



Investment Plan Template

Tertiary education providers can use this template to help them structure their Investment Plans in response to the content prescribed under the subheading *Content of TEOs' proposed Plans* in this [New Zealand Gazette notice](#).

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

TEO details

Name of TEO	Auckland Institute of Studies Ltd
EDUMIS number	8530
Contact person/s: This person/s must have a good understanding of the proposed Plan, be able to access Workspace 2 and be able to be contacted by the TEC for at least six weeks from the submission date.	Richard Smith
Phone:	09-8153772
Mobile:	021-616292
Email:	richards@ais.ac.nz

Section 1 – Mission and role

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice](#).

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

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

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

1a – The TEO's proposed mission and role, and the outcomes the TEO intends to contribute to show an awareness of, and are appropriate to the TEO's place in the regional and national tertiary system and the Government's priorities.

TEC considerations

Does the proposed Plan:

- clearly describe the mission and role of the TEO?
- show that the TEO understands its place in the regional and national tertiary system?

Mission and Values. Auckland Institute of Studies (AIS) is a well-respected independent Tertiary Education Organisation, offering quality education and strong support services helping individuals to achieve successful career outcomes. AIS is centred around four core values: quality education, supportive environment, individual focus and real world success.

Role within the Tertiary Education System. As an independent provider of degrees since 1994, AIS has seen over 20,000 students pass through its doors in the 26 years since establishment in 1990, and over 5,000 degrees and higher diplomas awarded at Levels 7 to 9. With our own residential campus spread over four hectares of park-like grounds in the centrally located suburb of Mt Albert, the institute is well-resourced to deliver degree-level education, in response to student and industry needs.

AIS delivers mainly degree and diploma qualifications at undergraduate and postgraduate levels, specialising in Business, Tourism Management, Hospitality Management and Information Technology. This is supported by a strong English Language Centre, with an emphasis on English for academic purposes and providing pathways for students from non-English speaking backgrounds into higher education.

Points of Difference. AIS offers strong academic support from lecturers and tutors, and attentive pastoral care from a student services department in an environment where students are treated as individuals.

Flexible academic start dates are offered during the year, with the main intakes in January/February, May and September, and additional mid-semester intakes for the MBA and PGDBA programmes. This provides a different timetable from other local TEIs, and also enables capable students to accelerate their studies.

In addition to weekly intakes into General English, our English Language Centre offers courses in English for Academic Purposes (EAP), IELTS Preparation, and Business English to assist students to higher education. Each year several English for Migrants students participate, funded via TEC.

A Student Careers Centre (SCC) supports students in transition to work. The Centre achieves strong results in student internships and graduate placements, and its services are augmented through relationships with external internship agencies.

1b – The TEO's proposed mission and role, as outlined in its proposed Plan, is relevant to its current and likely future environment. The TEO's proposed mission and role demonstrates that it clearly understands its distinctive mission and role within the system, and how this relates to the community it serves. The TEO demonstrates it has developed a sustainable plan for fulfilling its mission and role through its programmes and activities.

TEC considerations

- Do the proposed programmes and activities align well with the TEO's stated mission and role and are they likely to help the TEO achieve that mission?

Does the Plan clearly show that the TEO has a focus on regular self-review¹ and evaluation to ensure it remains relevant to the needs of its communities and stakeholders in a changing environment?

Operating Environment. With around 1,100 students, we provide a medium-scale educational environment where students can feel more welcome and secure than in larger tertiary institutions. Our student body in Semester 2 2016 comprises 91% international students from over 35 different countries and 9% domestic students.

Strategic Direction 2016-2018. Our Statement of Strategic Intent 2015-2017 sets the strategic direction for the current three year period. This is supported by department business plans, which are reviewed after the start of each semester. Strategic objectives, and the Tertiary Education Strategy 2014–2019 (TES) priorities to which they relate, include the following:

1. A 30% increase in total student numbers to 1,400 (growing international linkages increasing the value of international education).
2. Increase the number of domestic students from our local catchment area to 10% (enabling access for priority groups in our community).
3. Increase in the proportion of postgraduate students from 45% to 55% (delivering skills for industry at management level).
4. Increase annual graduate outcomes from 54% to 67.5% (achieving better employment outcomes).
5. Develop the internship and graduate placement programmes to ensure that 100% of eligible students are placed in relevant internships (delivering skills for industry and achieving better employment outcomes).
6. Increase the total successful course completion rate from 93% to 95% (supporting learners to succeed educationally).
7. Implement the Campus Facilities Strategic Plan 2015-2017 (supporting international education growth and learner achievement through development of cafeteria, accommodation, classroom and office facilities).
8. Implement the ICT Strategic Plan 2015-2017 (supporting international education growth and learner achievement through development of Wifi facilities, student management/e-learning systems and ICT support services).
9. Increase annual research outputs from one to two per full-time academic staff member (supporting research and learner achievement).

Findings of QA Reviews. We have a comprehensive Quality Management System, recognised by NZQA with the approval of a Category 1 rating at the latest External Evaluation and Review (EER) in November 2014 (“Highly Confident” in educational performance and “Confident” in capability in self-assessment). The review concluded that *“AIS delivers highly relevant programmes which enable learners to successfully complete courses and qualifications. The highly qualified, committed teaching staff maintain strong links and engagement with industry and other tertiary institutions, which informs the quality and relevance of the learning environment”*.

The continual evaluation of our delivery, service and quality through a combination of internal and external review processes is overseen by our Self-Assessment and Review Group.

¹ TEOs may wish to refer to their most recent EER report regarding self-review.

Section 2 – Contribution to Government priorities

In this section of the template TEOs should specifically respond to the following requirements as described in the New Zealand Gazette notice.

Pursuant to section 159P(a), the TEO must describe how it will give effect to the Government’s current and medium-term priorities as described in the Tertiary Education Strategy 2014–2019 (“Strategy”). This must include information about how the TEO will:

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

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

2a – The TEO’s proposed mission and role, and the outcomes the TEO intends to contribute to, show an awareness of, and are appropriate to the TEO’s place in the regional and national tertiary system and the Government’s priorities.

TEC considerations

Does the Plan:

- state which priority outcomes the TEO contributes to?
- articulate how the TEO plans to:
 - identify and respond to the needs of industry and employers, and / or
 - attract and engage young people and support them to progress into sustainable work, and / or
 - attract and engage Māori and Pasifika students and support them to succeed and achieve better outcomes, and / or
 - respond to adult foundation learners with literacy and numeracy skill needs, and / or
 - manage its resources to support its research strategy and implementation plan, and / or
 - help to increase the value of international education to New Zealand.
- If the Plan does not respond to all of the priority outcomes, has the TEO given a satisfactory reason as to why not?

Meeting Government Priorities in the Tertiary Education Strategy 2014-19

Delivering skills for industry. AIS provides students with relevant higher tertiary qualifications they can use in managerial, supervisory and entrepreneurial roles in industries relevant to New Zealand's economic growth. Our degree and diploma programmes in Business, Tourism Management, Hospitality Management and Information Technology meet skills shortages and support growth in high-growth and "backbone" sectors of the economy. Business, Hospitality and IT qualifications have an internship or industry project in the final semester as a bridge into relevant employment.

Getting at-risk young people into a career. Our programmes range from Level 3 to Level 9, and 21% of our domestic students are below 25 years of age. 70% of our domestic students under 25 years old are in Level 7 and above qualifications. As a degree-provider, our focus on domestic learners is progression to supervisory and management level in key economic growth areas such as hospitality and tourism.

Boosting achievement of Māori and Pasifika. We currently have a small number of Māori students (3% of domestic EFTS in 2015), and intend to increase this closer to our regional demographic of 13% Māori. A Māori scholarship programme is offered comprising ten scholarships valued at 100% of tuition fees. Full support services are in place to support Māori and Pasifika achievement. Pasifika students are well represented, with 19% of our EFTS delivered to Pasifika students for qualifications at Levels 5 to 9 in 2015. Our Pacific outreach programme supports the delivery of diplomas in Tourism/Hospitality Management, IT and Business at the Tonga Institute of Higher Education, and also supports the tourism and hospitality sectors in other Pacific Islands through research on sustainable tourism issues and the setting of service standards.

Improving adult literacy and numeracy. English communication skills are essential to securing a job after graduation, and this is a focus of all our tertiary programmes, and also of support activities. Our English language programmes, which are not currently funded, are taken by international students aiming to gain entry into higher level diploma and degree programmes. Many become migrants and New Zealand residents in the future.

Strengthening research-based institutions. As a PBRF-ranked provider, having participated in and increased our PBRF funding in all three assessment rounds to date, the majority of academic staff teaching at degree level are actively involved in relevant research (*Annual Research and Publication Report 2015*, AIS). Our Centre for Research in International Education (CRIE), our bi-annual research conference (most recently held in January 2016, and a six-monthly research journal support research outputs in our five degree programme areas.

Growing international linkages. With 91% of students being international, studying mostly at degree level, AIS provides quality education for international students, sustaining a high value export education sector contributing to New Zealand's economic performance. We generate around \$50 million per year of foreign exchange earnings for the Auckland economy, through tuition and on-campus accommodation supplies, in addition to supporting a network of homestay providers in nearby suburbs, plus a multitude of downstream supplies of goods and services. The institute works with Education New Zealand, Study Auckland and ITENZ to achieve the objectives of the Leadership Statement for International Education. With Auckland Tourism, Events and Economic Development (ATEED) targeting an 80% increase in the value of international education to the Auckland economy from \$1.7b to \$3.1b by 2025; and a 35% increase in international students from 68,000 to 92,000, the role of AIS will become increasingly important. We also align with the priorities of Immigration New Zealand. Our international students are potential New Zealand residents and citizens, bringing significant human and capital resources into the country and creating new commercial opportunities. Offshore pathways are offered through sister institutions in a number of markets, including China, Korea, Taiwan, India and Tonga. Offshore delivery is undertaken at an NZQA-approved site in Faridabad, India for delivery of diplomas in International Business and Information Technology, with over 160 students enrolled.

Section 3 – Addressing the needs of stakeholders

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice](#).

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

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

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

3a – The TEO has clearly and accurately identified its key stakeholders, including:

- learners or prospective learners (in particular those who are Māori, or Pasifika, or young people, or who have low levels of literacy, language, and numeracy)
- employers, businesses or industries relevant to the TEO's areas of delivery
- relevant communities, including those that support Māori and Pasifika learners.

TEC considerations

- Has the TEO identified all of its stakeholder types/groups?
- Has the TEO sought to engage stakeholders representing all priority learner groups?
- If some priority learner groups are not included in stakeholder engagement, has the TEO given a satisfactory reason as to why not?

Stakeholders. In achieving the outcomes desired in the six focus areas of the TES, AIS is responsive to the needs of its key stakeholders - learners, industry and the community.

Meeting the Needs of Learners. Domestic students are mainly recent migrants of Asian and Pasifika origins, two of the fastest growing ethnic groups in the Auckland population. Many of our domestic students commence studies as international students at AIS, or other providers, gaining valuable qualifications on pathways to work and residency. Being in a multicultural environment, our domestic graduates are culturally aware and able to work successfully with people from different backgrounds.

All students regularly complete course evaluations and, each semester, student representatives from each programme meet with senior management at the Student/Management Forum to discuss non-academic issues. Each semester a student meeting is held in each programme area focused on academic issues.

Education agents are also important stakeholders reflecting the needs of students, particularly in terms of immigration criteria and skills shortages. Agent feedback has led to the introduction of specialisations in some degree programmes, and the development of one-year Graduate and Postgraduate Diplomas assisting overseas graduates to achieve successful immigration outcomes.

Meeting the Needs of Industry and Employers. We work closely with the hospitality, tourism, ICT and business sectors where our domestic graduates seek employment. AIS contribution in these sectors is in the education of migrants from diverse cultures and Pasifika students.

Meeting the Needs of our Community. The second highest qualification in demand in Auckland in 2015 was at the level of degree (Level 7+). Approximately 63,730 positions (36% of all positions in Auckland) required this level of qualification. By field of study, the highest demand was for Management and Commerce, and approximately 22% of all positions in Auckland required this field (*Annual Auckland Economic Profile 2015, Infometrics*). We are well placed to continue to contribute to the economic development of Auckland, at degree-level in management and commerce fields. The Auckland GDP grew by 3.4% in the year to March 2015, with service industries expected to continue to make the largest contribution to growth. The Auckland service industries supported by AIS graduates include accommodation and food services, financial services, information media, health care and education and training.

3b – The TEO has ascertained the needs of its key stakeholders, through direct consultation and the use of statistical information about regional or national demographics and employment market demand.

TEC considerations

In relation to the stakeholder groups listed in section 3a:

- Has the TEO described how it identified the needs of its stakeholders?
- Did the TEO consider relevant statistical information and consult² with stakeholders when identifying regional and stakeholder needs?
- Have current and future stakeholder needs been clearly articulated?

² TEOs may also wish to refer to the consultation work undertaken when seeking NZQA approval for specific qualifications/programmes.

A research study on the effectiveness of AIS learning support systems for students of Māori and Pacific Island (MPI) descent in 2014 found that the supportive environment with one-on-one support from faculty, the Study Skills Advisor, and the Study Buddies programme; and the relationships and trust developed through the MPI Committee, were highly valued and critical for academic success. The MPI Committee meets regularly and comprises academic and administrative staff and the AIS kaumatua, organising whanau events, cultural activities and a weekly study group for MPI students.

Relevant stakeholder input from industry and employers is received through our Programme Advisory Committees comprising industry and academic representatives, staff and student graduates. Four Programme Advisory Committees operate, covering International Business, Information Technology, Tourism and Hospitality, and postgraduate Business Administration. Each committee meets at least twice a year to engage in relevant consultation and provide advice from industry and employers' perspectives.

Industry sectors and employers represented on Advisory Committees include finance (ANZ, KPMG, Grant Thornton), ICT (absoluteIT, Gentrack Ltd, Nielsen, Designertech), hospitality (Bar Works Hospitality Group, Accor Group, Millenium Hotels, Skycity, The Langham, Auckland Council), tourism/travel (PATA, Orbit Travel, Samoa Tourism Authority), and the academic sector (AUT, Mt Albert Grammar School, Martin Hautus, Chance Education).

3c – The TEO has reviewed its current and proposed Plans against the needs of its stakeholders, and has documented what changes it has made, or will make to better accommodate these.

TEC considerations

In relation to the stakeholder groups listed in section 3a:

- Does the proposed Mix of Provision (MoP) clearly respond to stakeholder needs and/or the TES priorities, in the proposed regions of delivery?
- Is the TEO continuing to engage with stakeholders to ensure that their needs are being met on an ongoing basis?
- Has the TEO described how it will report to key stakeholders on its progress towards meeting their needs, and how it will amend its Plans in response?

Student feedback is monitored closely through a variety of means. Student Services staff are employed from each of our main ethnic groups, including Chinese, Indian, Korean, Japanese, Indonesian, Caucasian and Pasifika, to provide required individual pastoral care and support. A Student Council is supported, including associations for Māori and Pasifika students and Chinese students.

A full-time Study Skills Advisor assists all students to improve their academic performance, with a focus on students needing extra academic support. Assistance includes one-on-one consultations and regular workshops on topics including academic writing, study skills, referencing and exam preparation.

Our Student Careers Centre assists students with CV preparation, interview techniques and finding appropriate employment. The centre also organises on-campus seminars with employment agencies and business advisory organisations to support good employment outcomes.

Various management and staff meetings monitor student evaluations, issues from student meetings and input from industry through Programme Advisory Committees. Recommendations on programme design, course changes and updates to content are followed up by the Academic Heads of Programme via regular Academic Board meetings.

Section 4 – Programmes and activities

In this section of the template TEOs should specifically respond to the following requirements as described in the New Zealand Gazette notice.

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

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

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

The description of programmes and activities must include information about:

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

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

4a – The TEO's proposed programmes and activities are appropriate in the context of:

- regional and national needs, including those of employers, businesses or industries relevant to the TEO's areas of delivery
- benefits to learners and the proposed programmes and
- the activities of other TEOs.

TEC considerations

- Has the TEO:
 - listed all qualifications contained in its MoP?
 - identified whether each qualification is existing (with no changes proposed), existing (with changes proposed (e.g. new delivery sites or EFTS changes), or new?
 - summarised how each proposed qualification will support the achievement of the TEO's mission and role and how it will respond to the needs of the TEO's stakeholders and/or the Tertiary Education Strategy priorities?
- Are any new qualifications proposed:
 - complementary to the provision offered by others in the proposed region of delivery (e.g. are they likely to improve opportunities for learners, improve rates of learner progression to higher level study, and not duplicate existing provision)?
 - clearly focused on benefits to the learner (e.g. are they offered by TEOs where students are likely to achieve the qualification, and, if at level 3 or above, are they in subject areas where graduates are likely to move on to higher level study or be in employment in fields where median earnings are strong following completion)?
- Are any proposed changes to the location of existing delivery:
 - clearly supported by other TEOs in the region?
 - considered appropriate/desirable?
 - leaving any gaps that will impact on learner access?
- Has the TEO described its other education programmes and activities that are not funded by the TEC, including any significant programmes and activities undertaken through subsidiary bodies?
- Has the TEO described any key new activities it is contemplating undertaking over the Plan period if applicable?

Qualifications List. AIS is applying for SAC funding for 56.8792 EFTS allocated across 21 qualifications from Levels 4 to 9, as shown in the Mix of Provision (MoP) template, as follows:

- New Zealand Certificate in English Language (Level 4)
- Certificate in Teaching English to Speakers of Other Languages
- Diploma in Hospitality Operations (Level 5)
- Diploma in Hospitality Operations Management (Level 6)
- Bachelor of Hospitality Management
- Graduate Diploma in Hospitality Management
- Diploma in International Business (Level 5)
- Diploma in International Business (Level 6)
- Bachelor of International Business
- Graduate Diploma in International Business
- Diploma in Tourism Management (Level 5)
- Diploma in Tourism Management (Level 6)
- Bachelor of Tourism Management
- Graduate Diploma in Tourism Management
- Diploma in Information Technology (Level 5)
- Diploma in Information Technology (Level 6)
- Bachelor of Information Technology
- Graduate Diploma in Information Technology
- Postgraduate Certificate in Business Administration
- Postgraduate Diploma in Business Administration
- Master of Business Administration

As a result of the Mandatory Review of Qualifications, diplomas at Levels 5 and 6 are expiring over the 2018-2019 period, and proposed replacement qualifications in Tourism and Travel, Food and Beverage Services, and Hospitality Management are listed in the “additional funding requests” section of the MoP template.

Future Directions. Our strategic direction in degree-level provision at Levels 7 to 9 is reflected by recent investment in programme developments in our Hospitality Management and Business Administration (BA) programmes.

A new Graduate Diploma in Hospitality Management programme was launched in 2015, to meet the needs for management-level staff in the rapidly expanding hospitality sector in Auckland, leading up to the opening of several new hotels and facilities in 2017.

A new entry portal was recently approved by NZQA for the BA programmes enabling students with a business degree, but without the normal work experience, to enter these programmes, with the inclusion of a three-month internship. This is intended to improve graduate outcomes.

Other new programmes under development include a Graduate Diploma in Accounting, and a Postgraduate Diploma in Information Technology. In the domestic market we will continue providing qualifications at degree-level for migrants, Pasifika students and other ethnic minorities within our region, as these result in stronger work and settlement outcomes.

4b – The TEO is capable of delivering the proposed programmes and activities, and outcomes.

TEC considerations

- Have any matters arisen with this TEO which suggests there may be capability issues impacting on its ability to achieve the activities and outcomes outlined? For example, financial viability matters, reporting and forecasting timeliness/accuracy issues, EER concerns, recurring EPI issues etc?

Governance is provided through a close group of nine shareholders, mainly long-term New Zealand residents of Taiwanese origin, served by a Board of seven Directors of whom three hold executive positions with AIS. A sister company, AIS Properties Ltd, owns both campuses from which the institute operates. Strategic management is provided by an Executive Team comprising the CEO, President and Deputy CEO/Academic Registrar; with academic management comprising the President, Academic Director, an Academic Head of Programme for each of the five main programme areas, and a Director of Research. Non-academic management comprises an HR Manager, Marketing and Student Services Manager, Accountant and Campus Business Manager (Facilities and ICT).

The extensive facilities include a four-level academic building, a library block, a three-level accommodation wing, lecture theatres seating from 20 to 200, computer laboratories, study areas, Wifi, a recreation centre with basketball, badminton and volleyball courts, a gymnasium, tennis courts and free car parking.

Financial management is coordinated by the in-house Accountant with a team of four accounts staff. Financial accounts are audited annually by RSM Hayes, with student fees protection provided by an independent trustee Jolly Duncan & Wells Ltd, Chartered Accountants.

Section 5 – Outcomes and measures

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice](#).

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

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

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

The proposed plan must describe:

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

The TEO's proposed performance commitments should be:

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

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

5a – The TEO's proposed performance commitments are:

- designed and presented so they give clear evidence about the quality of the activity being measured
- relevant, so that they give meaningful information about the TEO's performance against its proposed outcomes
- set at a level that represents a meaningful improvement on past performance, especially with respect to outcomes for priority learner groups (including contribution to achieving parity in participation and achievement for Māori and Pasifika), and
- complete, so that they cover all significant programmes and activities the TEO intends to undertake, and all important dimensions of those activities.

TEC considerations

Big 15 PTEs only

- Do the commitments in the descriptive TES Priority Commitments Template³ cover all of the TEO's main activities, and are they relevant and SMART⁴?

All PTEs (including the big 15)

Do the commitments in the numerical Educational Performance Indicator Commitments (EPICs) template(s):

- show that a high performing TEO is committed to maintaining that high performance?
- show that a lower performing TEO is striving for incremental performance improvement?
- show that the TEO is committed to the recruitment of priority learner groups⁵ at levels that are sufficiently representative of regional demographics?
- show that the TEO is committed to the same levels of achievement for all learner groups?

³ Only Big 15 PTEs are required to complete this template, which will be e-mailed to all relevant PTEs for completion.

⁴ Specific, Measurable, Achievable, Realistic & Time bound

⁵ Māori, Pasifika, and under 25s.

Educational Performance Indicators

We achieved an 81% successful course completion rate for domestic students in 2015 (down from 86% in 2014), which was below our commitment of 85% made in the 2015 Investment Plan. This compares to the sector median of 83%, and we aim to increase this to 84% in 2016. This also compares to an overall successful course completion rate of 95% for all AIS students in 2015, and a rate of 96% for international students.

Based on TEC EPIs, we achieved a 96% qualification completion rate for domestic students in 2015 (down from 142% in 2014), which was below our commitment of 100% made in the 2015 Investment Plan. This compares favourably to the sector median of 79%, and we aim to increase this to 97% in 2016. However, a cohort-based measure for qualification completions is used as a more accurate measure for our own monitoring, and on this basis we achieved a 68% qualification completion rate for domestic students in 2015 (up from 55% in 2014). This compares to the overall qualification completion rate of 87% for all AIS students in 2015, and 89% for international students (*Summary of Learner Achievement – 2014 to 2016 Sem 1, AIS*).

Course and qualification completion rates are monitored each semester in a Summary of Learner Achievement (SOLA), by programme and consolidated, for both domestic and international students, as well as across five broad ethnic groups (Chinese, Indian Subcontinent, South East Asian, MPI and Other).

A Teaching and Learning Committee (T&LC) was established in 2015 to enhance the quality of delivery across the institute. The T&LC has coordinated the introduction of Individual Learning Management Plans (ILMP) for each student in 2016, in an effort to improve student outcomes. This is supported by an interview of new students by Student Services staff, to support improved pastoral care and settlement in the early stages of each semester.

5b – The TEO has reviewed its own performance against its current and previous Plans.

TEC considerations

- Has the TEO noted the commitments it made in its Plan for the last completed contractual year, reviewed its performance against those, and proposed appropriate future commitments in light of the progress made?
- Has the TEO responded to data from the TEC about employment outcomes and the level of re-enrolments?

Commitments made in the 2015 Investment Plan have been reviewed against the results achieved in 2015.

Course completion rates across the priority groups were generally less than planned, as indicated by the overall course completion rate (81% achieved against 85% planned).

Qualification completion rates were also slightly below projections, as indicated by the overall qualification completion rate of 96% against 100% planned. However due to the method of calculating this rate for multi-year qualifications, our own cohort-based calculations are considered more appropriate.

Higher student progression rates were achieved than planned overall (67% achieved against 50% planned).

Student retention rates were also higher than planned overall (91% achieved against 70% planned).

A Maori participation rate of 3% was achieved as planned.

The Pasifika participation rate of 19% also matches our projection (and compares well to the actual figure of 9% for SAC funded EFTS being Pasifika at Level 4 and above in 2014 (*Statement of Performance Expectations 2016/2017*, TEC, June 2016).

Participation of Under 25s was less than projected however (21% compared to 29% planned).

The introduction of ILMP's and a continuation of the interventions in support of MPI learners, are expected to improve overall outcomes in 2016, in particular those for Maori and Pasifika priority groups.

A successful graduate outcomes rate of 54% was achieved across all diploma and degree programmes in 2012-2013, with 85% of respondents gaining employment and 15% undertaking further studies. A survey of 2015 graduates shows that as at July 2016 graduate outcomes were available for 237 of 613 graduates (39%), with 99% of these being in employment, and 1% in further study.

Graduate outcomes are also compared to student intentions at the commencement of study. Of the 473 new students surveyed in 2015, 56% intended to work after graduation, 17% intended to continue to further studies, and 27% were undecided. On this basis, of the 613 graduates in 2015, 343 (56%) would have been intending to work at the start of studies, and the 237 actually in work comprises a graduate outcome rate of 69%.

5c – If applicable, the TEO has performed well against its current and previous Plans, and in particular has:

- improved its performance over time (this may include reference to return on investment, for example employment outcomes of its graduates)
- met its Plan commitments and KPIs
- demonstrated satisfactory educational performance, including meeting the upper thresholds of the TEC's performance-linked funding framework (for TEOs subject to performance-linked funding)
- demonstrated satisfactory financial performance, including meeting the TEC's prudential financial standards for PTEs
- been assessed as satisfactory in terms of its last external review by the relevant quality assurance body
- demonstrated good governance and management capability in forecasting, planning, and implementation, and the (where applicable) ability to provide supplementary information
- demonstrated its ability and commitment to work with other organisations to build system responsiveness and sustainability, and pathways through the education system
- complied with conditions imposed on funding approval
- complied with any other requirements and expectations imposed on funding approval, and
- complied with its obligations to report to TEC.

TEC considerations

- have all the criteria listed in 5c been met?
- have there been any reporting issues (eg, late or frequent data return resubmissions, or absent or untimely reporting of learner results to NZQA)?
- have there have been any instances where the TEO has engaged in activities outside the approved Plan (eg, delivery in unapproved regions, not delivering agreed EFTS according to the approved MoP)?
- have any audits, reviews or investigations undertaken identified compliance issues?
- has allocated funding (and unfunded EFTS where applicable) been consumed historically?
- have funding conditions and expectations been met historically?

After some years of over-delivery followed by some years of under-delivery of domestic students, accurate utilisation of funding is projected for 2016.

Good management capability is also demonstrated in that all six prudent financial standards were well within prescribed limits in the 2016 financial viability review of 2015-2016 accounts by TEC.

As a result academic collaboration and cooperation has developed, with agreements signed with 10 domestic training institutions, collaborating in providing pathways into our degree programmes with recognition of credit for prior studies. We also cooperate locally with Mt Albert Grammar School in a STAR programme, supporting over 50 learners to gain Levels 2 and 3 credits in hospitality, thereby developing pathways from school into tertiary study in a key economic growth area. At the postgraduate level, pathways are in place with Unitec, AUT and Massey universities for degree graduates continuing to Master's level study.

AIS has maintained an annual contract with the MOE/TEC since 1994, achieving good value for money with positive educational and employment outcomes for domestic students.

Other information

Optional

If you wish to add any further information not already covered above, you may do so here.

TEO response



We ensure New Zealand's future success.