



EASTERN INSTITUTE OF TECHNOLOGY

Investment Plan

2013 - 2015

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Section 1: Plan Context

1.1 EIT's Mission and Regions

EIT's vision has been to establish and maintain its position as the pre-eminent tertiary provider within the regions of Hawke's Bay and Tairāwhiti. Its mission, articulated in the EIT Strategic Plan 2010 - 2014, is **“to provide high quality, relevant and accessible tertiary education for the well-being of diverse communities.”**¹



The Strategic Plan sets out five strategic priorities that have been established to guide EIT in fulfilling this mission, and statements that define the outcomes that will be achieved. These five outcome statements are:

- All students engage, participate and achieve;
- EIT is an ITP sector leader in applied research and innovation;
- EIT delivers high quality education in an effective and sustainable manner;
- EIT is regarded as an organisation that values, nurtures and affirms people; and
- EIT is meaningfully engaged with local, national and international communities of interest, face to face and using 21st century technology and resources.

The ways in which these five outcomes relate to the government's priorities as defined in the Tertiary Education Strategy 2010 - 2015 and the Investment Plan Guidance for ITPs 2013 - 2015 are outlined in Section 1.3, and in the EIT Outcomes Framework in Section 4.1

The Hawke's Bay and Tairāwhiti regions **include significant urban population groupings**. The twin cities of Napier and Hastings comprise the fifth largest urban population in New Zealand, after Auckland, Hamilton, Wellington and Christchurch. These cities, combined with Gisborne city, represent significant urban populations requiring tertiary education provision. They also comprise the largest urban population grouping within New Zealand not directly serviced by a university.

The two regions also contain numerous medium sized and small towns, as well as significantly remote and highly dispersed rural communities, particularly up the East Coast north of Gisborne city. This combination of a significant urban population grouping, alongside highly dispersed rural communities presents a range of educational delivery challenges for EIT. It has also shaped the fields of study, levels of programmes and educational delivery approaches of the institution.

¹ EIT, *Strategic Plan 2010-2014*

The two regions are also characterised by a number of challenging economic, social and educational statistics. Statistical data from these regions demonstrates an overall theme of two **provinces that fall below the national average for key indicators such as employment and secondary school qualifications**. This is even more marked within government’s key priority groups of Māori, Pacifica, and youth.

Key demographic data from the Hawke’s Bay and East Coast regions highlights the following²:

Demographic

- Relatively limited and slow growing total population base.
- Significant growth in the Māori and 65+ populations.
- Considerable population loss in Wairoa district.
- Significant net international migration loss in the families and young adults’ age groups.

Educational Achievement

- School leaver qualifications trend below the national average.

At Least Upper Secondary School Qualifications		
Year	Hawke’s Bay/Tairāwhiti Region	New Zealand
2008	67.4 %	70.9 %
2009	72.7 %	75.3 %

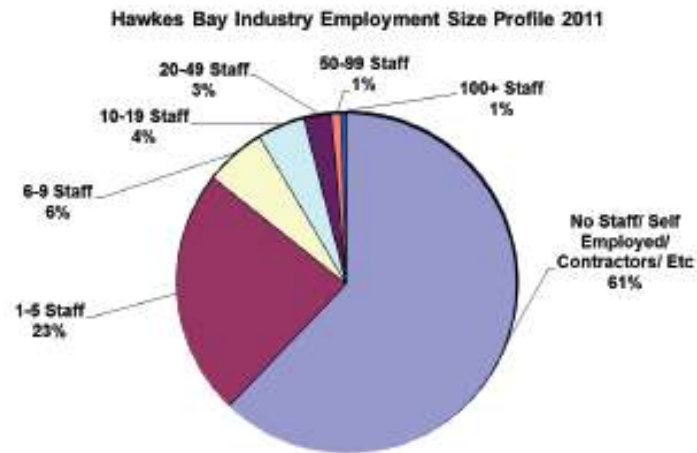
University Achievement		
Year	Hawke’s Bay/Tairāwhiti Region	New Zealand
2009	14.2 %	27.0 %

Business

Both regions have predominantly small scale business profiles, which are significantly influenced by land based industries, small domestic markets and trades sectors.

- Hawke’s Bay/Tairāwhiti businesses are predominantly small to medium enterprises (SMEs).
- Service oriented (business services construction and retailing); pastoral farming and manufacturing sectors are significant.
- The diagram below indicates the predominance of SMEs in Hawke’s Bay, which is also reflected in the Tairāwhiti region.

² Economic Solutions Ltd. (2012). *Social and economic development in the Hawke’s Bay region, An Analysis of current historical and future trends and progress*. Napier, New Zealand: Sean Bevin



Regional Economic Growth

- Fluctuating growth.
- Strongly influenced by international commodity process, exchange rates, overseas market growth and local climatic factors.
- Negative growth in the last three years, due to the economic downturn.

Earnings and Income

- Overall labour earnings in Hawke's Bay and Tairāwhiti are lower than the national average.
- A significant percentage of region's employment is in the lowest five industry earners, including agriculture/forestry/fishing/tourism/administrative services and arts/recreation.

Employment and Unemployment

There has been a significantly increased overall incidence of unemployment since 2006. In Hawke's Bay, for example, the Māori community rate of unemployment is well above the overall regional figure.³

- In 2011, the unemployment rate was 7.4% for Hawke's Bay/Tairāwhiti, higher than the national unemployment rate of 6.3%.
- Over the last 5 years, the rate of unemployment for Māori ranged from a low of 8.5% in mid 2008, to 22.8% in September 2009, compared with total region rates of 4.5% in 2008, and 10% in September 2009.

³ Economic Solutions Ltd. (2012). *Social and economic development in the Hawke's Bay region, An Analysis of current historical and future trends and progress*. Napier, New Zealand: Sean Bevin

- 16% of the region's 15-24 year olds are Not Engaged in Education, Employment or Training (NEETS.)

Key themes derived from such data and from previous and current work on tertiary education needs, gaps and priorities within both regions include:

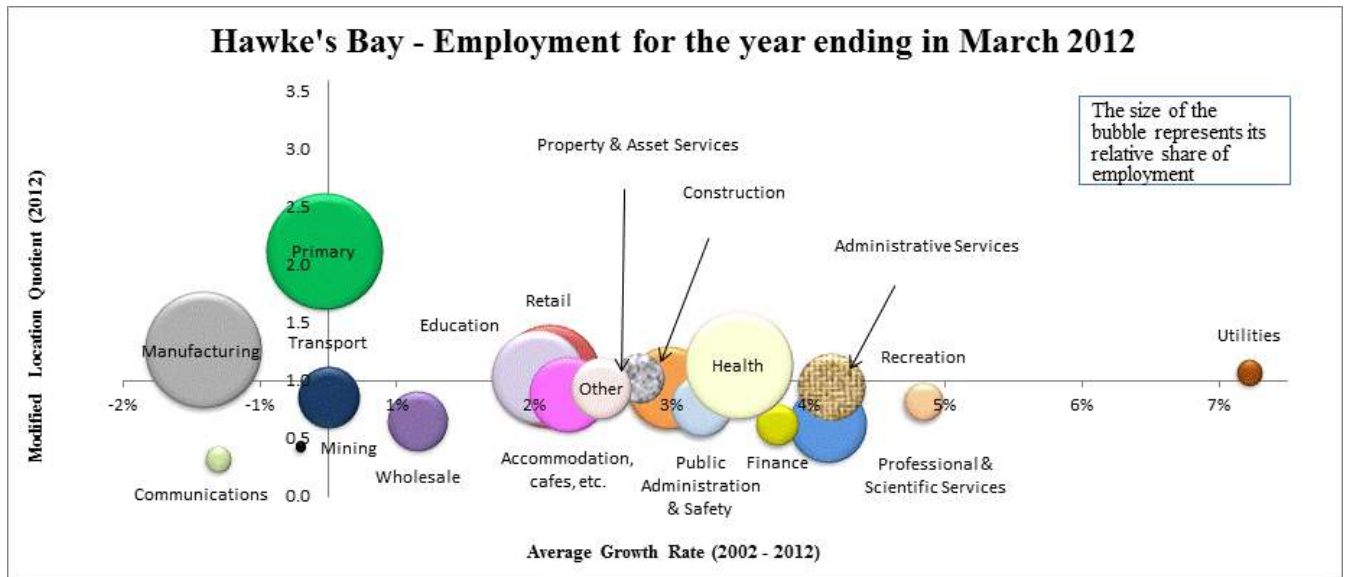
- A high Māori population.
- Low income levels.
- A diverse society.
- Loss of young people from the region.
- An ageing population.
- A seasonal economy.
- Dependency on primary production.
- Future growth opportunities in export, value added processing and tourism.

The Infometrics report on the labour market and economic profile of East Coast – Hawke's Bay⁴ shows the qualifications that are in demand in EIT's regions, as follows.

Field of Study	Degree	Diploma	Certificate		Total
	Level 7+	Level 5-6	Level 4	Level 1-3	
Number					
Natural and Physical Sciences	2,578	263	6	97	2,945
Information Technology	716	237	12	4,124	5,088
Engineering and Related Technologies	3,466	1,251	4,713	5,373	14,803
Architecture and Building	698	599	2,537	1,988	5,823
Agriculture, Environmental and Related Studie:	1,926	286	824	5,375	8,411
Health	5,394	626	292	575	6,886
Education	5,801	384	50	661	6,896
Management and Commerce	6,194	3,123	1,213	12,487	23,017
Society and Culture	5,612	952	395	3,865	10,824
Creative Arts	1,146	358	160	1,043	2,707
Food, Hospitality and Personal Services	25	624	1,524	7,587	9,760
Unallocated	1	51	0	666	718
Total	33,556	8,755	11,726	43,839	97,876

⁴ Infometrics Ltd. (undated). 2011 East Coast-Hawke's Bay labour market and economic.

⁵In addition, the following diagram summarises data provided by the Ministry of Economic Development demonstrating Hawke’s Bay employment by sector and recent growth in employment by sector. The largest employment sectors are manufacturing, primary, health and education in that order.



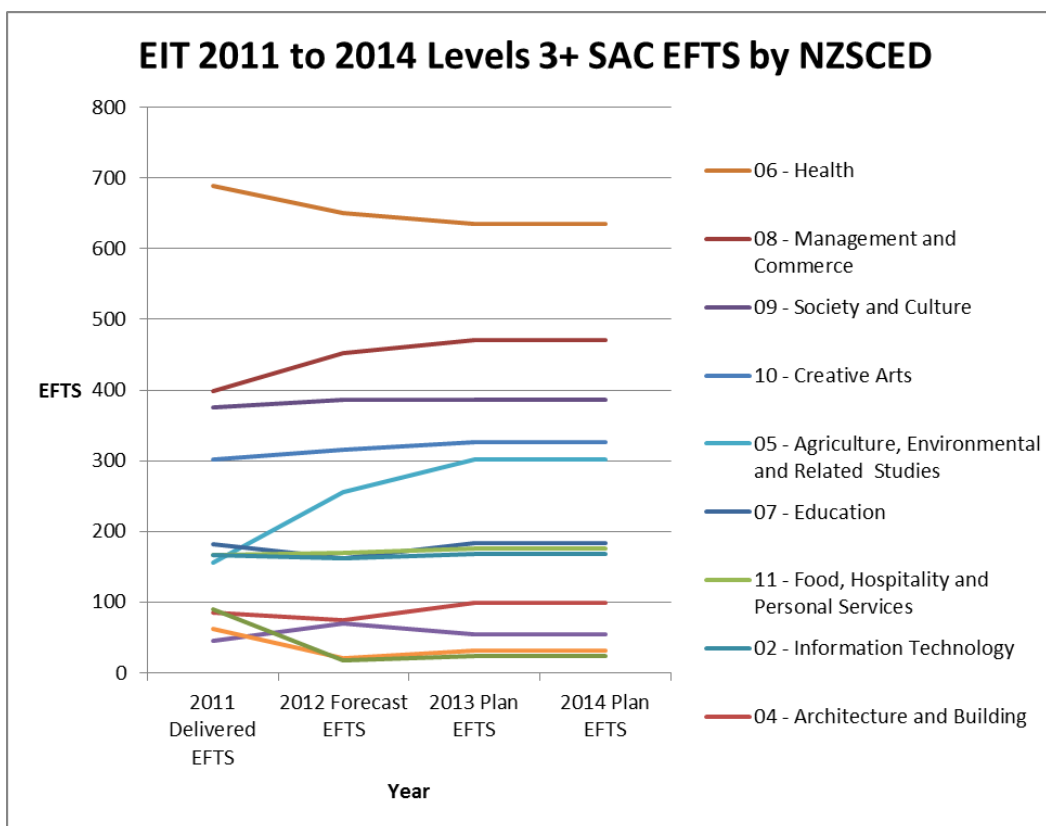
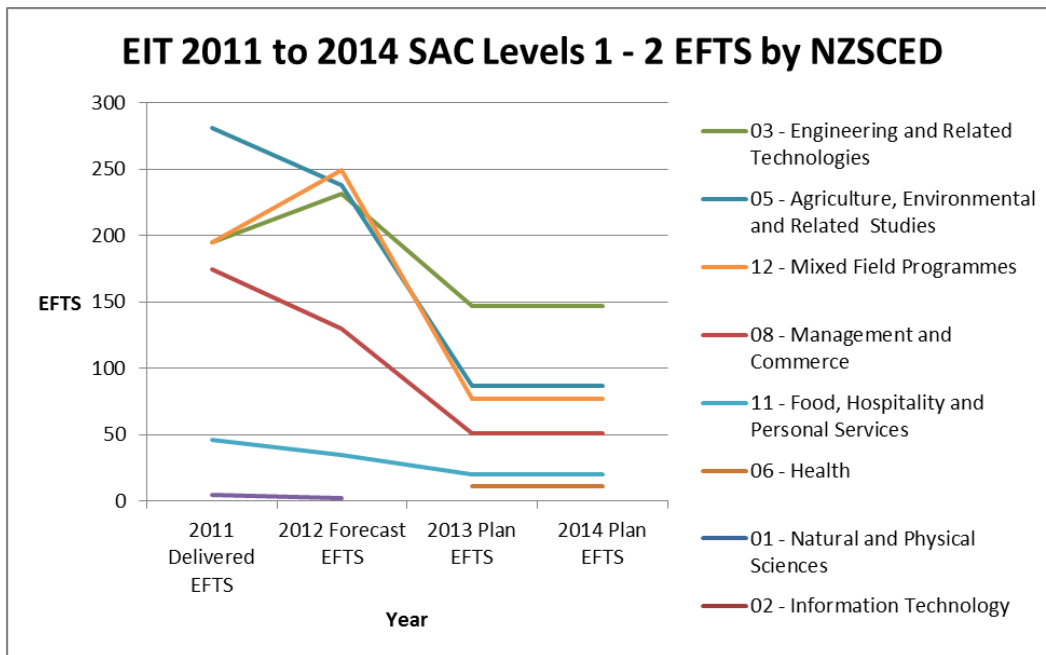
A comparison between this data and EIT’s current and proposed provision mix by level and by discipline, demonstrates that EIT’s portfolio aligns strongly with the current and projected needs of both regions. There is a clear need for continued provision at foundation levels, along with growth in higher educational levels of attainment to meet future demand for technical and applied professional qualifications.

Education and Health, along with Agriculture and Architecture and Building are forecast in EIT’s Mix of Provision to increase at Levels 3 and above, to cater for the needs of these large employment sectors in both regions. EIT remains committed to training in trades in order to support the Canterbury reconstruction, and the local economy which will most likely experience a shortage in the qualified trades workforce once the recovery in Canterbury gains momentum. In response to these drivers, in 2012 EIT reprioritised its portfolio towards priority trades delivering an additional 50 EFTS under the Skills for Canterbury programme to support these industries.

A key strategy as part of the EIT/Tairāwhiti merger implementation in 2011 was EIT’s planned shift of provision from foundation levels progressively through to higher levels, particularly in Tairāwhiti, but also across both campuses.

These various shifts are evident in the NZSCED Mix of Provision graphs.

⁵ Ministry of Economic Development Wellington NZ



Summary:

- The general findings regarding skills needs, gaps and priorities across the two regions **are supported by a range of data sources.**
- Within the general data, **differences emerge within the regions, and across the regions,** as to the needs of industry and individual employers. This is exacerbated by the predominance of SMEs, each of which may have an approach and needs that are unique in some way.

- The Infometrics report clearly indicates that **EIT's current portfolio**, which has a concentration of delivery at Levels 1-3 and at Level 7 and above, **is aligned with current employment needs of the regions.**
- Notwithstanding the above, Hawke's Bay and Tairāwhiti regions are **very focused on primary production within land-based industries.** The high levels of seasonal work associated with these industries drive wages down, and income levels are significantly lower than the national average.
- In November 2011, EIT facilitated an **updated version of the Tairāwhiti Regional Statement as part of the EIT/Tairāwhiti merger implementation plan.** This statement reflects similar challenges and opportunities but with some characteristics that are unique to Tairāwhiti. In particular, the fact that a quarter of its people live in remote rural areas has meant that EIT Tairāwhiti has developed targeted responses designed to ensure that barriers to tertiary education participation are removed for these communities.

The significant urban population groupings, the medium sized and small towns and dispersed remote rural populations, and the nature and types of business, industries, community and social services agencies, high population, and socio-economic and educational factors have all shaped the nature, delivery and development of EIT's educational portfolio. As the major tertiary education provider within the two regions, community demand is strong on the institution to provide access to a range of relevant programmes that enable people to up-skill and gain higher level qualifications within their regions. This has meant that EIT has developed a mature and wide range of qualifications, from foundation through to higher education degrees, focussed primarily on applied, professional and vocational orientated programmes.

Future trends

Even as this plan is being finalised, ideas for further investigation and development are being investigated as part of an on-going process of continuous improvement. These include the following:

- If Hawke's Bay and Tairāwhiti are to raise income levels and overall regional prosperity, **value-added processing and export led industries** need to be a future focus. EIT has undertaken to further develop Level 4 – 6 technical qualifications across a range of industry groupings to meet the need for more in-depth value added processing in the regional economy. Areas for delivery include the trades, land based industry and manufacturing.
- Only gradual recovery is expected over the next few years for the regional construction industry, although there may well be **significant opportunities for local businesses in the Canterbury re-build process.** If that occurs, the projections



are that Hawke's Bay and Tairāwhiti will need a strengthened supply of qualified tradespeople to backfill those leaving the region for Canterbury.

- Two generic labour qualities most noted by businesses are '**work attitude**' and "**life skills**" – these qualities need to be factored into programme delivery, and training to work transition projects.

1.2 EIT's responses to its regional profile

Background - Government Vision and Expectations

The government's overarching education vision is for a "world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century."⁶ The Tertiary Education Strategy 2010 - 2015 gives effect to this vision, within a regional and national environment characterised by the recent recession and the need for New Zealand to achieve a sustainable recovery by building a "productive skills base to drive economic growth."⁷

Within this vision for tertiary education, Institutes of Technology and Polytechnics are expected to fulfil three core roles:

- To deliver vocational education that provides skills for employment.
- To undertake applied research that supports vocational learning and technology transfer.
- To assist progression to higher levels of learning or work through foundation education.⁸



The Eastern Institute of Technology's Investment Plan 2013 - 2015 aligns with the roles articulated by Government for the tertiary sector, specifically the ITP sector. EIT activities also align with the government's Public Service targets. Of particular relevance to the ITP sector are the following Challenges:

- **Challenge 5 Target:** in 2017, 85 per cent of 18-year-olds will have NCEA Level 2 or an equivalent qualification (up from 67 per cent in 2010).
- **Challenge 6 Target:** in 2017, 55 per cent of 25-34 year olds will have a qualification at Level 4 or above (up from 52 per cent in 2011).⁹

⁶ New Zealand Ministry of Education, *Tertiary Education Strategy 2010-2015*, p. 6, retrieved 26 August, 2010, www.minedu.govt.nz/TertiaryEducationStrategy.

⁷ *Ibid.*, p. 6

⁸ *Ibid.*, pp. 18-19

Along with these and other identified targets, EIT's Investment Plan aligns with five key priority outcomes for ITPs articulated in TEC's Investment Planning Guidance:

- More explicit matching of skills supply and demand in [EIT's] areas.
- A step change in educational performance improvement, especially for TES priority groups.
- A comprehensive approach to meeting the needs of youth.
- Significantly improved pathways and transitions for young people.
- Greater collaboration with other ITPs and TEOs in vocational education and training.

Demographic Issues

Responding to the demographics of EIT's regions may seem to be relatively simple, and it is at one level. There are easily identified proportions of Māori and Pacific peoples in the populations, and these guide the proportion of Māori and Pacific students that EIT might target.

However, the real situation rapidly becomes more complex. The age distribution of each ethnic group in the population is different. Furthermore, much of the reduction in the number of 18 - 25 year olds in the regions is linked to school leavers opting to study elsewhere. This effect is clearly influenced by social and economic factors, and is highly likely to differ for different ethnic groups.

These complexities are not unique to EIT, but the nature of its regional populations does make them more important here than in most, if not all, other regions. EIT's commitment is to set and achieve targets based on its best understanding of demographic issues, while seeking to continually improve its understanding of those issues. Details regarding the demographic profile of high priority groups in EIT's region and the Institute's planned responses are contained in Section 3.

Alignment with industry, community, and national goals

EIT has demonstrated commitment over previous Investment Plan periods to close collaboration with local industries and communities. The dominance of small and medium enterprises in both the Hawke's Bay and Tairāwhiti regions makes this especially challenging, both in terms of gaining the level of commitment needed from organisations to engage meaningfully, and in determining needs across diverse industry groups. However, EIT remains committed to:

- **work closely with industry leaders** to ensure demand and supply are aligned, and that skills development at the higher qualification levels required for future employment needs is matched with the rate of growth of those activities. This movement in the Mix of Provision to pathway from foundation level through Level 4 - 6 and above is reflected in the Mix of Provision graphs in Section 2 of this Plan.

⁹ The Beehive (2012), *The Prime Ministers results for New Zealand*,
http://beehive.govt.nz/sites/all/files/The_Prime_Minister's_results_for_New_Zealanders.pdf

- **retain a selection of quality foundation level programmes to staircase second-chance learners into higher level programmes**, along with ongoing training of people for manufacturing and primary industries, and health and education workforces to respond to industry and community needs.
- implement **EIT’s plans for raising the achievement of Māori and Pacific, and young people within its regions**. These plans directly impact on the development and delivery of the 2013 – 2015 portfolio, and recruitment of students into EIT’s programmes. Evidence of these impacts is contained in the plans which are attached as Appendices 1 and 2.



- embed graduate attributes within an increasing number of EIT’s programmes that develop **global, externally focused graduates** with the creative and critical thinking skills that lead to innovation to support New Zealand’s economic recovery and positioning in an international context. The development of an EIT Graduate Profile is an on-going cornerstone of **EIT’s Teaching and Learning Plan**.

- investigate and develop responses to the government’s advocacy of the pivotal role of **Science, Technology, Engineering and Mathematics** graduates in boosting New Zealand’s rate of economic growth. Planned activities include exploration of a STEM Academy in conjunction with local schools, along with an increased delivery of STEM subjects within Levels 4 and above of the portfolio, working within the constraints of the Targeted Review of Qualifications and current policy on shifting lower level provision to higher levels.

Examples of how EIT works with industry to inform programme delivery are contained in Appendix 4.

Programme Portfolio and Mix of Provision Shifts

EIT Hawke’s Bay merged with Tairāwhiti Polytechnic on January 1st 2011. As part of the merger business case and merger implementation plan, EIT has worked to harmonise its academic portfolio across the Hawke’s Bay and Tairāwhiti regions. Prior to the merger:

- EIT had a proven track record and had demonstrated an on-going commitment to providing pathways from foundation level programmes with embedded literacy and numeracy to higher level study, including higher education programmes.
- Certificates and Diplomas at EIT were offered in 22 curriculum areas, with ten undergraduate degrees, a master’s degree and 13 post-graduate qualifications.
- Conversely, Tairāwhiti Polytechnic delivery was characterised by a strong foundation education programme, in direct response to the number of “second chance” learners and young people leaving school in the region with no formal qualifications.

EIT has worked to provide more pathways into degree level study in Tairāwhiti by means of blended and face to face delivery options. The merger implementation plan leads to six EIT degree programmes operating in the region by the end of 2013, with considerations of more as the feasibility and viability of blended delivery continues to be tested.

As a result, the Mix of Provision information contained in Section 2 of this Plan clearly shows a shift from a significant proportion of Level 1 and 2 delivery across the two regions in 2011 to a more staged progression from foundation to higher level qualifications for all EIT students, regardless of their location, and a further increase in Level 7 (degree) provision.

In summary, this shift to higher levels was clearly articulated in the EIT/Tairāwhiti Polytechnic merger Business Case and in the subsequent merger implementation agreement. Academic and blended delivery development project work continues as projected and EIT expects the ratio of provision to continue to move towards higher levels of delivery.

1.3 Specific Initiatives 2013-2015

EIT has been highly committed to initiatives that directly address regional need and the government's stated outcomes for the Tertiary Education Strategy 2010 - 2015. EIT continues to demonstrate that strong commitment within this Investment Plan. The Investment Plan Guidance for ITPs 2013 - 2015 states the TEC expects ITPs to focus on achieving five key outcomes in order to meet the needs of their regions and the national economy. These outcomes, with specific EIT responses and relevant background information are set out in the sections that follow. However, it is important to firstly outline the relationship between these and the five outcome statements in the EIT Strategic Plan 2010 - 2014.



The five EIT strategic priorities are much broader than the five government priorities. The latter focus tightly on matters related to: the portfolio of programmes being offered; support and success for students in general and specifically for youth; and collaboration related to educational delivery. EIT's strategic priorities also include: the long term sustainability and capacity of the institution and its people; development of research and innovation; and a wider view of connectedness. This difference in focus does not lessen the importance of either set of priorities. EIT must ensure its ongoing health and vitality, will take actions to ensure this, and has defined measures to monitor the results. Within that context, the government's priorities give direction and focus for the core activities of portfolio development and facilitation of teaching and learning. *Refer also to the EIT Outcomes Framework in Section 4.1*

Outcome 1: More explicit matching of skills supply and demand in EIT's area

Outcome 1: More explicit matching of skills supply and demand in EIT's area	
EIT's 2013-2015 Key Responses	
1	Advanced trades and technical qualifications at Levels 4 and above and a pathway to the B Eng Tech are established in collaboration with TANZ and other partners.
2	The first year of the Bachelor of Education (Primary) is delivered, in partnership with Hawke's Bay and Tairāwhiti Primary Principals and schools.
3	Students are trained via the Skills for Canterbury initiative in priority trades areas, and actively transitioned to the Canterbury rebuild, or to fill Hawke's Bay and Tairāwhiti vacancies that arise as the Canterbury rebuild gathers momentum.
4	Analysis of the outcomes of the Targeted Review of Qualifications is led by EIT with regional industry to ensure a relevant portfolio is maintained and further developed.
5	Learner information and careers advice systems and content are further developed to enhance pathway and employment outcomes.
6	A partnership with a secondary school and feeder intermediate school is established to focus on increasing student demand for higher level STEM programmes.

Background

EIT currently has:

- Strong links with industry and Industry Training Organisations.
- A well-established Business Relationship Unit.
- Faculties that work closely with industry partners on specific programme developments.
- Dedicated advisory committees made up of key industry personnel who advise on strategic and operational elements of EIT's provision.
- Membership of the Board of Business Hawke's Bay (EIT CEO).
- Partnerships with the Ministry of Social Development, Iwi and local government that have resulted in successful delivery to and outcomes for priority groups in terms of transitions to further training and employment. Examples of these are contained in Appendix 5.

EIT is planning a number of new programmes and mix of provision shifts for this Investment Plan. All have been directly informed by industry. Three examples of how these industry links directly contribute to the development of EIT's programme portfolio are detailed in Appendix 4. The schedule of new, significantly changed and discontinued programmes contained in Section 2 also contains high level descriptions of industry involvement in those proposed changes. **Detailed industry feedback received via focus group meetings and surveys is available from EIT for each programme on request.**

Research and Technology Transfer to Support Regional Industry

EIT has a significant research strategy and corresponding investment that:

- Underpins its undergraduate and postgraduate degree programmes.

- Responds to community and industry needs for technology transfer and other types of “applied” research.



Examples of research that contribute to technology transfer include:

- **“Safety and efficiency at Pan Pac.”** Projects developing innovative measuring systems for the timber industry - John Jamieson: EIT.
- **“Making decisions about business e-processes.”** Decision making methods applied to assist Hawke’s Bay businesses to select e-commerce websites to suit their needs – Dr Frina Albertyn: EIT.
- **“Co-fermentation of Syrah and Viognier grapes.”** Findings that co-fermentation produces wines that are softer, less bitter and more colour stable – Rod Chittenden: EIT.

These examples demonstrate the nature of most research projects undertaken with local industry. They are specific, and seek real, practical, immediately applicable solutions to current problems and challenges. Projects of this nature are hard to predict, but current plans for future research that contribute to the region’s need for technology transfer include:

- **“The effects of short-term high-intensity training on cycling performance.”** – Carl Paton: EIT, Vitor Costa.
- **“The affordance and suitability of mobile technology in a rural Hawke’s Bay school.”** – Kathryn MacCallum, Michael Verhaart, Kim Hagen-Hall: EIT.
- **“Development of a theoretical model to empower Work and Income clients with sole child care responsibilities in Flaxmere and Tairāwhiti into training or employment.”** – Penny Erhardt: EIT.

Each completed project builds EIT’s expertise, reputation, and relationships with relevant industries. Over time this will allow the development of research themes that will support a more proactive approach to the identification and investigation of issues that will be of benefit to the small and medium enterprises that dominate most industry activity in Hawke’s Bay.

EIT will continue in the life of this investment plan to build on the successful research activity based in Hawke’s Bay by recognising and supporting research opportunities within the Tairāwhiti region to underpin both increased degree provision and the developing links with industry in the region.

Outcome 2: A step change in educational performance, especially for TES priority groups

Maori Learners

Māori form 41% of the population in Tairāwhiti and 24% in the Hawke’s Bay. EIT’s participation rates of Māori learners far exceed these demographics, at 70% in Tairāwhiti and 31% at EIT Hawke’s Bay.

EIT has set the following targets for achieving a step change in educational performance of Māori over the next three years:

Māori			Actual		Previous Commitment Only (not actuals)	TEO Plan Performance Commitment		
			2010	2011		2012	2013	2014
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori	Participation	All levels	32.6%	41.9%	No plan commitment at this level			
		Level 1 to 3	11.4%	19.9%	13.0%	17.0%	15.0%	14.0%
		Level 4 and above	21.2%	22.0%	29.0%	25.0%	27.0%	28.0%
Successful course completion for Māori students (SAC Eligible EFTS)	Course Completion	All levels						
		Level 1 to 3	56.0%	68.0%	62.0%	72.0%	75.0%	78.0%
		Level 4 and above	73.0%	75.0%	72.0%	78.0%	81.0%	84.0%
Qualification completion for Māori students (SAC Eligible EFTS)	Qualification Completion	All levels						
		Level 1 to 3	41.0%	47.0%	32.0%	52.0%	57.0%	60.0%
		Level 4 and above	45.0%	57.0%	54.0%	60.0%	63.0%	66.0%

EIT’s 2013-2015 key activities to achieve these targets

Implement the Māori Student Success Framework (see Appendix 1). Key outputs within this framework include:

- Plans for education and training with iwi partners in EIT’s regions are developed and implemented.
- Professional Development programmes across disciplines for managers, tutors and allied staff are developed and delivered which incorporate best practice teaching and learning for Māori and Māori youth.
- Māori mentors across all faculties and service sections are trained and supported to contribute to improved learning outcomes for Māori students.
- EPIs and KPIs are identified and analysed which indicate achievement at a programme and course level for Māori students, and appropriate actions for improvements are planned and implemented.

Pacific Learners

Pacific peoples form a relatively small part of the population of EIT's two regions, with only 3.7% of the Hawke's Bay and 3.1% of the Tairāwhiti populations identifying as Pacific in the 2011 census, compared to a national figure of 6.9%. Clearly EIT is already achieving participation rates higher than the population percentage, with 4.1% participation in 2011. EIT has set the following targets for on-going improvement in the educational performance of Pacific students over the next three years:

Pacific			Actual		Previous Commitment Only (not actuals)	TEO Plan Performance Commitment		
			2010	2011		2012	2013	2014
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific Peoples	Participation	All levels	3.7%	4.1%	<i>No plan commitment at this level</i>			
		Level 1 to 3	1.6%	1.8%	1.0%	2.0%	2.0%	2.0%
		Level 4 and above	2.1%	2.3%	2.0%	2.5%	2.7%	3.0%
Successful course completion for Pacific Peoples students (SAC Eligible EFTS)	Course Completion	All levels						
		Level 1 to 3	57.0%	71.0%		73.0%	75.0%	77.0%
		Level 4 and above	62.0%	73.0%		75.0%	77.0%	79.0%
Qualification completion for Pacific Peoples students (SAC Eligible EFTS)	Qualification Completion	All levels						
		Level 1 to 3	45.0%	47.0%		49.0%	52.0%	55.0%
		Level 4 and above	52.0%	51.0%		55.0%	58.0%	60.0%

EIT's 2013-2015 key activities to achieve these targets

Continue to implement the Pacific Strategy (see Appendix 2), with a focus on measurement of progress in terms of student participation, retention and achievement outcomes. Key activities within this strategy include:

- Relationships with Pacific churches, families and secondary schools are further developed to increase secondary / tertiary transition of Pacific school leavers to EIT.
- Pacific student guidance support is extended across all faculties at EIT beginning with those with higher numbers of Pacific students.
- Pathways to excellence for Pacific students are identified and promoted through Youth Guarantee, Trades Academy and other foundation / bridging programmes.
- A professional development plan for staff with higher numbers of Pacific students and/or a particular interest in Pacific student success is implemented.

Background

Māori: During 2012 EIT has developed a **Māori Student Success Framework** (See Appendix 1) that will contribute to the government's goal of closing the gap between the achievement of Māori and non-Māori students. The Framework:



- Commits EIT to actively reviewing its performance in relation to Māori student success and establishing plans for improvement.
- Focuses on developing staff capability with regard to best practice in achieving excellent outcomes for Māori students, and further developing student support services and engaging in collaborative partnerships.
- Will be monitored by EIT's Māori Advisory Committee which has been established by EIT's council.

With the merger between EIT and Tairāwhiti Polytechnic, this Framework has become even more imperative because of the **increased participation rates of Māori** within the EIT student body.

- In 2011 20% of SAC eligible EFTS enrolled at EIT in Levels 1-3 and 22% at Levels 4 and above were Māori students, far exceeding the sub-sector average of 7.8% and 13.1% respectively.
- As at June 2012, the overall participation rate of Māori as a % of SAC eligible EFTS has remained high at 41% and this is expected to further increase during the year.
- EIT's plan commitments for 2013 – 2015 reflect the goal of further increasing Māori participation and achievement at both levels, and closing the gap between the achievement of Māori students and non-Māori students.

It is important to note the multi-dimensional approach taken in the Māori Student Success Framework. One focus is to engage Māori as learners, regardless of their prior educational achievements. The low level foundation programmes that focus on Te Reo Māori and Tikanga Māori are a key part of this, but other, discipline focussed foundation programmes are also designed to welcome Māori learners, including trades and agricultural/horticultural programmes. Once engaged, and experiencing success in the supportive environments of the foundation programmes, Māori and other learners are encouraged to pursue study pathways that lead to qualifications which are in regional and national demand, and will contribute to the economy as well as personal success.

In parallel with these pathways through foundation learning, suitably qualified Māori are encouraged to enter other programmes directly, and appropriate support is offered in these contexts. Māori learners are enrolled at higher levels across a range of EIT programmes, and particularly in health, education and social science disciplines.

There are challenges at each step, and EIT is undertaking an on-going closer investigation into relevant pathways, in order to identify factors that lead to success, and apply these more widely. For example, an initial investigation has identified six qualifications which in 2011 had: significant numbers of Māori enrolments; significant numbers of non-Māori enrolments; and Course Completion rates for Māori greater than the overall EIT average of 78%. Further work will be done to determine how they have achieved these success rates.

Pacific: In 2011 EIT developed a **Pacific Strategic Plan** (see *Appendix 2*) utilising input and feedback from Pacific communities, staff and students. The Plan:

- Focuses on developing staff capability, student support services and better transitions from school to tertiary study for Pacific students.
- Is monitored by the Pacific Reference Group which is made up of community members and EIT staff and students and reports to EIT's Chief Executive.



While Pacific numbers in EIT's regional populations and within the current EIT body are relatively small, the Pacific Strategy clearly focuses **on increasing participation and achievement rates** of Pacific students in tertiary study at EIT.

- In 2011, 1.8% of SAC EFTS at Levels 1 -3, and 2.3% at Levels 4 and above were Pacific students.
- As at June 2012, the overall participation rate of Pacific students as a % of SAC eligible EFTS is 4.25%.
- EIT's plan commitments for 2013 – 2015 reflect the goal of further increasing Pacific participation and achievement at both levels.

It should be noted that the initial focus is on building engagement, which should lead to participation. As participation grows, the focus on support will ensure good levels of retention and completion. A key focus throughout will be on ensuring that Pacific students, like others, are well informed about options and pathways, and are guided into study that aligns with employment demand and contributes to personal success and economic development.

Monitoring and interventions to support priority student achievement

Across Maori and Pacific (and youth) priority groups, on-going monitoring and intervention to support student achievement is crucial. EIT has appointed dedicated mentors and academic and pastoral support personnel to monitor the attendance, engagement and achievement of priority students. Interventions include:

- Peer tutoring.
- Referrals to learner support services.

- Utilisation of pastoral support from kuia, kaumatua and trained counsellors.
- Intensive tutoring by academic staff.

EIT’s high achievement ratings in its Youth Guarantee student cohorts, for example, demonstrate the success of these initiatives given the high percentage of priority learners within such cohorts.

Other Initiatives

EIT intends to implement other key activities to support the achievement of priority groups in its regions. These are:

Implement the outcomes of the Regional Centres review, ensuring that future regional centres delivery and structures meets the needs of priority groups. Key outputs within this review include:

- The Tairāwhiti model of rural community delivery is utilised within the Hawke’s Bay region, particularly within trades and horticulture delivery.
- The viability of regional centre infrastructure costs is reviewed and appropriate actions taken to ensure sustainability.

EIT’s capability for self-assessment and evaluation is further developed, resulting in a successful External Review in 2014.

Embedded Literacy and Numeracy becomes “business as usual” at EIT across all foundation level programmes, monitored and supported by Heads of School and the central policy unit.

Background

Regional Centres: In 2011 EIT reviewed the operations of its regional learning centres in the context of the merger with Tairāwhiti.

- The centres attract priority groups in particular, as many of these students lack the confidence and foundation skills to enter tertiary study without a foundation level pathway delivered within a smaller community-based environment.
- The Tairāwhiti region has achieved particularly good outcomes for its priority groups via regional delivery, and EIT plans to adopt the Tairāwhiti delivery model with its Hawke’s Bay communities.

Embedded Literacy and Numeracy

EIT has successfully embedded literacy and numeracy across its foundation programmes to support priority and other learners.

In 2009 EIT embarked on a major project to embed literacy and numeracy across its substantial foundation level portfolio. Monitored by a steering group consisting of senior Executive team

members and led by an appointed project manager, the project's outcomes received excellent ratings from the External Evaluation and Review of EIT conducted by ITP Quality in 2010.

Excerpt from *ITP Quality, Report of External Evaluation and Review, Eastern Institute of Technology, 28 Sep 2010:*

Focus Area: Foundation Education Project. *“The rating in this focus area for educational performance is **Excellent**. The rating for capability in self-assessment for this focus area is **Excellent**.”*

Educational Performance: *“The Foundation Education Project, as a cross-institute initiative, has had a positive impact on the teaching practice of those involved, in particular, their ability to self-assess and improve their literacy and numeracy teaching for foundation learners. Learners expressed increased confidence in their abilities as a result of the changed teaching practice ...The evaluation team commends the efforts of those involved in the Project and the leadership provided by the Steering Group in particular their intention to ensure ownership of these developments across Faculties.”*

After the merger with Tairāwhiti Polytechnic on 1 January 2011, work continued to extend the literacy and numeracy project into Tairāwhiti programme offerings.

EIT is currently undertaking a comprehensive self-assessment of embedded literacy and numeracy to improve practice for 2013 in accordance with its practice of active and deliberate continuous improvement across all delivery areas.

In 2013, all foundation level programmes will have literacy and numeracy embedded, along with use of The Assessment Tool to measure progress. Embedded literacy and numeracy will become ‘business as usual’ at EIT, supported and monitored centrally and by Heads of School.



Outcome 3: A comprehensive approach to meeting the needs of youth

To improve outcomes for young learners, as for Māori and Pacific learners as outlined in the previous sections, it is vital that engagement is the initial focus, closely followed by building confidence through support and success. Once these have been achieved, the focus can turn to guidance into study programmes that align with other priorities, and will contribute to both the wider economy and community, and to the lifelong success of the individual. Therefore supported pathways and transitions are crucial to making real changes. EIT has set the following targets for achieving a step change in educational performance of young people over the next three years:

Under 25			Actual		Previous Commitment Only (not actuals)	TEO Plan Performance Commitment		
			2010	2011		2012	2013	2014
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25	Participation	All levels	49.9%	49.2%	<i>No plan commitment at this level</i>			
		Level 1 to 3	14.7%	19.2%	15.0%	20.0%	18.0%	16.0%
		Level 4 and above	35.2%	30.1%	37.0%	32.0%	36.0%	40.0%
Successful course completion for students (SAC Eligible EFTS) aged under 25	Course Completion	All levels						
		Level 1 to 3	68.0%	73.0%	66.0%	75.0%	78.0%	80.0%
		Level 4 and above	76.0%	79.0%	72.0%	81.0%	83.0%	85.0%
Qualification completion for students (SAC Eligible EFTS) aged under 25	Qualification Completion	All levels						
		Level 1 to 3	52.0%	53.0%	35.0%	55.0%	58.0%	60.0%
		Level 4 and above	47.0%	53.0%	47.0%	56.0%	59.0%	62.0%

EIT's 2013-2015 Key Responses	
Implement the Youth Success Framework. Key activities within this strategy include:	
1	Participation and educational outcomes for Trades Academy students are increased in conjunction the Ministry of Education and secondary school partners.
2	Participation and educational outcomes for Youth Guarantee students are increased.
3	A training and action research programme for all staff teaching youth (under 25) is developed and implemented incorporating best practice pedagogy in teaching and learning for young people.
4	EIT is an active partner in the Hawke's Bay Youth Futures initiative and implements the model in the Tairāwhiti region, in conjunction with the Gisborne District Council and Gisborne Chamber of Commerce.
5	See Outcome 4 for further activities that support a comprehensive approach to the needs of young people.

Outcome 4: Significantly improved pathways and transitions for young people

EIT's 2013-2015 Key Responses	
1	Resource and systems for enhancing graduate employment outcomes for young people are reviewed, increased and improved.
2	Collaboration with local businesses occurs to provide joint incentives for young people to remain in Hawke's Bay and Tairāwhiti to complete their degree studies and to begin their professional careers.
3	Agricultural higher level options are seamlessly added to the Hawke's Bay Trades Academy and EIT Hawke's Bay portfolios, in partnership with Taratahi and EIT Tairāwhiti.
4	Further Level 2 and Level 3 options are added to the Trades Academy portfolio to meet the needs of the regions' schools, students and employers.
5*	A regional network approach to NEETs and foundation level education is developed with secondary schools, other TEOs and the Ministry of Education, led by EIT.
6*	Advanced trades and technical qualifications at Levels 4 and above and a pathway to the B Eng Tech are established in collaboration with TANZ and other partners.
7*	Partnerships with universities e.g. Victoria University of Wellington are further explored and developed to improve pathways to complementary degree offerings.

*See also Outcomes 1 and 5

Background Outcomes 3 and 4

A letter from the Tertiary Education Commission to the Chair of EIT's Council dated 8 June 2012 notes that EIT has "achieved good Youth Guarantee outcomes, and has particularly strong engagement with its local industry, iwi, schools, and communities to support its youth strategy."

EIT has also been pleased to work closely with the Ministry of Education during the development of its policy on youth, and with both the MoE and TEC during the implementation stages of the Trades Academy and Youth Guarantee initiatives.

Addressing the Educational Needs of NEETs:

The Hawke's Bay and Tairāwhiti regions have a relatively high number of young people who are not engaged in education, training or employment. EIT's approach to targeting the NEETs issues within its regions has featured a high level of collaborations with schools, government agencies, iwi, and other TEOs. EIT's NEETs activities include:

- A successful pilot programme with three local secondary schools during 2009 – 2011 aimed at early intervention to re-engage potential NEETs students via a secondary/tertiary trades programme.
- The extension of this programme to a fully-fledged Trades Academy partnering with 23 schools in the Hawke's Bay and Tairāwhiti regions in 2012.



- A partnership with Te Taiwhenua O Whanganui A Orotu and the Ministry of Social Development to re-engage NEETs young people in a Level 2 carpentry programme, resulting in all students either gaining employment during the programme, or graduating the programme and transitioning straight to employment. See Appendix 5 for achievement outcomes.
- A Youth Link position co-funded with MSD which has resulted in 70% of targeted young people being placed in work experience and/or employment during and post-programme completion.
- Successful delivery of the Youth Guarantee policy initiative in 2010 - 2012 to transition potential NEETs students from school to tertiary education before they dropped out. 2011 TEC performance information shows that out of 34 Youth Guarantee providers:
 - EIT is the 4th largest.
 - 72% course completion = 13th place.
 - 66% qualification completion = 12th place.
 - Course and qualification completions both better than those of the three largest providers.
- The establishment of a “Smart Start” programme in conjunction with the Hastings District Council and Ministry of Social Development to re-engage NEETs young people in work experience and the National Certificate in Employment skills, with high levels of performance as follows:
 - 89% overall course completion rate.
 - 84% for Māori.
 - 89% for under 25s.
 - 69% qualification completion rate.
- A planned collaboration with local PTEs to staircase NEETs students from PTEs to higher levels study at EIT.
- Co-leadership of the Youth Futures Trust, established in Hawke’s Bay and planned for Tairāwhiti to achieve “100% of young people in employment or education” – in partnership with the local councils, employers, and the MSD.

Trades Academy:

In 2012, EIT opened the **second largest Trades Academy in New Zealand**. After initially being allocated 100 places, unprecedented demand for access to the Academy from schools across the Hawke's Bay and Tairāwhiti regions led to an increased allocation to meet the final 2012 roll of 245. Key statistics include:

- 245 students enrolled in the Academy across the two regions.
- 10 contributing schools from Tairāwhiti (107 students): 13 contributing schools from Hawke's Bay (147 students).
- Māori students comprise 60% of the Academy enrolments, (84% in the Tairāwhiti region).



- Many East Coast students travel several hours by bus to attend the Academy, reflecting their commitment to their tertiary studies.
- Contributing secondary schools in both regions have actively supported the Academy, helping to provide pastoral support and guidance, and assisting with transitions into full-time tertiary education or work where appropriate.
- Initial tracking of 2012 Academy student progress indicate positive retention and achievement, and supported transitions for students who have withdrawn to undertake full-time tertiary study and/or employment.

Youth Guarantee:

Since the inception of Youth Guarantee government- funded places at tertiary level, EIT has worked in partnership with local secondary schools to actively transition students at risk of becoming NEETS to Youth Guarantee places within EIT. Key issues to note are that the EIT Youth Guarantee programme has:

- Consistently received strong demand and support from schools, students and parents.
- Consistently received increased funding from TEC for YG places based on occupancy and performance.
- In 2012, instituted a number of EIT Youth Scholarships that fund the student fee component of some Semester 2 Youth Guarantee places to meet continued demand from the community unable to be met by the TEC funding allocation.

Partnerships to produce better outcomes for young people:

EIT has developed a number of partnerships to further support its youth success framework and target areas that are complementary to the students served by the Trades Academy and Youth Guarantee programmes. Examples of these are:

- **Marae-based initiatives** that see EIT delivering a range of trades and horticultural programmes that include wrap-around pastoral support for predominantly young Māori students who are “at risk” of becoming or who already are NEETS. Other key partners contributing to such programmes include Ngati Porou, the Ministry of Social Development and the Napier Taiwhenua.
- **An employment skills programme** targeting predominantly young people in conjunction with the Ministry of Social Development and local employers. The National Certificate in Employment Skills is utilised in conjunction with work experience and pastoral support to transition youth from unemployment benefits to employment.

Pathways and Transitions

EIT’s approach to improving pathways and transitions has been comprehensive and includes strategic partnerships with other organisations, including schools, other TEOs, business and government departments.



- EIT has featured in the top three ITPs for progression from lower to higher level study according to TEC published educational performance data.
- Under 25 year olds comprise 55% of the students across both campuses as at June 2012, up from 49% in 2011.

Initiatives contributing to these excellent outcomes include those listed above, along with:

- The introduction of three carefully developed foundation level integrated trades and land skills programmes to serve as introductory pathways to higher level programmes. Progression from these programmes to higher level study from 2010 to 2011 was 74%.
- Provision of higher level programmes into the Tairāwhiti region as a result of the merger in order to provide pathways for the predominantly foundation level delivery previously characterising Tairāwhiti activity. Significant work has been undertaken to ensure stair-casing options are available as well as blended delivery supported by strong pastoral care.
- A Scholarship initiative for degree level students transitioning straight from EIT’s contributing secondary schools which provides high level study options and pathways for students who choose not to or cannot afford to study away from their home region. Numbers of local students studying with the aid of this Scholarship have risen from 63 in 2010 to 107 in 2012.

Outcome 5: Greater collaboration with other ITPs and TEOs in vocational education and training

Outcome 5: Greater collaboration with other ITPs and TEOs in vocational education and training

EIT's 2013-2015 Key Responses	
1	Advanced trades and technical qualifications at Levels 4 and above and a pathway to the B Eng Tech are established in collaboration with TANZ and other partners.
2	Partnerships with universities e.g. Victoria University of Wellington are further explored and developed to improve pathways to complementary degree offerings.
3	A regional network approach to NEETs and foundation level education is developed with secondary schools, other TEOs and the Ministry of Education, led by EIT.
4	The blended delivery project continues to roll out to support EIT/Tairāwhiti Polytechnic merger outcomes.
4	International partnerships are increased based around specific degree programme arrangements.
5	EIT's Bachelor of Business Studies is delivered at *** (Auckland PTE) targeted at international students.
6	Arrangements for *** (Wellington PTE) students to staircase into EIT's Bachelor of Recreation and Sport are completed.

Background:

EIT has a strong track record of collaboration with other providers for improved student outcomes and to better meet regional need. This record includes:

- The merger with Tairāwhiti Polytechnic on January 1st 2011.
- Membership of the Tertiary Accord of New Zealand (TANZ), a successful collaborative alliance of seven institutes of technology/polytechnics who work together in the development and delivery of quality products and initiatives for applied vocational training and education.
- EIT has a significant and growing partnership with Taratahi, the Masterton-based agricultural training provider to deliver Level 2 - 4 Agricultural programmes and graduates to the Hawke's Bay region. EIT provides both a campus farming base and various resources and lecture rooms for learners as well as the enrolment systems and academic processes underpinning the delivery of Taranaki programmes in Hawke's Bay. Taratahi provides its expertise in teaching programmes based on local farms that respond directly to the needs of the region's agricultural employers. The benefit to the local rural community has been significant in addressing the documented need for appropriately trained employees by providing a greater flow of practically-trained graduates into the agricultural community. EIT also collaborates with a range of other ITPs and TEOs in initiatives to enhance vocational education and training both via formal agreements and via informal alliances and collaborations. EIT's formal collaborations include those with:

- Victoria University Wellington for a bilateral credit transfer agreement into the Bachelor of Business Studies.
- NMIT where academic materials and teaching collaborations occur in the Bachelor of Business Studies.
- MAINZ – a division of Tai Poutini Polytechnic - for the delivery of their Certificate of Contemporary Music Performance, a programme that is also delivered at UCOL.
- TANZ partners for the delivery of NZDipBus online.
- Massey University for the delivery of their Graduate Diploma in secondary teaching.
- Horticulture ITO for the delivery of a cadet programme.
- Te Wananga of Aotearoa for the delivery of their Te Panekiritanga advanced reo programme.
- Lincoln University for the development of National Diploma and Degree in Horticulture.
- Student exchange with Cognelio School of Enology and Viticulture (Italy), for EIT's Viticulture and Wine Degree students.



1.4 Other Matters

The Merger of EIT and Tairāwhiti Polytechnic

On January 1st 2011 the Eastern Institute of Technology merged with Tairāwhiti Polytechnic. The goal of the merger was more effective, efficient delivery of tertiary education and training to the Tairāwhiti region and across the larger institute. EIT's strong record of academic success and financial viability has provided a sound basis for what has become a very successful merger.

EIT has invested within its Tairāwhiti campuses in major capital developments, blended delivery of degrees and other higher level programmes, and extension of the Trades Academy to secondary school students from Gisborne to the top of the East Coast.

Blended delivery developments:

- Five degrees are in the blended learning project to extend degree provision into Tairāwhiti.
- Four of the five degrees will have completed development by the end of Semester 1, 2013.
- Complete development will have finished by the end of Semester 2, 2013.
- 78% of all development will have been completed by the end of Semester 2, 2012.
- The development has been phased to ensure that courses are available the semester prior to student enrolment.

Council Structures:

EIT's connection with regional industry and community need is further reinforced by the EIT council's response to the merger of EIT and Tairāwhiti Polytechnic which has resulted in reorganisation of its various advisory and sub-committees to better respond to regional need and profile. Examples include:

- The restructuring of EIT's Māori Advisory Committee to better meet the needs of the merged institution and oversee the implementation of EIT's newly developed Māori Student Success Framework.
- The rejuvenation of the Pacific Reference Group to develop and oversee the implementation of the Pacific Strategic Plan, aimed at increasing Pacific participation and success at EIT.



- Revamped **Advisory Committees** that provide strategic advice to EIT’s council and academic staff with regard to ensuring that EIT’s programmes and developments meet industry requirements, and anticipate as far as possible employment and skills trends. This advice and guidance feeds directly into portfolio developments, including decisions about new, changed and discontinued programmes, and ongoing curriculum design.

Other points to note:

- During 2011 and 2012 there have been significant increases in SAC eligible EFTS studying at Level 4 and above at the Tairāwhiti campus, increasing from 35% in 2010, to 45% in 2012.
- The organisation has also returned to a low risk financial sustainability rating (having moved to moderate immediately post-merger) while undergoing significant internal change as a result of merger.

EIT’s 2013 – 2015 Performance Targets

EIT’s past performance against its own targets and the sector results has been taken into account in the setting of new targets for this investment plan. Stretch targets for priority groups, particularly Māori and youth are evident, along with newly added Pacific targets included to reflect the increased participation and achievement goals articulated in EIT’s Pacific Strategic Plan. A full template of performance targets agreed with TEC is included in Section 3 of this Plan.

EIT’s Performance against Previous Investment Plan Commitments

EIT set its previous performance commitments in the context of a newly merged institution. Some negative impact was anticipated as a result of the merger, due to Tairāwhiti Polytechnic’s previous relatively poor performance in some areas, and the technical difficulties associated with merging the EPI data.

Key outcomes for 2011 include:

- EIT ranked 3rd highest in ITP sector for progression from levels 1 - 4 to higher levels (2011).
- TEC’s Performance Linked Funding data indicates a score for EIT of 6.3 in 2011, and 5.9 in 2010 - both scores above the upper threshold of 5.3 for Levels 1 – 2.
- EIT achieved above the sub-sector for all course completion categories of students (except for Pacific at Level 4 and above).
- As expected, qualification completion rates dropped slightly, as a result of the increased intake into year 1 of a range of degrees at both campuses.
- 2011 student retention result has been impacted by the merger – as indicated by TEC in published results.¹⁰

¹⁰ Tertiary Education Commission, *Plan Commitment Progress Monitoring Report, Version 1, 10/07/2012*

Under 40% course completion rates

EIT has analysed its course completion rates and taken the following actions for those in the under 40% range:

- Discontinued some poorly performing programmes where interventions have not reaped improvements.
- Identified some changes that can be made to others that will quickly and simply address apparent underperformance as a result of individual programme set-up issues.
- Identified a substantial number of low volume courses that contribute to the total.
- Undertaken a project to investigate the reasons for these and address any SMS or enrolment practice issues that contribute.
- Offered to be part of a working group with TEC to identify and address any problems with TEC's current methodology and data collection in this area.

Teaching and Learning Developments

In order to achieve success for priority groups targeted by government, **EIT has developed a Teaching and Learning Plan** that has as its mission: *To provide our diverse learner community with the skills, knowledge and attitudes to enable access to opportunities for 21st century employment and life.*¹¹ Key areas of focus are:



- The development of a **graduate profile to support government, industry and community expectations** of the attributes gained by EIT students
- Increasing staff capability in responding to the needs of priority groups
- Improving the technology infrastructure that supports 21st century teaching and learning
- Engaging more effectively with students and their communities to inform programme developments and continue to improve student outcomes.

This focus on educational quality has been a cornerstone of EIT's development and reputation. The report of the ITPQ External Review team that evaluated EIT in June 2009 resulted in a **'highly confident' rating for educational performance, and a 'confident' rating for self-evaluative activity.** Post-merger, alignment and integration of quality systems to ensure consistency across EIT has been

¹¹ EIT Hawke's Bay, *Teaching and Learning Plan 2010-2014*

an area of high priority. In the life of this investment plan, self-assessment will continue to be a focus across both campuses to ensure ongoing quality of teaching and learning, and academic outcomes. This reflective practice in the context of the teaching and learning plan is a key foundation for the improvements in educational outcomes that have been achieved already, and are targeted for the duration of this plan.

Foundation Focused Training Opportunities

FFTO programmes are currently being redesigned to meet the requirements of TEC around the length of programmes and number of programmes a learner enrolls on. EIT intends to continue to offer a similar portfolio of vocational programmes; regional feedback and MSD information support the current offerings in terms of meeting regional employment needs and the practical learning requirements of these students.

Capital Asset Management



EIT's priority around capital assets since the merger was announced in late 2010 has been work to make the Tairāwhiti Campus more immediately fit for purpose for a number of existing and new programmes. To date significant progress has been made with over \$4M invested, but further work is necessary.

In addition capital asset management has and will continue to focus on:

- Seismic planning and remedial works as a result of the Christchurch earthquakes.
- Modifying facilities and associated new or expanded technology to accommodate the changing mix of provision and demand for blended delivery as a result of the EIT/Tairāwhiti merger.
- Preparation of 10 year capital expenditure and funding plans, self-assessed CAMs status and information on seismic status.
- Development and implementation of a Tairāwhiti 10 year maintenance plan and an updated 5 year capital development plan.

Financial Performance

Following the merger of Tairāwhiti Polytechnic with EIT on 1 January 2011, the primary goal was to focus on successfully merging the two institutes, while keeping focus on maintaining academic

success. It was expected that there would be financial pressures for a transitional period. The reasons for these included not only the financial pressures Tairāwhiti had faced leading to the merger with the added funding cuts to all ITPs for 2011, but also all the activity necessary to bring two organisations together as one. This included addressing merger goals and to align two sets of programmes and teaching across two regions, together with integrating two sets of systems, processes and teams of people for all the support functions. While the merger has gone very well to date, the success of the merger will depend upon embedding the changes over a period of years.

Financially the one off operating costs of the merger have been tracking largely as expected, although EIT has invested more capital than originally intended, in spite of the fact that the merger funding agreed was always going to be less than the total operating and capital costs of merging. In 2011 financial performance (excluding the impact of one off merger funding and costs) was better than budgeted, but 2012 was always going to be more challenging. In practice 2012 is proving even more challenging than expected and recent developments around the investment plan process and likely funding have considerably added to that for 2013 and beyond.

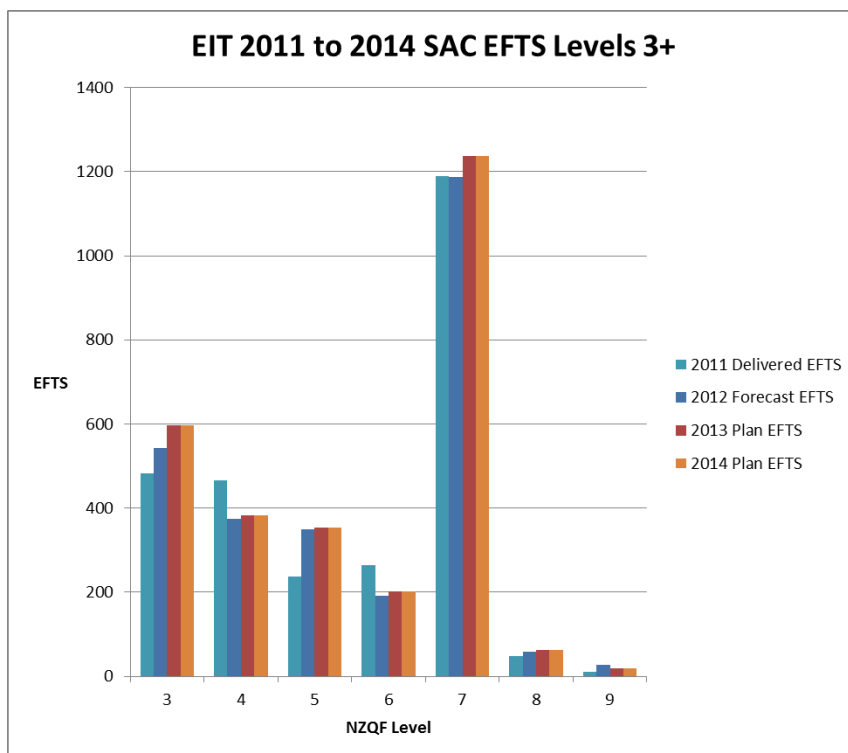
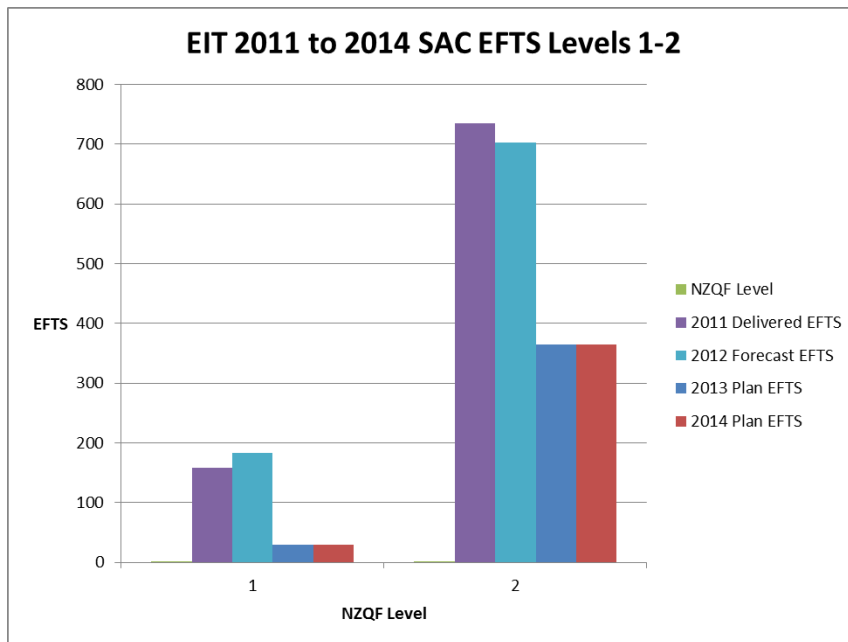
EIT has always worked hard to perform well educationally, financially, and on other fronts to meet needs of employers, students, government and other stakeholders and can show positive results. TEC has rated EIT low risk as part of its financial monitoring framework assessments, and even the merger only raised that to moderate risk for a short period as a result of the sheer level of change required, before returning to low risk later in 2011. However, the scale of current policy change and likely funding constraints for 2013, this close to the start of the 2013 academic year, give very little scope for EIT to manage the change well or to minimize costs of change.

While EIT has a strong balance sheet, a modern campus and a professional staff, there is a risk that a low risk rating cannot be maintained on indicative 2013 funding levels. At this stage, with limited time to respond to significant changes and low indicative funding levels, a moderate risk rating appears more realistic for the immediate future than being able to maintain the low risk rating EIT has always aimed for.

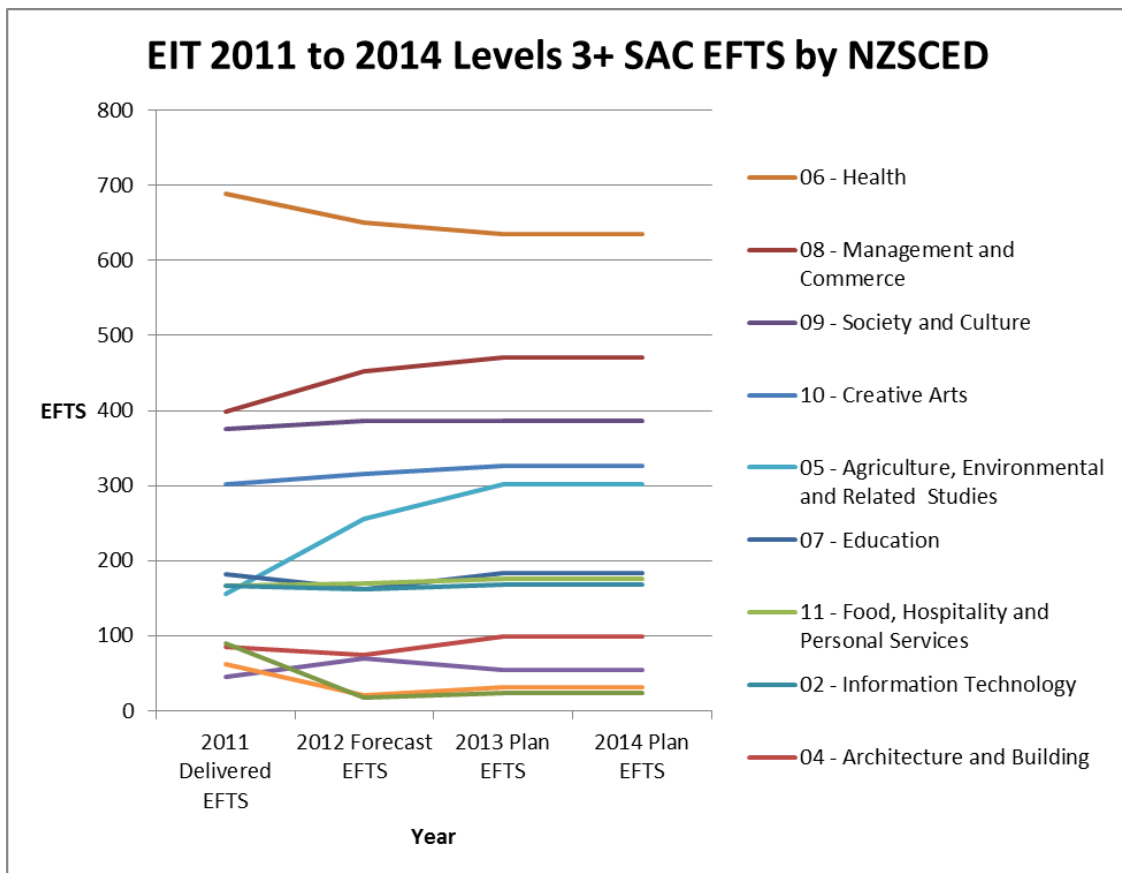
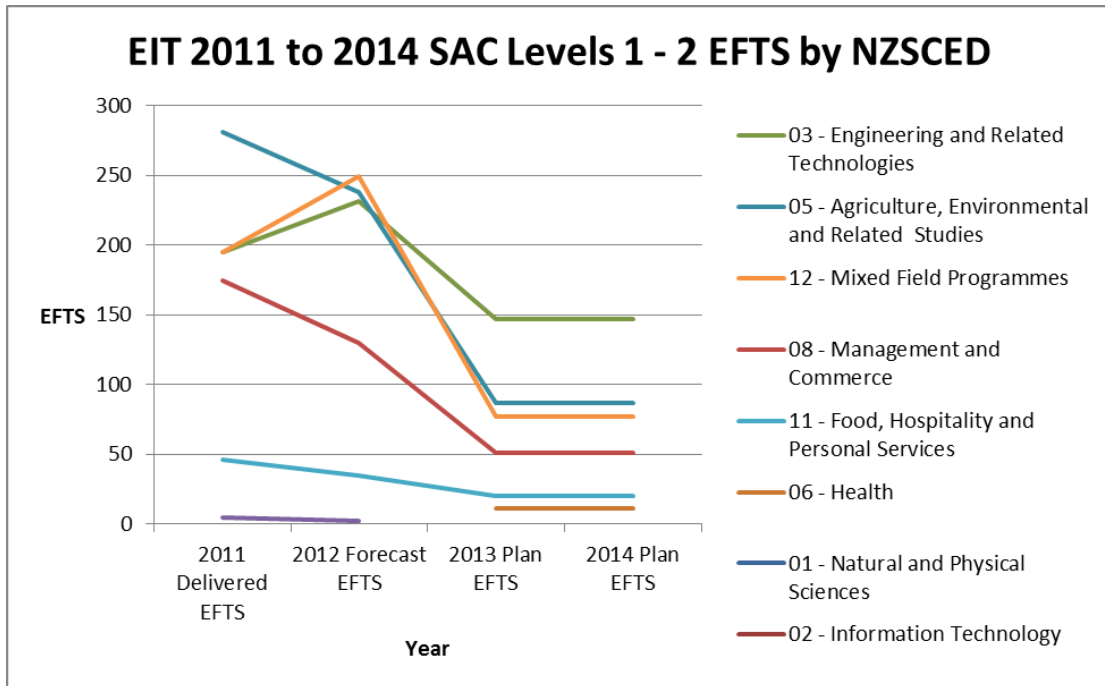
Section 2: Summary of Activity

2.1 Planned Mix of Provision 2013 – 2015

Detailed Mix of Provision spread sheets have been provided to the Tertiary Education Commission at Levels 1 – 2 and 3 and above. The graph below summarises learner numbers by New Zealand Qualification Framework Level.



The graph below shows forecast numbers by New Zealand subject classification.



The table below shows the total numbers for planned programmes and activities.

2013 EIT Total Planned Delivery EFTS	
SAC L1-2	394
SAC L3+	2851
Youth Guarantee	168
Trade Academy	314
FFTO	130
ACE	103
International	238
STAR	50
ITO	47
Other	33
TOTAL	4328

Commentary regarding Mix of Provision trends and other aspects of this summary of activity are contained in Section 1 of this Investment Plan.

2.2 Significant Changes to the Portfolio

Proposed Changes to the EIT Qualification and Programme Portfolio: New, Discontinued and Significantly Changed Qualifications and Programmes 2013-2015:

This list includes qualification and programme development proposals that have been confirmed and where plans for action have been proposed. Additional proposals for changes are under discussion for consideration but have yet to be confirmed.

NEW AND DISCONTINUED PROGRAMMES

FACULTY OF HUMANITIES, ARTS AND TRADES		
Name of Qualification	Level	Description and Rationale for Change
Bachelor Teaching (Primary)	7	<u>New Qualification Offering:</u> Developed to address the need for a practice-based teaching degree in the Eastern regions. Extensive consultation with employers as detailed in Appendix 4.
Diploma in Tertiary Learning and Teaching	6	<u>New Qualification Offering:</u> This CPIT Diploma, with Certificate exit qualification after one year of study, replaces the previously offered Certificate and Diploma in Adult Education. Result of feedback from tertiary employers as to skill set required for tertiary teaching in current policy environment.
National Certificate in Motor Industry (Automotive Electrical and Mechanical Engineering) (Level 3); Light Vehicle Strand	3	<u>New Qualification Offering:</u> Provided as a pathway qualification into employment in the Motor Industry. Result of feedback from industry regarding need for higher level qualifications.
Certificate in Plumbing and Gasfitting	3	<u>New Qualification Offering:</u> Adopted from Manukau Institute of Technology in response to demands from local industry, which up until now have had to send trainees out of the region to gain these skills. To be delivered from 2013.
Certificate in Engineering	3	<u>New Qualification Offering:</u> To be adopted from TANZ partners to meet the need for higher level engineering qualifications based on demand from industry and government STEM priorities.
Diploma in Engineering	5	<u>New Qualification Offering:</u> To be adopted from TANZ partners to meet the need for higher level engineering qualifications based on demand from industry and government STEM priorities.

FACULTY OF HEALTH SCIENCES

Name of Qualification	Level	Description and Rationale for Change
National Certificate in Health, Disability and Aged Support (Core Competencies) (level 3)	3	Discontinuation and Replacement: Discontinuation of the National Certificate in Community Support, which has expired; Replacement with the National Certificate in Health, Disability and Aged Support in both regions from 2013 on the basis of consultation with community and industry which indicated a need for this qualification.
EIT Certificate in Spa Therapies	4	Discontinuation: Offering of this qualification will be discontinued from 2015 because of low demand and in consultation with health industry.
Graduate Diploma in Rehabilitation Practice (level 7)	7	New Qualification Offering: Proposed for development to be offered from 2015 to address the need for a broad-based rehabilitation programme at Level 7, as identified by Health Workforce NZ.
National Certificate in Brain Injury (Level 4)	4	New Qualification Offering: New qualification offering to be delivered in web-supported mode from 2014 to address a national demand for specialized training in this area.

FACULTY OF APPLIED SCIENCE, BUSINESS AND COMPUTING

Name of Qualification	Level	Description and Rationale for Change
Post Graduate Diploma in Business	7	New Qualification Offering: Developed to increase study pathway options for Bachelor of Business graduates in consultation with employers.
Post Graduate Diploma in Information Technology	8	New Qualification Offering: Developed to address an identified need for a higher level qualification in this area and to increase pathway options for Information Technology graduates.
Master of Professional Practice (Business)	8	New Qualification Offering: This Otago Polytechnic qualification has just received accreditation. It is proposed that it be delivered at EIT to increase offerings at postgraduate level to address demands from industry and community for higher level professional qualifications.
Diploma and Degree in Horticulture	6,7	New Qualification Offering: EIT has agreed to be part of a national network of provision of levels 5-7 Horticulture. A new Bachelor of Horticulture is currently being approved by Lincoln University. A level 5 Diploma of Horticulture will be embedded in this degree. The current EIT Diploma in Horticulture also staircases to Levels 6 & 7 of this new degree. EIT may, by 2015, also be involved in blended delivery of levels 6 & 7 in association with Lincoln. The horticulture industry is having extensive input into this process.
Certificate in Forestry	3	New Qualification Offering: Proposed to offer this certificate in the Tairāwhiti region, in collaboration with Waiariki Institute of Technology and NorthTec, from 2014. Strong support from forestry industry who are part of EIT's Tairāwhiti stakeholder group.

Certificate in Sustainable Farming	2 & 3	<u>New Qualification Offering:</u> Proposed to offer these qualifications in the Tairāwhiti region, in collaboration with Otago Polytechnic, from 2014.
Certificate Rural Technician/Rural Servicing (Name TBC)	3 or above	<u>New Qualification Offering:</u> Proposed to increase pathways for further study in the field of rural studies, as per advice from industry.
Bachelor of Business Studies	7	<u>Extension of Qualification Offering:</u> Extension of endorsements; e.g. Entrepreneurship, to increase options for business students and as advised by employers.

EXTENSION OF QUALIFICATION TO NEW REGION (Hawke’s Bay to Tairāwhiti or vice versa as part of the merger academic harmonization project)

FACULTY OF HUMANITIES, ARTS AND TRADES		
Name of Qualification	Level	Description and Rationale for Change
National Certificate in Construction Trades (Supervisor)	4	<u>Extension of Programme Delivery to New Region:</u> Delivery of these qualifications has been extended to the Hawke’s Bay region on the basis of consultation with the local community and employers to address training and education gaps in the region and to support the development of suitably qualified employees in the construction industry.
National Certificate in Construction Trades (Main Contract Supervision)	5	
Certificate in Applied Practical Skills Automotive	1	<u>Extension of Programme Delivery to New Region:</u> Delivery of these qualifications has been extended to the Tairāwhiti region to address the need for lower level programmes to engage at-risk youth, and to extend the provision of trades qualification offerings in the region.
Certificate in Collision Repair	2	
Diploma in Travel and Tourism	5	<u>Extension of Programme Delivery to New Region:</u> Delivery of this qualification has been extended to the Tairāwhiti region to meet the demands of the local community and to offer opportunity for progression into a higher level programme in Travel and Tourism

FACULTY OF HEALTH SCIENCES

Name of Qualification	Level	Description and Rationale for Change
Diploma in Recreation and Sport	5	<p><u>Extension of Programme Delivery to New Region:</u> Delivery of these qualifications has been proposed to be extended to the Tairāwhiti region from 2014 on the basis of consultation with the local community and employers to improve education pathways, to address training and education gaps in the region and to support the development of suitably qualified employees in associated industries.</p>
Certificate in Hairdressing (year 1 and year 2 programmes)	3	
Certificate in Health Promotion	4	

FACULTY OF APPLIED SCIENCE, BUSINESS AND COMPUTING

Name of Qualification	Level	Description and Rationale for Change
Certificate in Horticulture	3	<p><u>Extension of Programme Delivery to new Region:</u> Delivery of these qualifications has been proposed to be extended to the Tairāwhiti region from 2014 on the basis of consultation with the local community and employers to improve education pathways, to address training and education gaps in the region and to support the development of suitably qualified employees in associated industries.</p>
Diploma in Horticulture	5	
Certificate in Science	3	
Diploma in Applied Science	5	<p><u>Extension of Programme Delivery to New Region:</u> Delivery of these qualifications has been extended to the Hawke's Bay region on the basis of consultation with the local community and employers to address training and education gaps in the region and to support the development of suitably qualified employees.</p>
National Certificate in Business Administration and Computing	3	
National Certificate in Business Administration	4	

PROGRAMMES TO BE DISCONTINUED AS A RESULT OF LEVEL 1 AND 2 COMPETITIVE ALLOCATION PROCESS

***To be completed once staff consultation and council sign off have been achieved.

Name of Qualification	Level	Description and Rationale for Change
		Loss of funding.

Section 3:

Educational Performance Commitments 2013 – 2015

See separately provided Performance Commitment template.

Commentary regarding the setting of these performance commitments is contained within Section 1 of this Investment Plan.

Section 4:

Outcome Framework and Statement of Service Performance

See separately provided Outcome Framework and Statement of Service Performance.

4.1 Eastern Institute of Technology Outcomes Framework

Government Strategic Direction

TERTIARY EDUCATION STRATEGY 2010 - 2015: PRIORITIES

- Increasing the number of young people (aged under 25) achieving qualifications at levels four and above, particularly degrees.
- Increasing the number of Māori students enjoying success at higher levels.
- Increasing the number of Pasifika students achieving at higher levels.
- Increasing the number of young people moving successfully from school into tertiary education.
- Improving literacy, language, and numeracy skills outcomes from levels 1 to 3 study.
- Improving the educational and financial performance of providers.
- Strengthening research outcomes.

APPLICABLE PUBLIC SERVICE TARGETS

In 2017, 55% of 25 – 34 year olds will have a qualification at Level 4 or above.

In 2017, 85% of 18 year olds will have NCEA Level 2 or an equivalent qualification.

INVESTMENT PLAN 2013 - 2015: GUIDANCE FOR INSTITUTES OF TECHNOLOGY AND POLYTECHNICS - TERTIARY EDUCATION COMMISSION OUTCOMES

- More explicit matching of skills supply and demand in EIT's area.
- A step change in educational performance, especially for TES priority groups.
- A comprehensive approach to meeting the needs of youth.
- Significantly improved pathways and transitions for young people.
- Greater collaboration with other ITPs and TEOs in vocational education and training.

EIT's Mission

"To provide high quality, relevant and accessible tertiary education for the well-being of diverse communities."

EIT Strategic Priorities: Outcomes / Impacts

Pursuing Success - All students engage, participate and achieve.

Enquiring Minds - EIT is an ITP sector in applied research and innovation.

Thinking Smarter - EIT delivers high quality education in an effective and sustainable manner.

Flourishing People - EIT is regarded as an institution that values, nurtures and affirms people.

Being Connected - EIT is meaningfully engaged with local, national and international communities of interest, face to face and using 21st century technology and resources.

Outcome / Impact Measures

Plan performance commitments for student outcomes especially priority students

Financial targets

Research targets

Staff and student experience surveys

External review results

Graduate destination targets

Internationalisation targets

EIT's Outputs / Activities to achieve government and EIT outcomes / impacts.

- Implementation of EIT's plans for improving educational performance especially for TES priority groups.
 - Maori Student Success Framework
 - Pacific Strategy
 - Teaching and Learning Plan
 - Youth Success Framework
 - Capability plan for self-assessment and evaluation
- Embedded Literacy and Numeracy monitored for impact and Compliance.
- Targeted interventions to support student success e.g. mentoring, careers advice, transitions to employment.

- An increase in advanced trades and technical qualifications at levels 4 and above.
- Further participation in the Skills for Canterbury initiative.
- Consultation with industry over the outcome of the targeted review of qualifications.
- Collaboration with the school sector to create demand for STEM programmes.

- Improved learner information and careers systems and services.
- Increased participation and educational outcomes for Trades Academy and Youth Guarantee students.
- Regional pathways with other TEOs and secondary schools for NEETS and other young people are established.
- Foundation delivery is effectively and efficiently managed.

- Partnerships with Universities to improve pathways to complementary degree offerings.
- Blended delivery further rolled out to support EIT/Tairāwhiti Polytechnic merger outcomes.
- International partnerships increased.
- Formalized pathways with PTEs for foundation and higher level delivery at various sites.

EIT's Inputs

People, Processes, Infrastructure, Risk Management
Government and Non Government Funding Sources

4.2 Statement of Service Performance Eastern Institute of Technology 2013 - 2015

Participation				TEO Plan Performance Commitment		
				2013	2014	2015
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori	Māori	Participation	All levels			
			Level 1 to 3	17.0%	15%	14%
			Level 4 and above	25.0%	27%	28%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific Peoples	Pacific	Participation	All students			
			Level 1 to 3	2.0%	2.0%	2.0%
			Level 4 and above	2.5%	2.7%	3.0%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25	Under 25	Participation	All levels			
			Level 1 to 3	20.0%	18%	16%
			Level 4 and above	32.0%	36%	40%
The number of international EFTS	International	Participation	All levels			

Educational Performance				TEO Plan Performance Commitment		
				2013	2014	2015
<i>Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education"</i>						
Successful course completion rate for all students (SAC Eligible EFTS)	All Students	Course Completion	All levels	79%	80%	82%
			Level 1 to 3	75%	77%	80%
			Level 4 and above	82%	84%	86%
Qualification completion rate for all students (SAC Eligible EFTS)	All Students	Qualification Completion	All levels	62%	64%	66%
			Level 1 to 3	55%	58%	60%
			Level 4 and above	64%	66%	68%
Student retention rate for all students (SAC Eligible student count)	All Students	Student Retention	All levels	50%	52%	54%
Student progression for students (SAC Eligible student count) at levels 1 - 3		Student Progression	Level 1 to 3	50%	50%	50%
Successful course completion for Māori students (SAC Eligible EFTS)	Māori	Course Completion	All levels			
			Level 1 to 3	72%	75%	78%
			Level 4 and above	78%	81%	84%
Qualification completion for Māori students (SAC Eligible EFTS)	Māori	Qualification Completion	All levels			
			Level 1 to 3	52%	57%	60%
			Level 4 and above	60%	63%	66%
Successful course completion for Pacific Peoples students (SAC Eligible EFTS)	Pacific	Course Completion	All levels			
			Level 1 to 3	73%	75%	77%
			Level 4 and above	75%	77%	79%
Qualification completion for Pacific Peoples students (SAC Eligible EFTS)	Pacific	Qualification Completion	All levels			
			Level 1 to 3	49%	52%	55%
			Level 4 and above	55%	58%	60%
Successful course completion for students (SAC Eligible EFTS) aged under 25	Under 25	Course Completion	All levels			
			Level 1 to 3	75%	78%	80%
			Level 4 and above	81%	83%	85%
Qualification completion for students (SAC Eligible EFTS) aged under 25	Under 25	Qualification Completion	All levels			
			Level 1 to 3	55%	58%	60%
			Level 4 and above	56%	59%	62%
The proportion of EFTS assessed as requiring additional literacy and numeracy who are enrolled in level 1 - 3 provision and make literacy and numeracy progress as measured by the Literacy and Numeracy for Adults Assessment Tool		LN progress	Level 1 to 3	100%	100%	100%

Other EIT Generated Indicators		2013	2014	2015
Risk rating assessed under the Crown Financial Monitoring Framework		Low/Moderate	Low/Moderate	Low
Percentage growth in International Fee Revenue	Percentage increase over previous year	10%	10%	20%
Graduate Destination Survey Indicator: Graduates feel their programme offered a good investment of their time and money.		Minimum of 85%	Minimum of 85%	Minimum of 85%
External Evaluation and Review Category 1 rating maintained.		N/A	Achieved	N/A
Best places to work survey education sector benchmarking position is maintained		Upper quartile	Upper quartile	Upper quartile
Highschool leaver intentions survey rates EIT as top destination for Hawke's Bay school leavers	Placing as preferred tertiary destination	1st	1st	1st
Highschool leaver intentions survey shows improved rating for EIT as top destination for Tairāwhiti school leavers post merger	Placing as preferred tertiary destination	9th	8th	7th