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| Template for Strategic Intent and Learner Success sections of Investment Plan For investment in 2024 |

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Every effort is made to provide accurate and factual content. The TEC cannot accept responsibility for any inadvertent errors or omissions that may occur.

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# About this template

Subhead



Section heading

Tertiary education organisations (TEOs) should use this template to structure the Strategic Intent and Learner Success components of their Investment Plan (Plan).

This template captures what you must submit in the Strategic Intent and Learner Success sections of your proposed Plan as stated in the Education and Training Act 2020 (clause 4, Schedule 18), [Plan Guidance](http://www.tec.govt.nz/funding/funding-and-performance/investment/plan-guidance/), Supplementary Plan Guidance, and the [Gazette notice](https://www.gazette.govt.nz/notice/id/2020-au2808).

**Please complete only the sections of the template which are relevant to your TEO.** We have recently sentyouadvice on your Plan status and what is expected from you for 2024 funding.

The information we ask for in this template lets us make informed investment decisions, as well as monitor TEOs’ progress against our expectations over time.

When you complete this template, use [Plan Guidance and the Investment Briefs](https://www.tec.govt.nz/funding/funding-and-performance/investment/plan-guidance-and-toolkit/) to understand our funding priorities, requirements and expectations.

If you prefer to create your own document for your Strategic Intent and Learner Success components, we strongly recommend you still use the key headings and questions in this template, to make sure you provide all the information we need. This is especially important for the Learner Success component.

If you would like to attach any additional documents, please include them at the end as appendices. Try and keep these succinct and to the point.

**Assessment of proposed Plans**

**The criteria we use for assessing proposed Plans are set out in Plan Guidance and the Gazette notice**. Please refer to these criteria as you complete each section.

The criteria let us assess:

* how your proposed Plan aligns with Government priorities, as well as regional and national needs, and
* your capability to deliver on the Plan.

**Templates and key deadlines**

You must submit your Plan by **7 July 2023.** This includes your Strategic Intent and Learner Success Plan (covered by this template), as well as your Disability Action Plan (DAP), Mix of Provision (MoP) templates and Educational Performance Indicator Commitments (EPIC) template.[[1]](#footnote-1)

If you are requesting additional funding for 2024 (beyond your indicative allocation), you may need to complete an extra template when this is available. We have not yet determined the process for seeking additional funding for 2024, but if additional funding *is* available for 2024, we will provide advice on the application process later in 2023.

**Tips for submitting documents**

* You must submit you Plan documents to us via Workspace 2.
* Attach your appendices to this template and save all pages as **a single file**.
* We recommend naming your document [TEO name] *Strategic Intent and Learner Success sections of Investment Plans.*
* This document, including appendices, must be 75MB or under.
* Please don’t encrypt your documents or embed any PDF files in them, as TEC’s anti-malware service cannot scan these documents, and they cannot be uploaded.
* **New providers only** can submit documents by email.

**Questions**

For general queries about your Plan or this template please contact your Relationship Manager or the Customer Contact Group at [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz) or 0800 601 301.

We encourage you to check the [TEC website](http://www.tec.govt.nz/) regularly for new information.

# 1. Strategic Intent

**You can delete the instructions in this template from your final Investment Plan document, as well as the cover page and pages 2–5.**

[Insert your organisation’s name]

***Feel free to personalise the design of this template with your branding.***

## Tertiary education organisation (TEO) details

Please complete the following:

|  |  |
| --- | --- |
| TEO name |  |
| New Zealand Business Number (NZBN) (if known) |  |
| EDUMIS number |  |
| Lead contact for Plan discussions:  This person must have a good understanding of the proposed Plan, be able to access Workspace 2 and be contactable by the TEC for at least three months from the submission date. |  |
| Work phone |  |
| Mobile |  |
| Email |  |

## Mission and role

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| **For this section:**   * **describe** your TEO’s mission and role within the tertiary education system. |

Your mission and role narrative should provide a description of your organisation and the specific niche in tertiary education you fill. We want to see detail that helps us understand your organisation’s unique contribution to the system, including:

* + the learners you support
  + your mix of New Zealand Qualifications and Credentials Framework (NZQCF) levels
  + your subject specialisation and any industries you target
  + your modes of provision, and
  + your research intensity and specialisation (where relevant).

Refer to **‘Plan assessment’**, pages 42–47 in Plan Guidance, for this part of the template.

**Write your response here and delete the information above.**

**(Recommended words: 2,000 or fewer)**

## Responding to our investment priorities including the Tertiary Education Strategy (TES)

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| **For this section:**   * **describe** how you are responding to other aspects of the investment priorities. Note that you don’t need to repeat content that is most appropriate in the Learner Success section of this document. |

TEC expects to clearly see in your Plan how you are responding to our published investment priorities.

Some priorities apply to all provision (eg, learner success and learner outcomes) while others apply to certain provision (eg, mātauranga Māori or specific health and education roles). We want to see that you understand the priorities that are relevant to your organisation and are building responses to them into your planning. This should be evident in your leadership, strategy and polices, as well as the programmes you create and deliver.

TEC publishes priorities for investment each year. These priorities reflect the priorities in the Tertiary Education Strategy (TES), priorities informed by government strategies and initiatives, and priorities informed by Workforce Development Council (WDC) and Regional Skills Leadership Group (RSLG) advice. Part C of the Plan Guidance outlines the priorities for investment for 2024 in detail.

We encourage you to comment on any of the relevant TES priorities in your Plan.

Refer to **‘Plan assessment’**, pages 42–47, and **‘Priorities for investment’**, pages 16–24, in Plan Guidance when completing this part of the template. It’s also useful to read the [TES](https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/).

**Write your response here and delete the information above.**

**(Recommended words: 2,000 or fewer)**

## Addressing the needs of your stakeholders

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| **For this section:**  Provide evidence that you know:   * **who** your stakeholders are * **what** they need and expect of you, and * **how** you will respond. |

Each TEO will have a different range of stakeholders and we want to understand your local connections and relationships. We expect you to identify stakeholders that connect you to the needs of underserved learners and help you support them. This may involve working with learner groups, community groups, disability groups, iwi/Māori organisations and Pacific community groups.

Where relevant to your provision, we also want to see connection to regulators and/or professional bodies.

If you are delivering vocational education, we also expect to see knowledge of and responses to provision that has been highlighted by WDCs in their Workforce Development Plans.

From all TEOs, we want to see an understanding of the local workforce challenges highlighted in relevant RSLGs’ Regional Workforce Plans.

In some cases, you may be working directly with WDCs and/or RSLGs and we want to hear about those relationships when relevant.

Some of your responses around stakeholder needs may be covered in the Learner Success Plan part of this template. You do not need to duplicate what you cover in your Learner Success Plan here.

Refer to **‘Plan assessment’**, pages 42–47 in Plan Guidance, for this part of the template. It’s also useful to read the [RSLG regional workforce plans](https://www.mbie.govt.nz/business-and-employment/employment-and-skills/regional-skills-leadership-groups/) and/or the WDC workforce development plans.[[2]](#footnote-2)

**Write your response here and delete the information above.**

**(Recommended words: 1,000 or fewer)**

## Learner voice

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| **For this section:**  Provide evidence that you:   * have processes in place to capture the voices of a range of learners * are receiving and analysing insights through learner feedback, and * use these insights to shape your programmes, processes, policies and learning environment. |

Refer to **‘Plan assessment’**, pages 42–47 in Plan Guidance, for this part of the template.

**Write your response here and delete the information above.**

**(Recommended words: 1,000 or fewer)**

## 

## Continuous improvement

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| **For this section:**  Provide evidence of your:   * reflection on previous performance, and * changes to your provision that were informed by this reflection.   If you have received a category 3 or 4 External Evaluation and Review (EER) rating please also provide:   * a commentary on your work to resolve quality issues raised in your EER report. |

Refer to **‘Plan assessment’**, pages 42–47 in Plan Guidance, when completing this part of the template.

**Write your response here and delete the information above.**

**(Recommended words: 1,000 or fewer)**

## Governance and management

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| **For this section:**  Please provide evidence of:   * the skills and knowledge of your governance and management members, and * any proactive changes you have made to your governance and management mix to address specific issues. |

Refer to **‘Plan assessment’,** pages 42–47 in Plan Guidance, for this part of the template.

**Write your response here and delete the information above.**

**(Recommended words: 1,000 or fewer)**

## Financial information

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| **For this section:**   * **If you are *not* currently funded by TEC**, please provide your financial information as outlined in the new providers application form. * **If you *are* currently funded by TEC:**   + **and your organisation is a private training establishment (PTE)**, please provide information about whether you are meeting the TEC’s [Prudential Financial Standards for PTEs](https://www.tec.govt.nz/teo/working-with-teos/ptes/financial-viability/).   + **and you are not a PTE**, please provide any relevant financial information you have not already provided. |

We may use this information to assess whether your organisation is likely to have the financial ability to deliver on its proposed Plan.

You may **also** 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, eg, information about subsidiaries for which you have residual liability.

Refer to **‘Plan assessment’**, pages 42–47 in Plan Guidance, for this part of the template.

**Write your response here and delete the information above.**

# 1a. Additional sections for specific TEOs

## Additional requirements for all tertiary education institutions (TEIs)

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| **For this section:**  If you are a TEI, please submit a copy of your forecast Statement of Service Performance (SSP), which must:   * be prepared in accordance with Generally 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. |

For audit purposes, any performance commitments made in your Plan, including all EPI commitments, must also be included in your SSP.

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.

Refer to **‘There are special requirements for tertiary education institutions (TEIs)’**, page 38 in Plan Guidance,for this part of the template.

If you need to clarify what you must provide, please talk to your Relationship Manager.

**Please upload the relevant document(s) to Workspace 2.**

**Note that there are specific expectations for TEIs receiving UFS/DQ3-7 funding. Please consider the information on pages 38–39 of Plan Guidance, and discuss this with your Relationship Manager.**

## Additional requirements for organisations delivering Apprenticeships

**Apprenticeship training activities must be outlined in your Plan. This section is particularly important for TEOs who are offering apprenticeships for the first time in 2024.**

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| **For this section:**  Explain how you currently or will:   * **provide or source** pastoral care appropriate to the age and stage of the apprentice, and describe how you will apply the Code of Good Practice for Apprenticeships * **promote** apprenticeship training generally (through providing information, guidance and advice to employers and prospective apprentices about the benefits of an apprenticeship) * **identify** prospective apprentices and the employers able to offer the right kind of apprenticeship training for those apprentices, and * **ensure** that apprenticeship training and the apprenticeship training agreement is consistent with the apprenticeship training code. |

Refer to **‘Plan assessment’**, pages 42–47 in Plan Guidance, for this part of the template. Please also see sections [376](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS253770.html?search=sw_096be8ed81cef02d_376_25_se&p=1) and [378](https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS267778.html?search=sw_096be8ed81cef02d_378_25_se&p=1&sr=2) of the Education and Training Act 2020, and the [Code of Good Practice for New Zealand Apprenticeships](https://www.tec.govt.nz/assets/Publications-and-others/The-code-of-good-practice-for-new-zealand-apprenticeships.pdf) – a legal instrument set by the Minister of Education under the Education and Training Act 2020.

**Write your response here and delete the information above.**

**(Recommended words: 1,000 or fewer)**

# 2. Programmes and activities

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| **For this section:**   * using your MoP(s) template(s), **provide** all planned programmes and activities for which your organisation is seeking funding * **provide** a brief description of other programmes and activities not funded by the TEC * **describe** any activities and programmes that are delivered through a subcontracting arrangement or through a subsidiary, and * **outline** significant changes from previous commitments to the mix of programmes and activities (including mode changes) you are proposing and **explain** the reasons for those changes. |

The narrative that accompanies your MoP may include:

* how your organisation’s proposed activities will support you to fulfil your mission and achieve your specific goals for the term of the Plan
* any key new activities your organisation is planning to undertake over the Plan period
* details of the activities and monetary value of any provision undertaken by a subsidiary and what governance and accountability arrangements are in place
* details of the activities and monetary value of any provision undertaken through a sub-contracting arrangement and what governance and accountability arrangements are in place.

Contact your Relationship Manager or the Customer Contact Group if you are unsure whether certain activities need to be declared in the Subcontracting Register.

Refer to **‘Plan assessment’**, pages 42–47 in Plan Guidance, for this part of the template.

**Write your response here and delete the information above.**

**(Recommended words: 1,000 or fewer)**

# 3. Outcomes and measures

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| **For this section:**   * using your EPIC(s) template(s), **provide** targets for the relevant planned programmes and activities for which your organisation is seeking funding. |

The narrative that accompanies your EPICs may include:

* **describing** how your organisation’s governance and management set challenging targets, then monitor progress and respond when targets are not met
* **outlining** any key changes that your organisation is making that are likely to have a significant impact on your educational performance or other outcomes
* **explaining** how you set targets and measure progress for funds or programmes which do not have EPI data attached.

Refer to **‘Plan assessment’**, pages 42-47 in Plan Guidance, when completing this part of the template. The information in the [investment briefs](https://www.tec.govt.nz/funding/funding-and-performance/investment/plan-guidance-and-toolkit/) should also inform your setting and monitoring of outcomes and measures.

**Write your response here and delete the information above.**

**(Recommended words: 1,000 or fewer)**

# 4. Learner Success Plan (LSP)

Use this template to describe your approach to improving outcomes for all learners.

TEOs required to submit a full Plan, and receiving more than $5 million[[3]](#footnote-3) in funding, must submit a LSP as part of their Plan. For TEIs, your LSP requirements will be confirmed by your Relationship Manager.

The sections below set out what you should include in your LSP. You may also provide any other relevant or supporting information as an appendix.

Refer to **‘Plan assessment’**, pages 42–47, and **‘Achieving system wide equity is the heart of our investment approach’**, pages 10–12, in Plan Guidance. Also see the [Learner Success Infosheet for Plan Guidance](https://www.tec.govt.nz/funding/funding-and-performance/investment/plan-guidance-and-toolkit/).

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| Section 1 – future state |
| Provide a short vision statement of your long-term goal(s) for achieving equity:   * What does success look like for your organisation and your learners? Include a specific target date for achieving this vision. * How well does your vision represent the aspirations of your stakeholders? * How is the vision owned and driven by your Council/Board and senior leadership team? |
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| Section 2 – current state |
| Provide a snapshot of current learner performance, including data and evidence:   * Problem definition – what are the main issues or areas of concern aligned to the seven learner success capabilities? * Do you know the cause(s) of these issues? What evidence do you have? * What interventions and initiatives have you already tried? Have these been evaluated? Have they worked? Why or why not?[[4]](#footnote-4) * What stage of the Learner Success Framework are you at? If you are beyond Stage One (Preparing for Success) – what specifically have you done (including budget and resourcing)? * Who owns this work at the Executive Leadership level, and how is it being managed? * What have been the outcomes of your learner success projects? Is progress reported up to your Council or Board? |
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| Section 3 – a roadmap |
| Provide an overview of a project plan which demonstrates how you will get from the current state to the future state:   * What is the next stage of the Learner Success Framework to be implemented? How have the outcomes from previous stages informed the next steps? * Detail timelines, milestones, deliverables, targets, measures and resources * How does the roadmap link to the problem definition in Section 2, ie, why are you doing these specific things? Your roadmap plans must align with Learner Success Framework stages and the seven learner success capabilities. * How will progress be monitored? This includes who will be accountable for progress and achievement of milestones. * What are the specific medium- to long-term goals, targets and measures? * Who has been involved in developing the roadmap, targets and measures, including any external stakeholders? |
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| **Please add any further comments to support our understanding of your learner success work (optional).** |
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# 5. Disability Action Plan (DAP)

TEOs required to submit a full Plan, and receiving more than $5 million[[5]](#footnote-5) in funding, must submit a DAP as part of their Plan. For TEIs, your DAP requirements will be confirmed by your Relationship Manager.

We will assess the information you provide as part of your Plan. However, your DAP must be submitted as a separate, standalone document.

Your DAP must include:

* clear evidence that you are using the [Kia Ōrite toolkit](https://www.tec.govt.nz/focus/our-focus/oritetanga-tertiary-success-for-everyone/kia-orite-toolkit-for-achieving-equity/) and the best practice standards it describes
* goals and targets
* evaluation strategies
* allocation of responsibility
* communication of policies and programmes.

Refer to **‘Plan assessment’**, pages 42–47, and **‘Achieving system wide equity is the heart of our investment approach’**, pages 10–12, in Plan Guidance. Also use [DAP Guidance](https://www.tec.govt.nz/assets/Oritetanga/DAP-Guidance-for-TEOs-July-2021.pdf) and the [Kia Ōrite toolkit](https://www.tec.govt.nz/focus/our-focus/oritetanga-tertiary-success-for-everyone/kia-orite-toolkit-for-achieving-equity/).

# 6. Further information

Please use this section if there is anything more you want to share with us in support of your Plan.

**If you want to add any further information, please enter it here.**

1. If you are a new provider, you will be asked to submit MoPs and EPICs later if your application for funding is approved. [↑](#footnote-ref-1)
2. [Waihanga Ara Rau WDP](https://www.waihangaararau.nz/research/workforcedevelopmentplan/), [Toi Mai WDP](https://www.toimai.nz/assets/Uploads/Toi-Mai-Forms/Workforce-Development-Plan.pdf), [Ringa Hora WDP](https://ringahora-wdp.nz/), [Hanga Aro Rau WDP](https://www.hangaarorau.nz/latest-news/our-skills-and-workforce-leadership-plan-202223/), [Muka Tangata WDP](https://www.mukatangata.nz/assets/Muka-Tangata/Muka-Tangata-Initial-Sector-Workforce-Development-Plan-2022.pdf), [Toitū te Waiora WDP](https://www.toitutewaiora.nz/assets/Uploads/Toitu-te-Waiora-Forms/TTW-Workforce-Development-Plan-FINAL-v3.pdf) [↑](#footnote-ref-2)
3. The $5 million threshold is decided based on the final on plan funding allocation you were given for 2023 as confirmed to you by letter in late 2022. [↑](#footnote-ref-3)
4. Not all TEOs will be at the point of being able to do this because they have not done anything yet, or they have not evaluated anything. [↑](#footnote-ref-4)
5. The $5 million threshold is decided based on the final on plan funding allocation you were given for 2023 as confirmed to you by letter in late 2022. [↑](#footnote-ref-5)