary education and training.**

## **2.0 Achievement**

- 2.1 The STEP identifies increased achievement at levels 4 and above as a priority for all, particularly the under 25s. Ministry of Education data demonstrates the additional benefits to both the student and to society of people acquiring qualifications early in their careers.
- 2.2 UCOL gauges its success in improving retention and completion of students principally against course completion. It considers improvements here provide the best platform for students to develop their plans to balance their study and work priorities and that there will be positive downstream impacts on qualification completions.
- 2.3 Student achievement is driven by a number of factors and can be influenced by entry criteria, the learning environment, external factors, and the student's own study ambitions and abilities. UCOL supports the philosophy of universal access to education, hence open entry is maintained where possible. To support this philosophy UCOL has put in place bridging courses and a wide range of student support services that are well utilised, but voluntary in terms of uptake.
- 2.4 UCOL intends to develop a 5 strand approach to improving its performance and increase its support for students building on:-
  - UCOL's experience with the Personal Education Plan ( PEPs) programme.
  - UCOL's own research across its student body in relation to the learning environment and services it provides.
  - National and international research that indicates the importance of early success for learners and early identification of engagement problems.

The five strands of the three year strategy are:

- Learner Course Advisement  
UCOL will provide an enhanced and targeted PEP's process (including specific interventions for Maori students) and more dialogue between UCOL student advisors

and potential students over their “fit” for that level of course. This will involve development of some on-line resources for staff and students.

- **Learner Early Engagement**  
UCOL will introduce a range of initiatives to support students in their early contact with UCOL and the programme they are enrolled in. This will include revamped orientation process and systems for identifying and following up ‘at risk’ learners informed by targeted analysis of the current performance of specific programmes.
- **Learner Coaching via Academic Coaches**  
UCOL will develop and implement an academic coaching model for target groups and Maori in particular. This service will parallel the day to day teaching role and will specifically address blended and online learning delivery.
- **Teaching Improvements**  
Changes to teaching practise and implementing systems to monitor and track learners will require specific professional development programme for staff. This will also involve development and implementation of information technology to assist teaching staff and systematic reporting and observations of teaching practice.
- **Learner Environment Improvements**  
On the Wairarapa and Palmerston North campuses there are a range of relatively small but important changes to facilities and resources which will impact positively on the learner environment assisting with the quality of the learning experience and with retention. This includes learner study spaces, and IT resources.

The factors outlined in paragraphs 2.1 to 2.4 are addressed in Key Shift 2 -

**Increase student achievement at UCOL through greater support to improve retention and completion. This Key Shift has a particular focus on levels 4 and above, and for students under 25 years of age; and provides the impetus for a major shift in capability for UCOL.**

### **3.0 Maori**

- 3.1 We know from Ministry of Education statistics that the compulsory education sector has not been successful in addressing the education needs of Maori. Many Maori students, particularly males, leave the compulsory sector with lower qualifications than students of other ethnicities. This is a critical issue both for New Zealand and for our region, where employers are raising the bar in terms of entry level skills required.
- 3.2 Iwi are looking to increase their capability to manage their treaty settlements within the region and are developing education aspirations for their people.
- 3.3 Data from the 2006 Census indicates that, within the region, increasingly the students coming through to tertiary education and training and work will be Maori. Some of these students will have been educated within a Kaupapa Maori environment but many will have been in mainstream classrooms.

- 3.4 With 22% of our student body identifying as Maori against a backdrop of 15% in the general population UCOL already attracts a significant portion of Maori. The proportion is likely to increase and to include a greater number of Maori males.
- 3.5 Maori students are more highly represented at levels 1-3 and have higher rates of progression<sup>3</sup> than non-Maori students. Entry at these levels is appropriate as 49% of Maori students enter UCOL with no secondary school qualification. Maori students' use of the student support services is lower than for non-Maori, although specialist Maori services are also available. UCOL intends to increase the achievement and progression rates of Maori students already at UCOL.
- 3.6 UCOL has recently undertaken a research project that sought the views of Maori students to gauge how appropriate the learning environment is for these students. Overall students were positive.

The factors outlined in paragraphs 3.1 to 3.7 are addressed in Key Shift 3:

**Improve institutional capability to provide a learning environment that is attractive to and supportive of Maori students; with a focus on identifying initiatives that improve Maori achievement.**

#### **4.0 Distinctive contribution and the network of provision**

UCOL's initiatives under this Key Shift focus on three substantive challenges:

1. Providing sustainable quality tertiary education and training to small diverse communities.
2. Meeting the needs of small, dispersed and diverse businesses for a workforce with appropriate skills and training.
3. Fulfilling the role of regional facilitation across these diverse communities.

#### **4.1 Providing sustainable, quality tertiary education and training to small, diverse communities**

- 4.11 UCOL's position as a regional provider across a large geographic area with a dispersed population continues to provide challenges in terms of the cost of delivery. These challenges were those faced by the previous organisations delivering in Whanganui and Wairarapa, and that failed financially. Delivery to the Wairarapa campus continues to provide challenges to sustainability and UCOL has made continuous, valiant attempts to seek an approach that provides a range of relevant delivery to the community at a sustainable cost to UCOL.
- 4.12 UCOL strongly believes that regional communities need a base level of tertiary education opportunities which support local economic development and individual development and growth. UCOL has continued to review and adapt its portfolio and modes of delivery to meet these needs, to the degree that funding has allowed. It is interesting to note that 42% of students on the Wairarapa Campus and 42% in Whanganui are under 25 – the key target group for government.

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<sup>3</sup> UCOL, (2007) Puawai Akonga Māori

4.13 In pursuit of ensuring a level of regional provision UCOL received QRP3 funding in 2006 to develop and implement a pilot project in Whanganui. The aim of the project is to develop a central tertiary education campus where UCOL is the co-ordinating partner in the provision and support of tertiary education in the region. The concept involves developing a campus, provision opportunities and student support services for all tertiary students in the region. Collaborative arrangements with other providers and agencies form the foundation of this initiative.

4.14 UCOL also faces issues on its Wairarapa campus where demographics and other factors make the on-going provision of programmes supporting the local economy and community a financial and capability challenge. UCOL has put in place a number of initiatives to improve the sustainability of provision in Wairarapa. The proposal to develop a New Zealand School of Cuisine is one of these initiatives.

#### **4.2 Meeting the needs of small, dispersed and diverse businesses for a workforce with appropriate skills and training**

4.21 The region currently has significant proportions of the work-force with low or no qualifications. Current high labour market participation, driven by a tight labour market, means that employees are likely to choose earning over study and employers are forced to accept lower skill sets than are optimal.

4.22 Employers are clear<sup>4</sup> that business performance and growth is being constrained by the lack of people within the region with the skills needed to work in today's industries and that with the flatter structures and more advanced technologies being applied, even basic manufacturing requires sound levels of literacy and numeracy. Other more advanced skills such as trades, supervision, management and technical skills are also in short supply. Employers' and employees' preferences for in-house and short-burst training have also been clearly stated both within the research and during the regional statement consultation process. UCOL is developing an innovative approach, in collaboration with TANZ, which will meet these needs. Funding assistance is being sought from the Supporting and Encouraging Innovation Fund for this project. Project developments can be shared more widely within the sector.

#### **4.3 Fulfilling the role of regional facilitation across these diverse communities**

4.31 The region includes 11 territorial authorities, several economic development strategies, a number of Major Regional Initiatives, and several iwi. Wairarapa belongs to the Greater Wellington Regional Council area and is included in the Wellington Economic Development Strategy. The remaining Manawatu-Wanganui Region, although sharing a Regional Council, does not share a strong view of its regionality.

4.32 The factors outlined in 4.31 make for a complexity in terms of facilitation not experienced by the more urban areas that can access high levels of expertise and data prepared locally for the Councils and Economic Development Agencies. Many of our stakeholders considered that the act of data collection for the regional statement was, itself, of benefit as they do not have the capacity to do the collation and analysis themselves. Collating and analysing

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<sup>4</sup> *Survey of Training and Education Needs of Employers in the Manawatu-Whanganui – Horowhenua Regions*". (Dec. 2005). Undertaken by UMR on behalf of UCOL.

this data requires a significant staff resource that goes beyond that needed to support UCOL's provider role.

4.33 These factors point to an intensity of resources needed to conduct the regional facilitation in this area. The first iteration of the statement was conducted within a tightly constrained timeframe and with limited resources. Looking towards the next iteration UCOL should like to direct more attention towards engaging with Maori and iwi, community education providers, and current and future students. The region also needs an agreed mechanism for supporting the engagement. Recent feedback from stakeholders as to what this mechanism should be indicates that further work is needed before agreement can be reached. Supporting this agreed mechanism will require additional capacity but will lead to a more inclusive and ongoing engagement.

Factors outlined above in paragraphs 4.0 to 4.34 are addressed in Key Shift 4 – Network of Provision:

**Further develop UCOL's distinctive contribution to the regional network of provision.**

### **Mix of Provision**

The mix of provision in Part 3 indicates student enrolments at the 2006 level as a result of heightened community engagement in education in the Wanganui region through the launch of the new campus, several key programme initiatives, a projected slow down in the economy, and flow on benefit of the current peak in school leavers. The projections also reflect the investment UCOL will make in continuing to increase the achievements of our students and build life-long relationships which, over time, are expected to yield more students progressing onto higher levels of study (most likely in the period covered by the next plan). The net impact of this focus is no change in EFTS volume.

UCOL will undergo a period of significant change during the period of the plan. The Whanganui campus will be opened and will provide new facilities on an integrated campus, with multiple providers and a range of integrated services.

Moreover, during the period of this plan, UCOL will be undergoing a significant change in order to reach the student success targets outlined in Key Shift 2.

During the period of this Investment Plan UCOL will continue to deliver adult and community education (refer other Activities).

Some portfolio flexibility is crucial (particularly at levels 1-3), to allow UCOL to develop initiatives to engage with the regions high level of population with no education qualifications, to respond to changing industry requirements, to meet the aspirations of iwi and Maori, and to appeal to the young so that UCOL can responsibly service its communities and achieve the KPIs agreed through this plan. The mix of provision provides a small facility in this respect.

### **Other Activities**

## **Tertiary Students with Disabilities**

Students with disabilities are an important component of the student body at UCOL (9-10%) and UCOL will continue to commit resources to support their campus participation and study success and to promote its services to the community and to schools.

UCOL will continue to provide a specialist disability coordinator along with Disability Support Assistants and awareness training for lecturers and general staff. All students who declare a disability on enrolment will be contacted by the Disability Coordinator and these students will be referred to the PEPs service.

### ***KPI for Equity Funding***

*UCOL's policies in relation to Tertiary Students with Disabilities will be followed for 100% of students declaring a disability.*

## **ACE**

UCOL has been providing a community computing course in many parts of its region. The institution was recently forced to close centres in the outlying communities due to cost constraints and uncertainty regarding future ACE funding.

UCOL plans to continue these programmes and is keen to return to the model of community learning centres, which could also provide a platform for other education activities. UCOL's experience is that ACE programmes provide an essential bridge to life-long learning for many.

## **PART 2**

<b>1. Key Shift 1</b> <b>Build participation at levels 1-3 and ensure a consistent approach is taken to developing literacy, numeracy and language competencies. The focus is on school leavers at risk of leaving school with no or low qualifications and no plan to engage in tertiary education and training.</b>				
Outcome Sought	Activities planned	Milestones		
		2008	2009	2010
More students leaving school with no or low qualifications engaging at UCOL, levels 1-3.	1.1. Work with 1 low decile (1-3) school to pilot a partnership approach to improving transitions and developing study plans.	Agree model with school	Apply	Evaluate and apply for funding to be implemented wider.
Students completing level 1-3 qualifications at UCOL achieve literacy and numeracy objectives.	1.2. Develop a plan to review all qualifications at levels 1-3 and to determine a consistent and explicit approach to including literacy, numeracy and language competencies into these programmes.	Plan developed	2 Quals completed	2 Quals completed
<b>Links to:</b> TEC Priority 1.1, 1.3, 1.4 and UCOL Key Shifts 3, 5 & 7.	<b>Key Performance Indicators</b> KPI 1.1 Milestones met by due date.			
<b>Alignment</b> TES 1 and 3, STEP Priorities 1-3, UCOL Goals Student Achievement and Excellent Education Delivery, regional statement priorities (RSP) 1, 4 & 5. Distinctive Contribution 2, TEC priority 1.3.		<b>Impact on Mix of Provision</b> If successful is likely to increase participation at levels 1-3 and may encourage progression.		

<b>2. Key Shift 2</b> Increase student achievement at UCOL through increased support for student retention and completion. This Key Shift has particular focus on levels 4 and above; and for students under 25 years of age, this provides the impetus for a major shift in capability for UCOL.				
Outcomes Sought	Activities planned	Milestones		
		2008	2009	2010
An integrated approach across student support services, teacher development activities and facilities development that together provide the best possible support for student achievement.	2.1 Enhanced PEPs programme to ensure student readiness that includes development of online resources.	Develop programme	Implement	Review/evaluate
	2.2 Early engagement in activities to improve orientation and detect engagement risks early.			
Improved completion rates at levels four and above.	2.3 Develop and implement an academic coaching model for target groups with a blended and online delivery component.	Develop model & implement	Implement	Review/evaluate
	2.4 Teacher development training for competence in applying the new approaches and development of IT support systems for teachers.	Develop programme	Implement	Implement
	2.5 Improvements to Wairarapa and Palmerston North campus to improve retention in the learning environment			
	<b><u>Key Performance Indicators</u></b> KPI 3. 1 Milestones are met by due date.			
	KPI 3.2 <b>BMR 4.2.1</b> – Successful course completion rates for level 4 certificates and level 5-7 diplomas, degrees and grad diplomas.	+2%	+3%	+4%
<b>Links to:</b> Key Shifts 1, 4, 5 & 7.	KPI 3.3 <b>BMR 4.2.2</b> – Successful course completion rates for level 4 certificates and level 5-7 diplomas, degrees and grad diplomas for students under the age of 25.	+2%	+2%	+4%
	KPI 3.4 <b>BMR 4.2.5</b> – Qualification level completion rates in one EFTS and under level 4 certificates and levels 5-7 diplomas, degrees and grad diplomas (over a 5-year period).	Understand the data	+1%	+1%
<b>Alignment</b> TEC priorities 1.1, 1.2, STEP 1 and 3, UCOL Student Achievement Goal, RSPs 8		<b>Impact on Mix of Provision</b> May lead to some increase in levels 4 and above due to persistence and achievement.		

<b>3. Key Shift 3</b> Improve institutional capability to provide a learning environment that is attractive to and supportive of Maori students', with a focus on identifying initiatives that improve Maori achievement.				
<b>Outcomes Sought</b>	<b>Activities planned</b>	<b>Milestones</b>		
		<b>2008</b>	<b>2009</b>	<b>2010</b>
Improved retention and completion for Maori students.	3.1 Consult with iwi regarding Maori aspirations for education and training in the region and work with them to provide for these aspirations.	Consultation undertaken		
A higher proportion of Maori students studying at levels 4 and above.	3.2 Complete detailed Needs Analysis for Whanganui Maori for programmes and services. (WTECV)	Completed	Programmes and services developed.	Programmes and services developed.
<b>Links to</b> Key shifts 1, 2, 3, and 4.	3.3 Develop an enhanced PEPs programme with a particular focus on Maori. (refer 2.1)	Develop	Implement	Evaluate
	3.4 Develop an academic coaching model for Maori as a target group. (refer 2.3)	Develop	Implement	Evaluate
	<b>Key Performance Indicators</b> KPI 5.1 Meet milestones by due date.			
	KPI 5.2 BMR 4.3.3 Progression after completion from level 1-3 certificates to level 4 certificates and level 5-7 diplomas for Maori students.	Understand the data	Maintain	+1%
	KPI 5.3 BMR 4.3.4 Progression after non-completion from level 1-3 certificates to level 4 certificates and level 5-7 diplomas for Maori students.	Understand the data	Maintain	+1%
<b>Alignment</b> TES 1, TES 3, STEP 1, STEP 3, TEC priorities 1.4,1.5,1.6,1.7, UCOL's Maori achievement model.		<b>Impact on Mix of Provision</b> Some increase possible in all levels if UCOL is successful.		

<b>4. Key Shift 4 Further develop UCOL's distinctive contribution regional network of provision.</b>				
<b>Outcomes Sought</b>	<b>Activities planned</b>	<b>Milestones</b>		
		<b>2008</b>	<b>2009</b>	<b>2010</b>
Sustainable delivery of quality accessible tertiary education which supports local needs to all communities of the UCOL region.	4.1 Complete WTECV pilot as expressed in QRP3 and CIA: Collaborative initiative, Innovative delivery, Action research & Organisational change.	Meets QRP 3 milestones and indicators.	Meets QRP 3 milestones and indicators.	Meets QRP 3 milestones and indicators.
WTECV outcomes achieved.	4.2 Establish NZ School of Cuisine.		School opens.	
Greater efficiency of delivery across the region and better pathways for students.	4.3 Develop innovative concept for in-work delivery (subject to ES&I funding).	As per funding agreement.		
Improved stakeholder and provider relationships and information flows.	4.4 Develop agreed high level mechanism for ongoing regional facilitation engagement.	Establish	Ongoing	Ongoing
Iwi consider the process to be a partnership model.	4.5 Develop mechanism for iwi engagement.	Engage	Establish agreed mechanism	Engage
	4.6 Co-ordinate and publish regional statement.			Publish
	4.7 Identify Pathways within the region and with other providers (including Weltec, Whitireia, and EIT), to widen opportunities for students.		Pathways identified	Pathways improved
	<b>Key Performance Indicators</b>			
	KPI 7.1 Meet milestones by due date.			
<b>Links to</b> All Key Shifts				
<b>Alignment</b> TES 1 + 3, STEP Priorities, ITP Distinctive Contribution, UCOL Goals – Reputation and Relationships.		<b>Impact on Mix of Provision</b> May lead to moderate increases in enrolments at Wairarapa and Whanganui campuses. In-work delivery likely to be full cost recovery.		

## **PART 3**

### **6009 Universal College of Learning**

#### **Summary view sorted by NQF level**

**Directions:** Choose and complete the green cells in only one of the three worksheets, NZSCED, NQF Level and All Quals by NZSCED.

NQF Level	Qualification Broad NZSCED	EFTS consumed			Estimate	Planned			
		2004	2005	2006	2007	2008	2009	2010	
0	08 - Management and Commerce	0	1	1	2	2	2	2	
	11 - Food, Hospitality and Personal Services	0	0	0					
1	03 - Engineering and Related Technologies	1	0	0					
	06 - Health	0	0	0					
	08 - Management and Commerce	25	29	23	22	40	40	40	
	09 - Society and Culture	18	7	2	1	1	1	1	
	11 - Food, Hospitality and Personal Services	17	9	15	21	22	22	22	
	12 - Mixed Field Programmes	12	10	10	8	8	8	8	
2	02 - Information Technology	7	192	261	184	197	197	197	
	03 - Engineering and Related Technologies	44	37	43	54	58	58	58	
	05 - Agriculture, Environmental and Related Studies	13	3	0					
	06 - Health	9	8	3	3	3	3	3	
	07 - Education	22	24	0					
	08 - Management and Commerce	162	104	95	70	83	83	83	
	09 - Society and Culture	68	81	64	6	6	6	6	
	10 - Creative Arts	1	0	0					
	11 - Food, Hospitality and Personal Services	36	29	39	62	66	66	66	
	12 - Mixed Field Programmes	91	43	14	11	12	12	12	
3	03 - Engineering and Related Technologies	180	164	190	178	190	190	190	
	04 - Architecture and Building	42	61	10	5	5	5	5	
	05 - Agriculture, Environmental and Related Studies	1	0	0					
	06 - Health	122	109	116	118	126	126	126	
	08 - Management and Commerce	294	304	168	197	218	218	218	
	09 - Society and Culture	48	46	58	30	32	32	32	
	11 - Food, Hospitality and Personal Services	177	144	164	170	182	182	182	

4	02 - Information Technology	35	32	20	28	30	30	30
	03 - Engineering and Related Technologies	0	0	1				
	04 - Architecture and Building	68	104	162	207	221	221	221
	05 - Agriculture, Environmental and Related Studies	35	12	12				
	06 - Health	3	10	11	2	2	2	2
	08 - Management and Commerce	115	308	259	198	212	212	212
	09 - Society and Culture	93	100	78	68	73	73	73
	10 - Creative Arts	95	89	69	68	73	73	73
	11 - Food, Hospitality and Personal Services	51	41	49	46	49	49	49
	5	01 - Natural and Physical Sciences	1	0	1			
02 - Information Technology		38	36	22	25	27	27	27
03 - Engineering and Related Technologies		26	22	18	22	24	24	24
06 - Health		0	3	3				
07 - Education		11	11	10	16	17	17	17
08 - Management and Commerce		214	210	146	134	143	143	143
09 - Society and Culture		51	39	20	17	18	18	18
10 - Creative Arts		50	33	17	21	24	24	24
11 - Food, Hospitality and Personal Services		3	7	6	8	8	8	8
12 - Mixed Field Programmes		88	87	59	34	36	36	36
6	01 - Natural and Physical Sciences	38	38	35	25	25	25	25
	02 - Information Technology	2	1	3	2	2	2	2
	03 - Engineering and Related Technologies	30	25	16	15	16	16	16
	05 - Agriculture, Environmental and Related Studies	5	6	0				
	06 - Health	71	47	45	46	50	50	50
	09 - Society and Culture	15	10	13	6	6	6	6
	10 - Creative Arts	110	88	23				
7	02 - Information Technology	117	87	76	60	64	64	64
	06 - Health	634	648	627	603	645	645	645
	08 - Management and Commerce	0	9	18	1	1	1	1
	09 - Society and Culture	85	88	78	66	70	70	70
	10 - Creative Arts	334	318	356	405	439	439	439
8	10 - Creative Arts	17	20	15	14	14	14	14
9	10 - Creative Arts	8	8	10	9	9	9	9
(blank)	03 - Engineering and Related Technologies	3	6	4	4	4	4	4
	04 - Architecture and Building	0	1	1				
	08 - Management and Commerce	1772	1364	569	162			
	10 - Creative Arts	11	10	10	5	3	3	3
	12 - Mixed Field Programmes	26	23	22	16			
Grand Total		5642	5347	4161	3475	3556	3556	3556

6009 UCOL New Zealand

Planned Costing of EFTS by Funding Category

Includes all SCF funded EFTS for Student Types B, C and D  
Note: all funded amounts GST exclusive

Per April 2007 SDR

Course Classification Name	Course Classification Code	Funding Category	EFTS Consumed 2006 Actual	Funded Amount 2006 Actual	EFTS Projected 2007	Projected 2007 Funded Amount	Planned EFTS Year 1	Planned Year 1 Funded Amount	Planned EFTS Year 2	Planned Year 2 Funded Amount	Planned EFTS Year 3	Planned Year 3 Funded Amount
	SAC		3,556	\$25,186,672	3,383	\$24,891,592		\$0	0	\$0	0	\$0
	PPBG							\$222,222		\$222,222		\$222,222
	TOTAL							\$222,222		\$222,222		\$222,222

By Funding Rate only

	A1	584.24	\$3,138,806	463.61	\$2,552,541	482	\$2,096,218	482	\$2,096,218	482	\$2,096,218
	A2	101.88	\$556,464	48.51	\$267,110	53	\$229,192	53	\$229,192	53	\$229,192
	A3	1.14	\$7,139	0.70	\$3,853	1	\$2,175	1	\$2,175	1	\$2,175
	A4	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	B1	112.48	\$924,659	81.17	\$683,927	91	\$604,940	91	\$604,940	91	\$604,940
	B2	936.50	\$8,339,864	486.22	\$3,920,562	507	\$3,373,420	507	\$3,373,420	507	\$3,373,420
	B3	18.27	\$186,186	14.70	\$123,884	18	\$118,459	18	\$118,459	18	\$118,459
	B4	8.25	\$133,181	9.51	\$80,133	8	\$53,906	8	\$53,906	8	\$53,906
	C1	0.00	\$0	38.04	\$385,320	45	\$357,600	45	\$357,600	45	\$357,600
	C2	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	C3	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	C4	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	I1	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	I2	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	J1	1,051.60	\$26,997	1,008.30	\$2,526	985	\$4,285,505	985	\$4,285,505	985	\$4,285,505
	J2	49.59	\$0	30.49	\$0	35	\$153,955	35	\$153,955	35	\$153,955
	J3	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	J4	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	K1	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	L1	117.35	\$920,275	98.45	\$932,279	108	\$805,488	108	\$805,488	108	\$805,488
	L2	9.04	\$80,698	507.09	\$4,801,767	571	\$4,271,257	571	\$4,271,257	571	\$4,271,257
	L3	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	L4	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	M2	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	P1	496.24	\$4,243,394	595.50	\$5,420,919	653	\$4,691,475	653	\$4,691,475	653	\$4,691,475
	S1	0.00	\$0	0.00	\$0		\$0		\$0		\$0
	T1	69.75	\$10,265	0.66	\$0		\$0		\$0		\$0
		<b>3,556.33</b>	<b>\$18,567,927</b>	<b>3383</b>	<b>\$19,174,820</b>	<b>3556</b>	<b>\$21,043,588</b>	<b>3556</b>	<b>\$21,043,588</b>	<b>3556</b>	<b>\$21,043,588</b>

# PART 4

Increase the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs.

TEO Defined Quantative or Qualitative KPIs

Investment Guidance KPI	Plan KPI	Historic		2008	2009	2010	Rationale / Notes	Reporting Lag (Years)	Calculation (see Glossary)
		Base Year	Result	Outcome Commitment					
Increase the proportion of EFTS for students enrolled in advanced trade, technical and professional qualifications.									
Increase completion rates for advanced trade, technical and professional qualifications.									
Increase progression rates of students moving from level 1 to 4 qualifications to advanced trade, technical and professional qualifications									
Increase the proportion of EFTS for students enrolled in national and industry qualifications, rather than local certificates and diplomas (and, for local qualifications, each ITP to identify KPIs for enhanced industry engagement in qualification design).									
TEO defined KPI									
TEO defined KPI									
TEO defined KPI									
TEO defined KPI									

Extending the reach into high levels of learning, with all teaching informed by an understanding of advanced practice, and, in some cases, also by applied research. ☐

**Growth in volumes of teaching in applied diplomas and degrees where the impact on produ**

KPIs as defined in Methodology paper (see glossary)

For historic results refer to caveats in BMR (for example, issues relating to data quality or completeness)

Investment Guidance KPI	BMR Ref.	Plan KPI	Historic		2008	2009	2010	Notes	Reporting Lag (Years)	Cohort Year Type (see Glossary)
			Base Year	Result						
Increase completion rates for level 4 certificates and level 5 to 7 diplomas and degrees.	4.2.1	Successful course completion rates for level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas	2006	59%	2%	3%	4%		1	Successful Course Completion Cohort
	4.2.5	Qualification-level completion rates in one EFTS and under level 4 certificates and level 5 - 7 diplomas, degrees, and grad diplomas (over a 2 year period)	2005	22%		1%	1%		2	Qualification Level Completion Cohort

TEO Defined Quantative or Qualitative KPIs

Investment Guidance KPI		Plan KPI	Historic		2008	2009	2010	Rationale / Notes	Reporting Lag (Years)	Calculation (see Glossary)
			Base Year	Result						
TEO defined KPI	4.2.1 (additional detail)	Successful course completion rates for level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas for students aged under 25	2006	64%	2%	3%	4%		2	
TEO defined KPI		UCOL Key Shift 2 - Increase student achievement at UCOL through increased support to improve retention and completion. This Key Shift has a particular focus on levels 4 and above, and for students under 25 years of age; and provides the impetus for a maj			Meet milestones by due date	Meet milestones by due date	Meet milestones by due date			
TEO defined KPI										
TEO defined KPI										
TEO defined KPI										

**A step-change in progression from entry level into technician level and higher learning, building on a continued focus on providing entry-level and foundation education.**

TEO Defined Quantitative or Qualitative KPIs

Investment Guidance KPI		Plan KPI	Historic		2008	2009	2010	Rationale / Notes	Reporting Lag (Years)	Calculation (see Glossary)
			Base Year	Result	Outcome Commitment					
Increase progression rates from level 1 to 3 certificates to level 4 certificates and 5 to 7 diplomas (overall, and specifically for Māori, and Pacific students).										
TEO defined KPI	4.3.3	Progression after completion from level 1 - 3 certificates to level 4 certificates and level 5 - 7 diplomas for Māori students	2005	13%	Understand the data	Maintain	+1%			
TEO defined KPI	4.3.4	Progression after non-completion from level 1 - 3 certificates to level 4 certificates and level 5 - 7 diplomas for Māori students	2004	7%	Understand the data	Maintain	+1%			
TEO defined KPI		UCOL Key Shift 3 - Improve institutional capability to provide a learning environment that is attractive to and supportive of Maori students; with a focus on identifying initiatives that improve Maori achievement.			Meet milestones by due date	Meet milestones by due date	Meet milestones by due date			
TEO defined KPI										

**Increasing literacy, numeracy and language levels in the workforce.**

TEO Defined Quantative or Qualitative KPIs

Investment Guidance KPI	Plan KPI	Historic		2008	2009	2010	Rationale / Notes	Reporting Lag (Years)	Calculation (see Glossary)
		Base Year	Result	Outcome Commitment					
Increase the number of people with foundation learning needs participating in quality education focused on lifting literacy, language, and numeracy skills.									
TEO defined KPI	UCOL Key Shift 1 - Build participation at levels 1-3 and ensure a consistent approach is taken to developing literacy, numeracy and language competencies. The focus is on school leavers at risk of leaving school with no or low qualifications and no plan			Meet milestones by due date.	Meet milestones by due date.	Meet milestones by due date.			
TEO defined KPI									
TEO defined KPI									
TEO defined KPI									

For historic results refer to caveats in BMR (for example, issues relating to data quality or completeness)

Investment Guidance KPI	BMR Ref.	Plan KPI	Historic		2008	2009	2010	Notes	Reporting Lag (Years)	Cohort Year Type (see Glossary)
			Base Year	Result	Outcome Commitment					
Increase completion rates of students aged under 25 enrolled in qualifications at level 4 and above.	4.2.2	Successful course completion rates for level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas for students aged under 25	2006						1	Successful Course Completion Cohort

TEO Defined Quantative or Qualitative KPIs

Investment Guidance KPI		Plan KPI	Historic		2008	2009	2010	Rationale / Notes	Reporting Lag (Years)	Calculation (see Glossary)
			Base Year	Result	Outcome Commitment					
TEO defined KPI	4.2.2 (additional detail)	Successful course completion rates for level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas for students aged under 25	2006						2	
TEO defined KPI		UCOL Key Shift 1 - Build participation at levels 1-3 and ensure a consistent approach is taken to developing literacy, numeracy and language competencies. The focus is on school leavers at risk of leaving school with no or low qualifications and no plan			Meet milestones by due date	Meet milestones by due date	Meet milestones by due date			
TEO defined KPI		UCOL Key Shift 2 - Increase student achievement at UCOL through increased support to improve retention and completion. This Key Shift has a particular focus on levels 4 and above, and for students under 25 years of age; and provides the impetus for a maj			Meet milestones by due date	Meet milestones by due date	Meet milestones by due date			
TEO defined KPI		UCOL Key Shift 3 - Improve institutional capability to provide a learning environment that is attractive to and supportive of Maori students; with a focus on identifying initiatives that improve Maori achievement.			Meet milestones by due date	Meet milestones by due date	Meet milestones by due date			

**Building a role as regional facilitator, providing support to the system at a regional level, through building a shared understanding about the tertiary education needs of local communities and industries.**

TEO Defined Quantative or Qualitative KPIs

Investment Guidance KPI	Plan KPI	Historic		2008	2009	2010	Rationale / Notes	Reporting Lag (Years)	Calculation (see Glossary)
		Base Year	Result	Outcome Commitment					
Each ITP to identify KPIs for establishing a statement of regional needs and priorities, linked to effective stakeholder engagement processes and outcomes.	UCOL Key Shift 4 - Further develop UCOL's distinctive contribution to the regional network of provision. (See below)								
Each ITP to identify KPIs related to collaboration with other ITPs and TEOs to develop capability and rationalise provision.									
Where an ITP has a substantial proportion of provision located outside the ITP's home region (and this is in areas that have not been agreed by the TEC), the ITP should identify KPIs for reducing this provision.									
TEO defined KPI	Regional Facilitation			Meet milestones by due date	Meet milestones by due date	Meet milestones by due date			
TEO defined KPI	Complete WTECV pilot as expressed in QRP3 and CIA: Collaborative initiative, Innovative delivery, Action research & Organisational change.			Meets QRP 3 milestones and indicators	Meets QRP 3 milestones and indicators	Meets QRP 3 milestones and indicators			
TEO defined KPI	Establish NZ School of Cuisine.				School opens				
TEO defined KPI									

**Increasing involvement in evidence-based technology development and transfer.**

TEO Defined Quantative or Qualitative KPIs

Investment Guidance KPI	Plan KPI	Historic		2008	2009	2010	Rationale / Notes	Reporting Lag (Years)	Calculation (see Glossary)
		Base Year	Result	Outcome Commitment					
Each ITP to identify KPIs for specific initiatives to actively support links with industry that focus on applied technological development.									
TEO defined KPI									
TEO defined KPI									
TEO defined KPI									
TEO defined KPI									

## **Comments**

The reporting lag column is blocked for alterations where 2 years is more realistic than one year.

### **4.2.1**

Under 4.2.1 (2<sup>nd</sup> entry) the BMR should be 4.2.2 and the number in the result column was missing. The reporting lag figure was also missing.

# Appendix 1

## Tertiary Education Strategy 2008 - 2010

### Expected Contribution of Tertiary Education

1. Success for all New Zealanders through lifelong learning.
  - a. Ensuring maximum educational opportunity for all New Zealanders.
  - b. Strong foundation skills.
  - c. Successful transitions from schooling: Ensuring the 'baby blip' generation achieves its potential.
  - d. Building relevant skills and competencies for all productivity and innovation.
  - e. Building skills and competencies for social and cultural development.
  
2. Creating and Applying Knowledge to Drive Innovation
  - a. Supporting links between research, scholarship and teaching.
  - b. Focusing resources for greatest effect.
  - c. Improving research connections and linkages.
  
3. Strong Connections between Tertiary Education Organisations and the Communities they Serve.
  - a. Connections to improve quality and relevance of education and knowledge.
  - b. Connections to support economic transformation.
  - c. Connections to support social, cultural and environmental outcomes.

### Tertiary Education: Priority Outcomes

1. Increasing educational success for young New Zealanders – more achieving qualifications at level four and above by age 25.
2. Increasing literacy, numeracy and language levels for the workforce.
3. Increasing the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs.
4. Improving research connections and linkages to create economic opportunities.

## **Role of Institutes and Polytechnics**

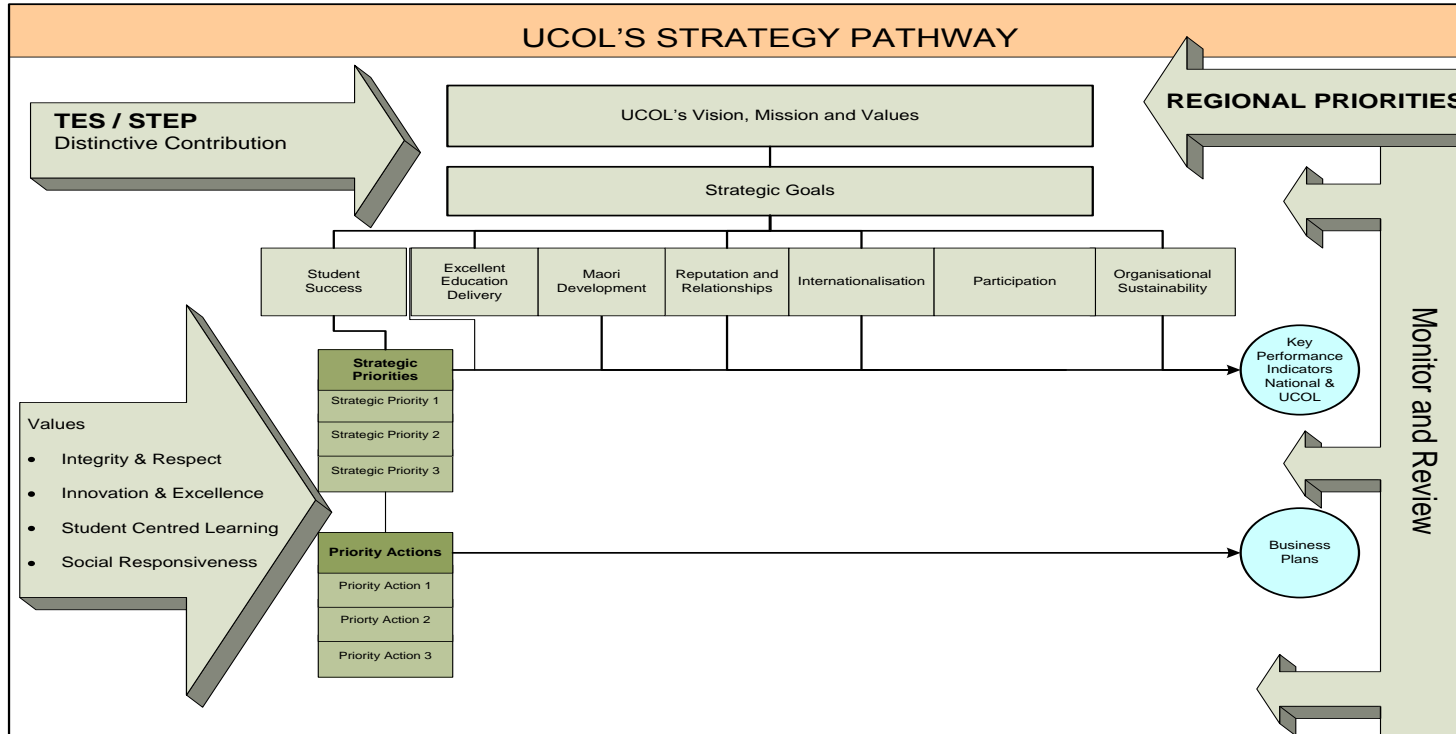
- To provide skills for employment and productivity.
- To support progression to higher levels of learning or work through foundation education.
- To act as a regional facilitator.

## **Key Shifts for ITPs**

The following shifts are required of institutes of technology and polytechnics:

1. Extending the reach into higher levels of learning, with all teaching informed by an understanding of advanced practice, and in some cases also by applied research.
2. Growth in volumes of learning in applied diplomas and degrees where the impact on productive capability is the greatest.
3. A step-change in the extent of progression from entry level into technician level and higher learning, building on a continued focus on providing entry-level and foundation education.
4. Building a role as regional facilitator, providing support to the system at a regional level, through building a shared understanding about the tertiary education needs of local communities and industries.
5. Increasing involvement in evidence-based technology development and transfer.

# Appendix 2



## Appendix 3

### TEC Priorities for UCOL

1. Commissioners agreed that the following are the objectives for engagement during development of the institution's Plan for 2008-2010:

**1.1** In order to increase the achievement of advanced trade, technical and professional qualifications, and build achievement of qualifications at level four and above by age 25, by 2010:

1.1.1 Increase the levels of learner progression from entry-level qualifications at UCOL into intermediate and higher level learning at other institutions, including UCOL.

1.1.2 Increase the proportion of UCOL's enrolments at level four in trade and technical qualifications.

1.1.3 Establish collaborative arrangements to leverage off the capability of institutions with reach into higher levels of teaching and learning.

**1.2** In order to increase literacy, numeracy and language levels for the workforce, collaborate with other tertiary organisations to ensure effective provision of foundation education throughout the region, in particular amongst Maori in Whanganui – a plan and targets for this work should be agreed by the end of 2008.

**1.3** Establish high quality relationships with regional stakeholders and other tertiary organisations, including wananga, to facilitate development of a regional network of provision.

**1.4** Collaborate with Wellington Institute of Technology and Whitireia Community Polytechnic in order to participate in joint planning arrangements as part of a lower North Island cluster, with a plan agreed by the end of 2008.

**1.5** Establish a sustainable future of the Wairarapa campus, including considering a range of possible approaches as part of a lower North Island cluster.

2. Commissioners:

**2.1** Agreed that the approved Plan should include a commitment from the institution to making any changes that may be required following the outcome of the work of the Benchmarking Working Group.

**2.2** Establish a sustainable future of the Wairarapa campus, including considering a range of possible approaches as part of a lower North Island cluster.