Investment Plan assessment framework

This framework shows how your Investment Plan content will be assessed against the Gazetted Investment Plan Criteria. It also shows where our investment priorities, as outlined in the Investment Toolkit, can be included within your Investment Plan.

Investment Plan Template	Investment Plan assessment criteria	Detailed assessment guidance	Information sources for Investment Plan content
Sections of your Investment Plan (Plan) as described in our published template, reflecting the requirements outlined in the Plan Guidance and Gazetted Investment Plan Criteria.	The criteria outlined in the Gazetted Investment Plan Criteria.	What we will look for when assessing your Plan, as outlined in the Plan Guidance.	How to include information and priorities outlined in the Investment Toolkit products (and other information) in your Plan.

Mission and role			
Describe your organisation's mission and role for the term of the Plan, including its role within the overall network of provision. **In this section we are looking for:** › evidence of a clear mission and role that drives your business decisions › how your mission and role supports the Tertiary Education Strategy 2014—2019 › how your distinctive mission and role relates to the community you serve, and › how your programmes and activities support your mission and role.	**Mission and role (A)** 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's proposed mission and role, and the outcomes the TEO has specified that it will 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 › The TEO's proposed mission and role as outlined in its proposed Plan are relevant to its current and likely future environment › The TEO's proposed mission and role demonstrate that it clearly understands its distinctive mission and role within the system, and how this relates to the community it serves	**Evidence of a clear mission and role that drives your business decisions (1.1)** We will **look for evidence** that your mission and role has shaped your proposed activities and how you propose to build and maintain your organisation's capability – including, for TEIs, your capital intentions.	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, page 15, '1. Your mission and role', › Tertiary Education Strategy 2014—2019 › Te Tiriti o Waitangi › 'Information about labour market demand' in our Investment Toolkit › Any relevant local government or regional economic development strategies and reports

Mission-related capability
 	
Describe your organisation's forward-focused capability to deliver on its mission and role over the Plan period, and how its performance in delivering on its previous Plan is reflected in this judgement.
 	
In this section we are looking for:
your organisation's capability across the following dimensions:
› governance
› stakeholder engagement
› infrastructure
› support for staff, and
› responding to key global and national trends.
	Mission and role (A – continued)
	
	› The TEO demonstrates that it has developed a sustainable plan for fulfilling its mission and role through its programmes and activities.
		Evidence of strong governance, management and academic leadership capability (1.2)
		
		We will **look for evidence** in your Plans that your governing body:
		› understands the competencies required of a high-performing council or board and its committees, and can identify and retain high-calibre members
		› has identified a clear purpose of the organisation, and sets organisational strategy, performance goals and resource allocations in line with that purpose
		› takes responsibility for the educational performance of the TEO as a whole, and has an appropriate strategy in place to safeguard and continually improve educational quality
		› uses robust and regular monitoring data to understand and track organisational performance, and holds the executive to account for performance
		› has systems in place across the organisation to identify and manage risk, and
		› can manage any challenges to the organisation's financial health or sustainability that the changing business environment might give rise to.
			Sources of information we expect to see used in this section of your Plan include:
			› Plan Guidance, page 16:
			  • '1.2 Evidence of strong governance, management and academic leadership capability'
			  • '1.3 Evidence that you're well-placed to respond to key global and national trends'
			› Capability Framework Workbook (optional)

		Evidence that you're well-placed to respond to key global and national trends (1.3)	
		We expect to see evidence of how your Plan gives consideration of and responds to key global and national trends – particularly those noted below.	
		For more detail on this, *please see Plan Guidance section 1.3 (summarised below)*.	
		As TEOs, you and your stakeholders operate in a dynamic environment driven by global and national trends, including:	
		› A growing labour market – As more jobs become available, more New Zealanders – including school-leavers – will only want to participate in study if it is integrated with, or fits around, their working lives.	
		› Changes in employer demand and student demand – Changes in the workplace mean that the skills that employers need are changing.	
		› Demographic change – New Zealand's population is ageing and becoming more diverse, and a growing Māori and Pasifika population increases the urgency of improving system performance for these learners.	
		› Technological change – New technologies enable new modes of delivery and more choice for learners.	
		› Ongoing internationalisation – International competition for students, academics and research investment continues to grow, and export education markets continue to evolve. In addition, New Zealand continues to become increasingly multicultural and globally connected through people and trade. All New Zealand graduates will need the skills and knowledge to operate in an international society and economy.	
		TEOs that are flexible, innovative, and in touch with the needs of their stakeholders will be best placed to take advantage of these trends. When we assess your Plan, we'll be looking for evidence that you're in this position, and that you are thinking about the future as well as about the here and now. The Capability Framework, if you choose to use it, will facilitate our assessment.	

Addressing the needs of your stakeholders

Describe how your organisation will address the needs of your stakeholders (including, without limitation, students enrolled with your organisation). **In this section we are looking for:** › who your key stakeholders are, which may include: • *learners enrolled with your organisation 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 your organisation's areas of delivery, and* • *relevant communities, including those that support Māori and Pasifika learners.* › how your organisation has identified the needs of its key stakeholders in the community it serves › how your organisation will respond to the	**Addressing the needs of stakeholders (B)** The TEO must describe how it will address the needs of its stakeholders (including, without limitation, students enrolled with the TEO). › 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, and • relevant communities, including those that support Māori and Pasifika learners › The TEO has clearly consulted with all relevant stakeholders when preparing its proposed Plan › 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 › The TEO has reviewed its current and proposed Plans against	**Addressing the needs of your stakeholders (including, without limitation, students enrolled with your organisation) (2)** We will **look for evidence** that your assessment of stakeholders' needs has shaped your proposed activities – including, for TEIs, your capital intentions. NZUSA and Ako Aotearoa have produced evidence-based resources about how to access and use the "student voice" to lift quality in a tertiary education setting. You can find links to these in the Investment Toolkit.	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, page 17, '*2. Addressing the needs of stakeholders*' › '*Information about labour market demand*' in our Investment Toolkit › Focus Area Briefs (where relevant): • *South Auckland* • *Te Tai Tokerau Northland* • *Primary Sector* • *Innovation* › '*Products to describe our approach to decision-making*' – '*A tertiary education system that works for all New Zealanders*' Infosheets in our Investment Toolkit • '*A tertiary education system that works for everyone*' • '*Māori Achievement*' • '*Pasifika Achievement*' › Research and quick reference guide for TEOs

needs of these key stakeholders, and › how your organisation will report to its key stakeholders on progress towards meeting their needs.	the needs of its stakeholders, and has documented what changes it has made, or will make to better accommodate these needs (in particular, this includes a description of how a TEO's proposed Plan responds directly to the needs of Māori and Pasifika learners) › The TEO has a clear articulation of how it will report back to its key stakeholders on progress towards meeting the identified needs.		on ways to engage with students published by Ako Aotearoa › Information drawn from student, staff and/or employer surveys you may have undertaken

Giving effect to the Tertiary Education Strategy 2014—2019

Describe how your organisation will give effect to the Government's current and medium-term priorities as described in the <u>Tertiary Education Strategy (TES) 2014–2019</u>.	**Giving effect to the Tertiary Education Strategy 2014—2019 (C)** The TEO must describe how it will give effect to the Government's current and medium-term priorities as described in the TES	**Your proposed activities and response to the TES (3)** Section 159P of the Education Act requires that TEOs' Plans explain how they will address the needs of their stakeholders and respond to TES priorities. Below we explain what evidence we will be looking for in your Plan in this regard.	

Delivering skills for industry (3.1)
 	
In this section we are looking for:
› evidence of responding to learners' and employers' need for skills for the labour market.
	› The TEO outlines a credible plan for how it will:
	   • respond to learners' and employers' need for skills for the labour market (TES Priority One)
		Delivering skills for industry (3.1)
		
		› We will **look for evidence** that you work with employers to:
		   • develop a shared understanding of what makes a graduate valuable to an employer, both at the outset and as they advance in their career
		   • design educational experiences for learners that help them develop the right skills and capabilities
		› We will **look for evidence** that you:
		   • are reducing or exiting from provision that doesn't result in good labour market or wider socio-economic outcomes for learners
		   • making changes to the provision to improve its labour market relevance
		   • increasing provision in areas of labour market demand
		› Where you have a strong focus on a particular industry, we will **look for evidence** that you:
		   • engage regularly and systematically with employers in that industry to understand their workforce needs
		   • are responding to those needs in a timely way
		› We will **look for evidence** that you have used multiple sources of information and data to build up a robust picture of the labour market relevance of your provision. This includes data from:
		   • government sources (as described in Part C and Appendix 1 of Plan Guidance)
		   • "soft intel" from employers with whom you have enduring business relationships, and contextual knowledge from within your organisation
		› We will **look at how** you have responded to the data presented in the Post-Study Outcomes app.
			Sources of information we expect to see used in this section of your Plan include:
			› Plan Guidance, page 18
			   • *'3.1 Evidence of responding to learners' and employers' need for skills for the labour market'*
			› *Tertiary Education Strategy 2014—2019*
			› Investment Brief:
			   • *'Student Achievement Component Levels 4-7 (non-degree)'*
			› Focus Area Briefs (where relevant):
			   • *Primary Sector*
			   • *Innovation*
			› Post-study Outcomes information
			› *'Information about labour market demand'* in our <u>Investment Toolkit</u>
			› Information drawn from employer surveys you may have undertaken
			› Any relevant local government or regional economic development strategies and reports

Getting at-risk young people into a career (3.2) **In this section we are looking for:** › evidence of helping learners to make informed choices and a successful transition into tertiary study and into employment.	› The TEO outlines a credible plan for how it will: • help learners to make informed choices and a successful transition into tertiary study and into employment (TES Priority Two)	**Getting at-risk young people into a career (3.2)** › We **will look for evidence** that you are helping all your prospective learners to make informed choices about tertiary enrolments. › We **will look for evidence** that you support students to make successful transitions from school to tertiary study. This **includes evidence** that you: • foster early connections with school-leavers (including through formal secondary-tertiary programmes where relevant) • maintain contact with these students between the end of Year 12 or 13 and the start of the next academic year › We will **look for evidence** that, where appropriate, you maintain connections with your existing students between the end of one academic year and the start of the next. › If you seek funding to deliver to young people who are NEET, including through Youth Guarantee, we will **look for evidence** that you can: • successfully reach out to them and re-engage them in education • provide these learners with the support they need to succeed in tertiary education	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, pages 18—19 • *'3.2 Evidence of helping learners to make informed choices and a successful transition into tertiary study and into employment'* › *Tertiary Education Strategy 2014—2019* › The TEC's *Youth and Transitions framework* › Investment Brief: • *'Youth Guarantee'*
Boosting achievement of Māori (3.3) **In this section we are looking for:** › evidence of a credible plan to ensure delivery meets the needs of all learner groups, including Māori.	› The TEO outlines a credible plan for how it will: • ensure delivery meets the needs of all learner groups, including how it will improve participation, achievement and outcomes for Māori and Pasifika learners (TES Priority Three)	**Boosting achievement of Māori (3.3)** We will **look for clarity and specificity** in your Plans about what you are doing to improve participation, achievement and outcomes for Māori learners, and **your plan for contributing to parity**. We will **look for evidence** of: › an understanding of what parity of participation would look like for your TEO, and whether you are currently achieving it › a commitment, at governance, management and leadership levels, to achieving parity of achievement for your Māori learners › teaching and learning that responds to the needs of Māori learners, e.g. use of culturally responsive teaching practices, or content that reflects cultural knowledge and values, and › support for Māori students and their families to make informed decisions about, and successful transitions into, tertiary education. We will work with all TEOs to agree ambitious and achievable commitments to reach parity by 2022. For **relevant TEOs** we will also be **looking for evidence** of: › growing research and development of mātauranga Māori, and › increasing participation and completions in Māori language courses. We will particularly look for increases in participation and completions at higher levels, which is vital to improving the quality and accessibility of Māori language teaching and learning.	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, pages 19—21 • *'3.3 Evidence of a credible plan to ensure delivery meets the needs of all learner groups, including Māori and Pasifika'* › *Tertiary Education Strategy 2014—2019* › *Tū Māia e te Akonga* – the TEC's strategy to lift achievement of Māori learners › Investment Briefs: • *'Student Achievement Component Levels 4-7 (non-degree)'* • *'Student Achievement Component Level 7 (degree)'* › Focus Area Briefs(where relevant): • *South Auckland* • *Te Tai Tokerau Northland* › *'Products to describe our approach to decision-making' – 'A tertiary education system that works for all New Zealanders'* Infosheets in our Investment Toolkit • *'A tertiary education system that works for everyone'* • *'Māori Achievement'*

Boosting achievement of Pasifika (3.3)
 	
In this section we are looking for:
› evidence of a credible plan to ensure delivery meets the needs of all learner groups, including Pasifika.
	› The TEO outlines a credible plan for how it will:
	  • ensure delivery meets the needs of all learner groups, including how it will improve participation, achievement and outcomes for Māori and Pasifika learners (TES Priority Three)
		Boosting achievement of Pasifika (3.3)
		
		We will look **for clarity and specificity in your Plans** about what you are doing to improve participation, achievement and outcomes for Pasifika learners, and **your plan for contributing to parity**.
		
		We **will look for evidence** of:
		› an understanding of what parity of participation would look like for your TEO, and whether you are currently achieving it
		› a commitment, at governance, management and leadership levels, to achieving parity of achievement for your Pasifika learners
		› teaching and learning that responds to the needs of Pasifika learners, e.g. use of culturally responsive teaching practices, or content that reflects cultural knowledge and values, and
		› support for Pasifika students and their families to make informed decisions about, and successful transitions into, tertiary education.
		
		We will work with all TEOs to agree ambitious and achievable commitments to reach parity by 2022.
			Sources of information we expect to see used in this section of your Plan include:
			› Plan Guidance, pages 19—21
			  • *'3.3 Evidence of a credible plan to ensure delivery meets the needs of all learner groups, including Māori and Pasifika'*
			› *Tertiary Education Strategy 2014—2019*
			› *Pasifika Operational Strategy 2017—2020*
			› Investment Brief:
			  • *'Student Achievement Component Levels 4-7 (non-degree)'*
			  • *'Student Achievement Component Level 7 (degree)'*
			› Focus Area Briefs(where relevant):
			  • *South Auckland*
			  • *Te Tai Tokerau Northland*
			› *Products to describe our approach to decision-making – "A tertiary education system that works for all New Zealanders"* Infosheets in our Investment Toolkit
			  • *'A tertiary education system that works for everyone'*
			  • *'Pasifika Achievement'*

Improving adult literacy and numeracy (3.4)
 	
In this section we are looking for:
› evidence of helping learners, including adults, to acquire literacy and numeracy skills.
	› The TEO outlines a credible plan for how it will:
	  • help learners to acquire literacy and numeracy skills (TES Priority Four)
		Improving adult literacy and numeracy (3.4)
		
		If you deliver foundation education or specialised literacy and numeracy programmes, **we will look for evidence** that you:
		› are reaching the right learners as specified in the purpose of each fund you receive,
		› are designing and delivering your programmes, both learning and assessment, to match the needs of the learners
		› are using information from the Literacy and Numeracy for Adult Assessment Tool and other resources (such as the Learning Progressions and Pathways Awarua) to inform your teaching and support of learners and to monitor their progress
		› are meeting our expectations for the capability of your foundation education or specialised literacy and numeracy teaching workforce, and
		› are measuring the outcomes of your learners, and using that data to inform continuous improvement of your delivery.
			Sources of information we expect to see used in this section of your Plan include:
			› Plan Guidance, pages 21—22
			  • *'3.4 Evidence of helping learners, including adults, to acquire literacy and numeracy skills'*
			› *Tertiary Education Strategy 2014—2019*
			› The TEC's *Literacy and Numeracy Implementation Strategy 2015—2019*
			› Investment Brief:
			  • *'Student Achievement Component Levels 1-3'*

Strengthening research-based institutions (3.5) **In this section we are looking for:** › evidence of doing excellent research and sharing it effectively.	› The TEO outlines a credible plan for how it will: • if it is a research-based institution, strengthen and maintain world-class research-intensive environments with a focus on research excellence, capability (including mātauranga Māori), accessibility and productivity (TES Priority Five)	**Strengthening research-based institutions (3.5)** If research is one of your core activities, we **will look for evidence** that you will: › use your resources to create and maintain world-class research-intensive environments, with a focus on research excellence, mātauranga Māori research capability, and research-intensive postgraduate programmes › increase the volume and effectiveness of commercial innovation by connecting your researchers and graduates with New Zealand businesses operating internationally › recruit and develop new researchers to ensure sustainable research capability › link research to educational provision, so that students are in touch with leading-edge research › help make international research and innovation more accessible to New Zealanders, and › benchmark research productivity against international standards.	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, page 22 • *'3.5 Evidence of doing excellent research and sharing it effectively'* › *Tertiary Education Strategy 2014—2019* › Focus Area Brief (where relevant): • *'Innovation skills for the economy'*
Growing international linkages (3.6) **In this section we are looking for:** › evidence of value-creating engagement in international education.	› The TEO outlines a credible plan for how it will: • demonstrate evidence of value-creating engagement in international education (TES Priority Six).	**Growing international linkages (3.6)** If you deliver export education, we **will be looking for evidence** that you manage this aspect of your business in a way that creates value for New Zealand and protects the wellbeing of international students in your care. This includes adherence to Government's Code of Practice for Pastoral Care of International Students, if you deliver in New Zealand to international students. We **will also look for evidence** that you are helping all your learners to develop the skills and attributes they need to live and work successfully in a multicultural and globally connected world.	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, page 22. • *'3.6 Evidence of value-creating engagement in international education'* › *Tertiary Education Strategy 2014—2019* › *Code of Practice for Pastoral Care of International Students* › This could include an outline of your risk management approach regarding market changes (e.g. reducing reliance on a specific international market)
Programmes and activities			
A Mix of Provision (MoP) template needs to be submitted as part of your Plan.[1] **In this section we are looking for:** › a summary of all tertiary education programmes and activities run by your organisation (using your MoP), and › any key new activities your organisation is contemplating undertaking over the Plan period. **In addition**, if you subcontract delivery of activities[2]: › a brief description of significant programmes and activities undertaken through subsidiary bodies. The description must include the: • main activities undertaken by the	**Programmes and activities (D)** › The TEO must provide a summary of all tertiary education programmes and activities it runs and any key new activities it is contemplating undertaking over the Plan period. › The TEO's proposed programmes and activities (including capital asset plans where applicable) 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 activities of other TEOs. › The TEO's proposed programmes and activities include evidence-based initiatives to improve participation and	**Summary of Activities (2.2)** Your Plan needs to include a summary of all the programmes and activities your organisation will undertake for the period of the proposed Plan. Your activities need to align with and support your mission and role. We will provide a MoP Template in the Investment Toolkit to support this.	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, page 10, *'2.2 Summary of Activities'* **Required to be submitted via Workspace 2:** › completed MoP template showing total TEC funding sought, and › completed Subcontracting Register if subcontracting arrangements are in place.

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[1] A working MoP template will be available in June 2018.

[2] Contact your Investment Manager if you are unsure whether certain activities need to be declared in the Subcontracting Register.

• subsidiary body • dollar value of your organisation's investment in the subsidiary body, and • governance and accountability arrangements in place This information must be provided via a Subcontracting Register.	achievement for Māori and Pasifika learners.		

Outcomes and measures

An Educational Performance Indicator (EPI) Commitments template needs to be submitted as part of your Plan.[3] Describe your organisation's proposed outcomes (in relation to the tertiary education programmes and activities for which funding is sought) and the performance indicators that your organisation will use to measure whether those outcomes have been achieved. In this section we are looking for: › how your organisation has performed against the commitments you made in your last Plan (only applicable if your organisation has previously received Plan funding) › how your organisation has responded to specific data from the TEC about employment outcomes › the findings of any quality assurance reviews, and › any key changes your organisation is making that are likely to have a significant impact on its educational performance or other outcomes.	**Outcomes and measures (E)** The TEO must provide its 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 TEO will use to measure whether those outcomes have been achieved. › The TEO's proposed performance commitments are: • 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 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.	**Performance Measures (2.3)** Your Plan needs to set out your proposed performance commitments so that you (and we) can measure whether you're producing the activities and outputs identified in your Plan. We will provide all TEOs with information about specific metrics you must use when making certain performance commitments, including EPIs. In some cases we will specify minimum commitments for TEOs – especially where they relate to TES priority areas or learners. You should propose additional commitments as required to measure your other activities and outputs. We will provide an EPI Commitments Template in the Investment Toolkit to support this.	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, page 10, '2.3 Performance Measures'. › Investment Briefs: • *'Youth Guarantee'* • *'Student Achievement Component Levels 1-3'* • *'Student Achievement Component Levels 4-7 (non-degree)'* • *'Student Achievement Component Level 7 (degree)'* **Required to be submitted via Workspace 2:** › completed EPI Commitments template.
	Self-assessment of performance against current and previous Plans (F) **The TEO has reviewed its own performance against its current and previous Plans** › 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 the employment outcomes of its graduates) • met its Plan performance commitments and KPIs,		**Sources of information we expect to see used in this section of your Plan include:** › Capability Framework Workbook (optional) › Your last external review by the relevant quality assurance body › Performance analysis using '*My commitments*', and › Any assessments you have done of your own performance against commitments made in early Investment Plans, and that is not covered by the information contained in "My Commitments"

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[3] A working EPI Commitments template will be available in June 2018.

	particularly those relating to Māori and Pasifika learners
	• demonstrated satisfactory educational performance as defined by the TEC
	• demonstrated satisfactory financial performance, including:
	   ○ for **TEIs and ITOs only**, *receiving a satisfactory assessment on the TEC's Financial Monitoring Framework and*
	   ○ for **PTEs only**, *meeting the TEC's Prudential Financial Standards for PTEs*
	• been assessed as satisfactory as defined by the TEC and 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 (where applicable) the ability to provide supplementary information such as capital asset management reporting. This includes demonstration of governance and management commitment to improving outcomes for Māori and Pasifika learners
	• demonstrated its ability and commitment to work with other TEOs to build system responsiveness and sustainability, and pathways through the education system
	• complied with conditions imposed on funding approval
	• complied with requirements in the Act, and
	• complied with its obligations to report to the TEC.		

Other additional information

We might ask you to provide additional information about your financial outlook to accompany your proposed Plan. This could include forecast financial statements, capital asset management information (for tertiary education institutions), and any other information needed to fairly reflect your forecast financial operations and financial position, e.g. information about subsidiaries for which you have residual liability. We may use this information to assess whether your organisation is likely to have the financial ability to deliver on its proposed Plan.		**We might ask you to provide additional information about your financial outlook to accompany your proposed Plan (2.5)** This could include forecast financial statements, capital asset management information (for TEIs), and any other information needed to fairly reflect your forecast financial operations and financial position, e.g. information about subsidiaries for which you have residual liability. We may use this information to assess whether your organisation is likely to have the financial ability to deliver on its proposed Plan.	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, page 11, '*2.5 We might ask you to provide additional information about your financial outlook to accompany your proposed Plan*'

Special requirements for tertiary education institutions (TEIs)

The following requirements apply to TEIs only. A forecast Statement of Service Performance (SSP) needs to be submitted to us. Your forecast SSP should: › be prepared in accordance with Generally	**Special requirements for tertiary education institutions (G)** Pursuant to section 159Y(3): For TEIs only, the TEI meets the expectations expressed in this Notice regarding the inclusion of a forecast Statement of Service Performance in its Plan.	**Special requirements for TEIs (2.6)** If you are a TEI, then you are required by statute to include a forecast Statement of Service Performance (SSP) in your Plan. Your forecast SSP should: › be prepared in accordance with Generally Accepted Accounting Practice, including	**Sources of information we expect to see used in this section of your Plan include:** › Plan Guidance, page 11, '*2.6 Special requirements for TEIs*' This could also include any additional performance information contained in your

Accepted Accounting Practice, including reporting costs summarised by key output classes/areas › reflect the full scope of your institution's activities › focus on the outputs/services of your institution, and › include measures and evidence about the quality of these outputs/services. You should also explain how you will manage your capital assets to support your mission and role over the period of your proposed Plan, including any new significant capital initiatives.		reporting costs summarised by key output classes/areas › reflect the full scope of the institution's activities › focus on the outputs/services of the institution, and › include measures and evidence about the quality of these outputs/services. You should also explain how you will manage your capital assets to support your mission and role over the period of your proposed Plan, including any new significant capital initiatives.	Annual Report. **Required to be submitted via Workspace 2:** › Forecast Statement of Service Performance.