

Investment Plan

2017 to 2019

Eastern Institute of Technology

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Introduction

This Investment Plan sets out how we will continue to deliver high quality, relevant and accessible education and training for the people of Hawke’s Bay and Tairāwhiti.

We look back on our performance over the last Investment Plan, and over the past 41 years since the establishment of EIT with a sense of considerable satisfaction. There continue to be many opportunities for this organisation to contribute to the social and economic development of the communities of which we are an integral part.

We can be proud of the progress we have made in delivering high quality education and training, particularly for people under the age of 25 years, Māori and Pasifika. We have also renewed and strengthened our strong links with industry, and deepened our partnership with iwi and Pasifika communities.

The regions are setting challenging aspirations through the Regional Economic Development Strategy planning processes and EIT has been closely involved with these processes. We need to effectively respond to these challenges, and find better ways to meet the needs of our learners, including those from priority learner groups. We are well placed to work with our diverse, geographically disparate communities with our network of regional learning centres and strong capability in online and blended learning.

We are marrying these capabilities with a strengthened commitment to cultural competent teaching and learning, sustaining and developing a vibrant research culture and leveraging our expertise in supporting secondary-tertiary transitions. We will also work closely with other agencies and entities in the regions to implement collaborative models to support the regions we serve to achieve the outcomes that they have set for themselves for economic and social development.

We are confident that this Investment Plan sets a strong direction for how we will work with our business, iwi and community partners to enhance the wellbeing of our students, whānau and communities.

David Pearson
Chair

Chris Collins
Chief Executive

Addressing the needs of our stakeholders

The Hawke's Bay and Tairāwhiti regions are home to over 200,000 people and distinct, specialised economies.

Our stakeholders

EIT caters to the education and training needs of a population of over 200,000 people, a regional economy that generates 3.5% of the nation's GDP, and the economic and social aspirations of some of New Zealand's most populous iwi.

The people of our regions

The Hawke's Bay and Tairāwhiti regions are home to 201,700 people. The population is centred on the major urban areas of Napier (57,240), Hastings (68,200), and Gisborne (34,800) cities. The region is also home to the towns of Wairoa (4,260), Waipukurau (3,741), Waipawa (2,070), and Clive (1,764). A major feature of the Tairāwhiti region is the isolated nature of its rural and coastal communities.

Māori make up a higher share of the regions' population (23% in the Hawke's Bay and 45% in Tairāwhiti) when compared to the rest of New Zealand (14%). The largest iwi are Ngāti Porou and Ngāti Kahungunu, but other iwi are represented including: Te Aitanga A Māhaki; Rongowhakaata; Ngāi Tamanuhiri; Ngaariki Kaiputahi; Rongomaiwāhine; Ngāti Kahungunu ki te Wairoa; Ngāti Ruapani; Ngai Tūhoe; Rangitāne; and Ngāti Kahungunu ki Wairarapa.

Other ethnic groups make up a relatively modest share of the regional populations with Pasifika accounting for 4.0%, and Asian peoples for 3.1%.

The regions have a number of features in common with other communities in provincial New Zealand including a slightly higher proportion of people aged 0-14 years, and a relatively stable population.

The highest proportion of people are those under the age of 15 in both regions (21% in the Hawke's Bay and 24% in Tairāwhiti). Translating this demographic dividend of a youthful population into economic and social gains is a significant opportunity.

Industry mix

The Tairāwhiti and Hawke's Bay regions are major centres of pastoral farming, horticulture, and food manufacturing.

Each region also has specific comparative advantages with high levels of employment growth in industries such as forestry in the Tairāwhiti region and administrative and support services and healthcare and social services in the Hawke's Bay regions.

The regions' businesses are export-intensive. For example, exports account for 52.5% of Hawke's Bay's GDP compared to 30.7% for NZ as a whole (RPL, 2014a).

Māori economic aspirations

Māori and Māori-owned businesses make a significant contribution to the economic success of the Hawke's Bay and Tairāwhiti regions as partners and investors.

There are significant opportunities to support Māori to play a more significant role in the economic life of the region, particularly where Māori businesses are

aligned with the comparative economic strengths of the region. Given demographic trends Māori will be an increasingly critical component of the regions' future work force and economic activity.

Skills and employment

There are major opportunities to lift the skills and employment outcomes for the peoples of the two regions.

Overall the regions have a lower proportion of 18 year olds with NCEA Level 2 or higher, lower rates of 25-34 year olds with level 4 qualifications or higher, a higher proportion of NEETs, higher unemployment and lower per-capita income when compared to New Zealand as a whole (MBIE, 2016b).

Skills shortages are reported across the spectrum from entry-level work to technical and management skills. Research indicates shortages in construction, machine operation, metal work, food manufacturing, health workers, ICT, engineering, marketing and accounting.

These differences contribute to higher levels of unemployment in the regions compared to the rest of New Zealand (9.4% in Tairāwhiti, and 6.7% in Hawke's Bay compared to 5.7% nationally) (MBIE, 2016b).

Social development

The people of the regions experience disparities in life outcomes. The New Zealand Social Deprivation Index identifies concentrations of people and communities who experience socio-economic deprivation in the two regions, and particularly in Gisborne, Napier and Hastings (University of Otago, 2013).

Figures one and two provide an overview of key differences between the Hawke's Bay and Tairāwhiti regions, and New Zealand as a whole.

Significant partnerships

EIT has significant partnerships with a number of local government, iwi, business and community organisations.

Local government entities in the regions comprise Napier City, Wairoa District, Hastings District and Central Hawke's Bay District, Gisborne District and Hawke's Bay Regional Councils. These entities support a number of economic development agencies including Activate Tairāwhiti, Business Hawke's Bay and Hawke's Bay Tourism.

Major iwi bodies include Ngāti Kahungunu iwi, Maungaharuru Tangitu, Ngāti Pahauwera, Te Taiwhenua o Heretaunga, and Ngāti Porou. We also engage with iwi-owned businesses including Mangatu Incorporation, Ngāti Porou Seafoods Group, Ngāti Porou Whanui Forests Limited and Pakihiroa Farms Ltd.

Peak bodies for business include the Hawke's Bay and Gisborne Chambers of Commerce, Business Hawke's Bay and Activate Tairāwhiti, all of whom EIT are actively engaged with. We have strong relationships with major employers such as Unison Networks, PanPac, Crasborn Group, and the Hawke's Bay and Tairāwhiti District Health Boards.

The EIT's campus in Taradale hosts a major training facility for electricity supply workers, The Unison Centre of Excellence, and we are developing relationships with ITOs to base staff at our campuses.

We are strongly connected to Pasifika communities including engaging community leaders from the Samoan, Tongan and Cook Island communities, and Pacific people in leadership roles in Government, NGO and business.

Figure 1: Key statistics – Hawke’s Bay

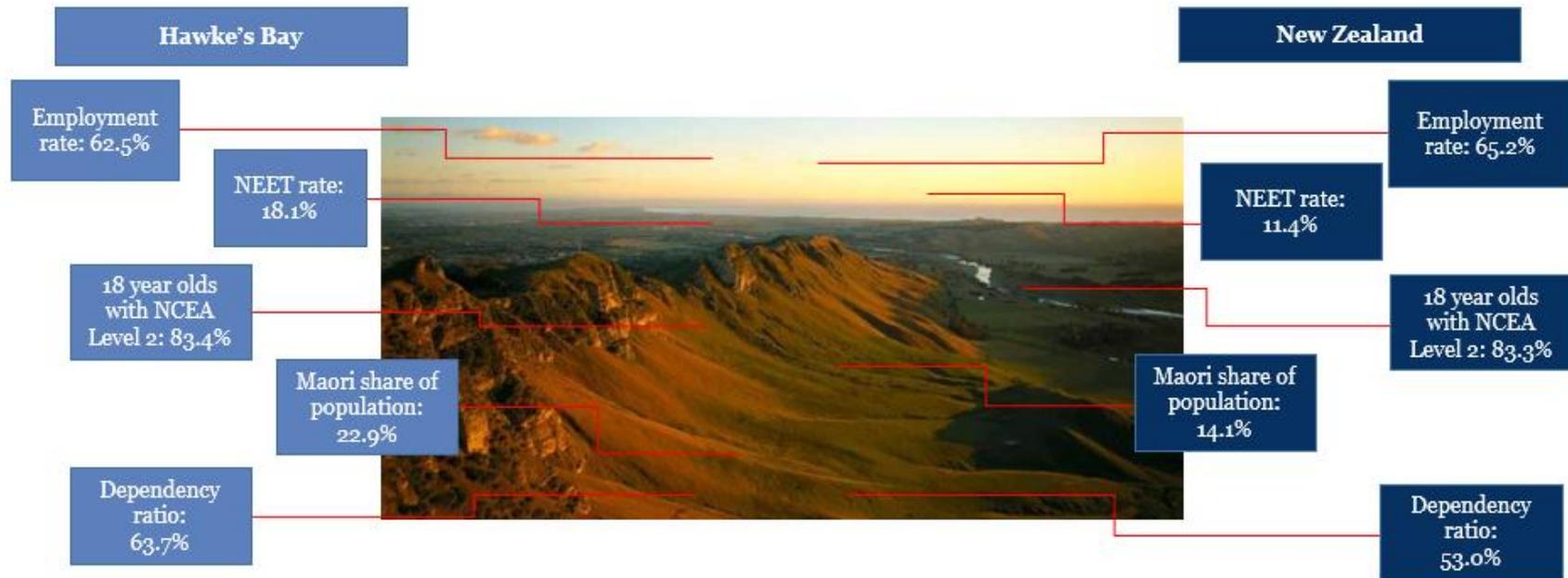
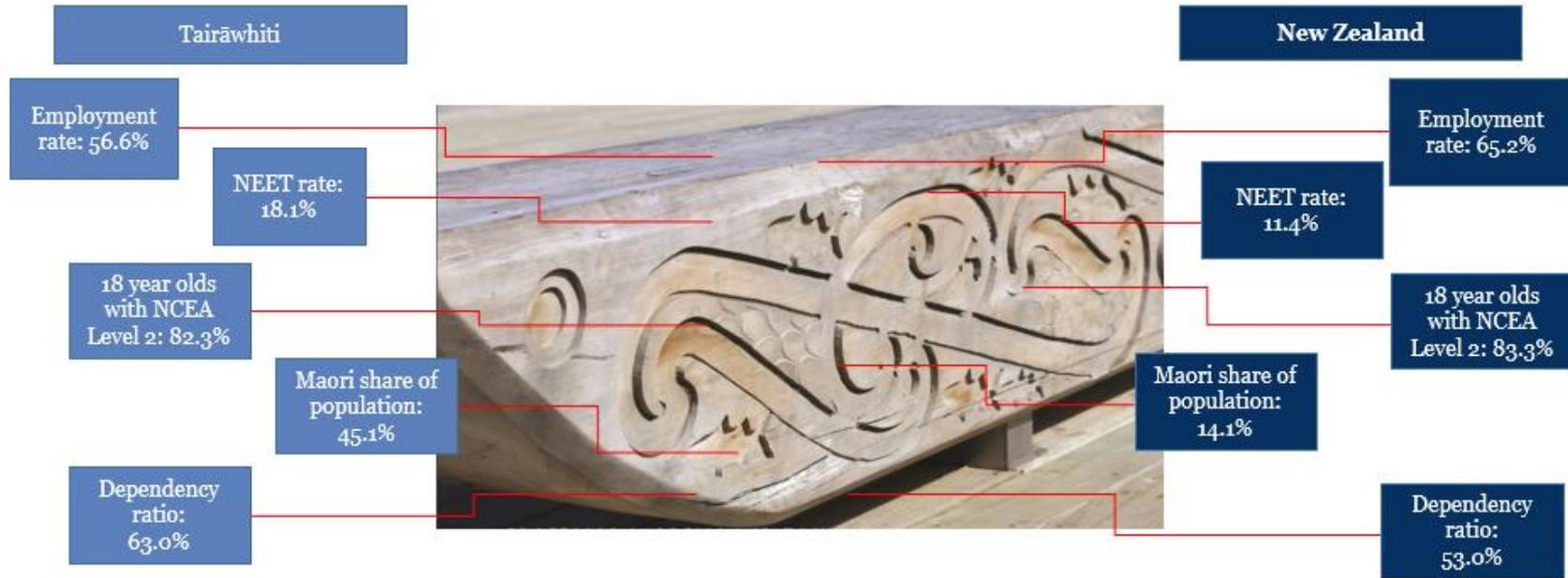


Figure 2: Key Statistics – Tairāwhiti



Regional needs

There are several consistent themes in assessments of the key needs and opportunities for the two regions

A better skilled population

The high level indicators of skill formation and utilisation suggest the regions have a strong basis for future development.

There are several examples of innovative models of delivery at EIT that can continue to be leveraged to better meet the needs of the region, such as, the successful Trades Academies and Māori and Pasifika Trades Training consortia operating in Hawke's Bay and Tairāwhiti.

Iwi are taking a stronger role in partnering and leading providers to develop fit for purpose training solutions for their people. EIT has several regional learning centres that cater to the needs of people living in remote rural areas, and the pipeline of new graduates has grown significantly over the past decade.

Addressing social issues

The regions are recognised for their high quality of life, and provide residents and visitors with historically and culturally significant sites, opportunities to experience Māori culture, and stunning natural landscapes. However, significant socio-economic deprivation issues and isolation remain as barriers for many and represent challenges to the future prosperity and well-being of the regions.

Managing our resources

The regions' economic success and capacity to provide a high quality of life are highly

dependent on sustainable management of the natural environment.

Infrastructure investment

Physical and virtual connectivity is central to the capacity of the regions to access international markets and sustain the estimated 33% of employment in export orientated sectors, and connect to the domestic economy.

Growing R&D

The regions are home to a relatively high proportion of large-scale businesses, high-growth enterprises, and industry-research collaborations. Hawke's Bay businesses in particular capture a relatively high proportion of national innovation funding, and innovation and business development is well-supported across the regions through regional business groups and organisations.

Leveraging Māori economic activity and aspirations

The Māori commercial asset base across the two regions is estimated at \$715 million. The economic aspirations of Māori are constrained by the general skills challenges noted above, and historical patterns of employment that have tended to channel Māori into lower value occupations.

There are many examples of iwi responding to economic development issues through initiatives focused on primary production, tourism, electricity generation and skills and workforce development.

Economic development

The two regions are working with Government to develop Regional Economic Development Strategy (REDS) Plans.

Introduction

Both regions have been identified by Government as priority REDS regions. The Hawke's Bay region has completed, and Tairāwhiti is well-advanced in the preparation of Government backed REDS plans. EIT is actively involved in both plan processes.

Priorities for Hawke's Bay

The Matariki – Hawke's Bay Regional Economic Development Strategy 2016 aims to ensure *'every household and every whānau is actively engaged in, contributing to and benefiting from, a thriving Hawke's Bay economy'*.

The plan identifies six strategic directions:

- Improve pathways to and through employment
- Identify and support existing businesses wanting to grow
- Promote greater innovation, productivity and agility
- Become a beacon for investment, new business, and skilled migrants
- Lead in the provision of resilient physical, community, and business infrastructure
- Enhance visitor satisfaction and increase spend

EIT is identified as the lead agency or a key partner for several actions that contribute to the aims of the strategy. These actions include building new school–industry–tertiary partnerships, investigating a joint venture agricultural training hub, exploring opportunities arising from water storage schemes, research into the regional productivity gap, and improving collaboration with the tourism industry.

EIT is also expected to make a significant contribution to the region's aspiration to support 1000 additional jobs for local workers in industries (Project 1000), particularly in horticulture, viticulture, manufacturing, infrastructure and food and beverage over the next three years.

Focus on Tairāwhiti

Two significant studies have been completed that examine the regional economic potential, and develop economic forecasts for Tairāwhiti.

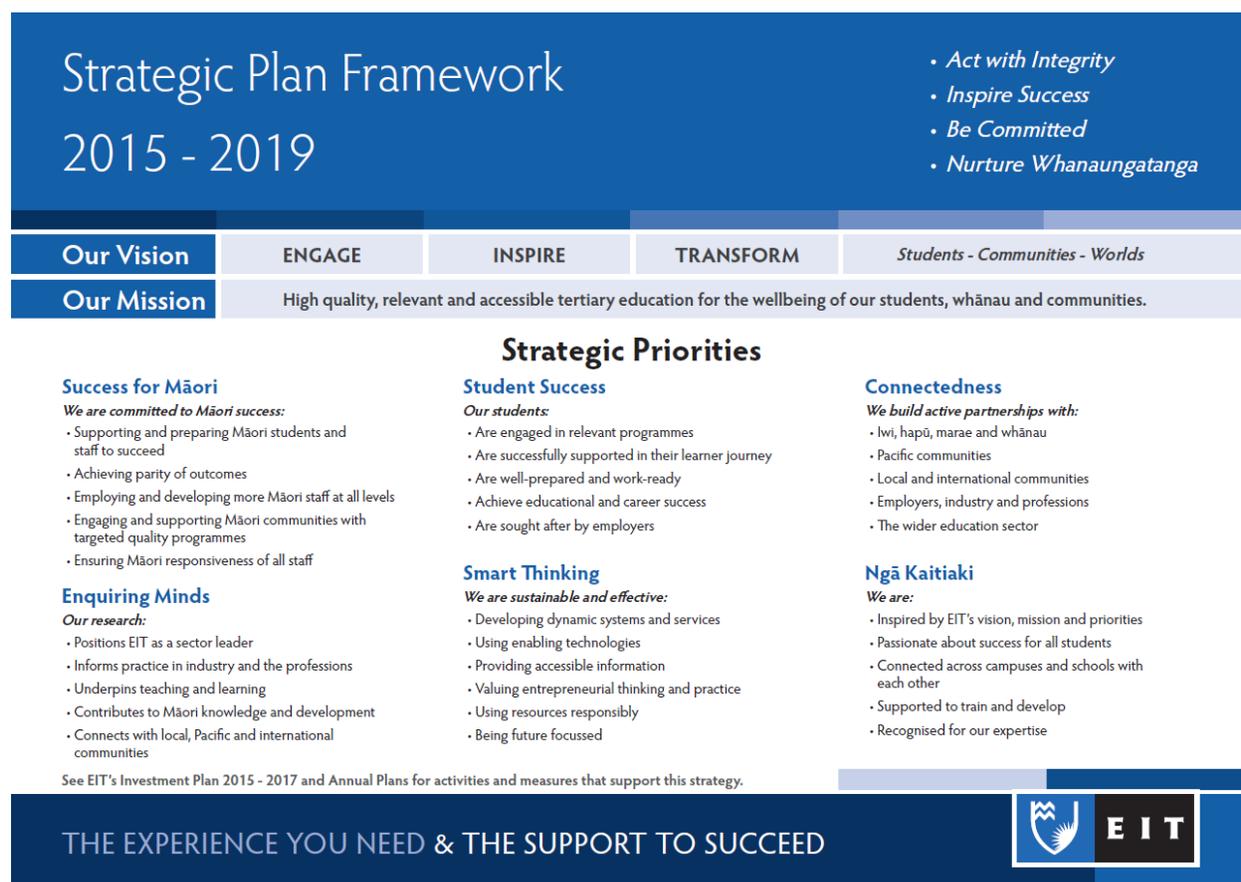
While the regional economic development plan for Tairāwhiti is yet to be finalised, some likely areas of focus will be:

- Developing iwi-owned and iwi-led businesses;
- Leveraging expected growth in economic activity and employment in primary sector and accommodation and food service industries; and
- Continuing to improve the responsiveness of education and social services.

Our strategic direction

We are committed to high quality, relevant and accessible tertiary education for the wellbeing of our students, whānau and communities.

Figure 3: Strategic Plan



How we are connected to our stakeholders

Figure 4: Stakeholder relationships

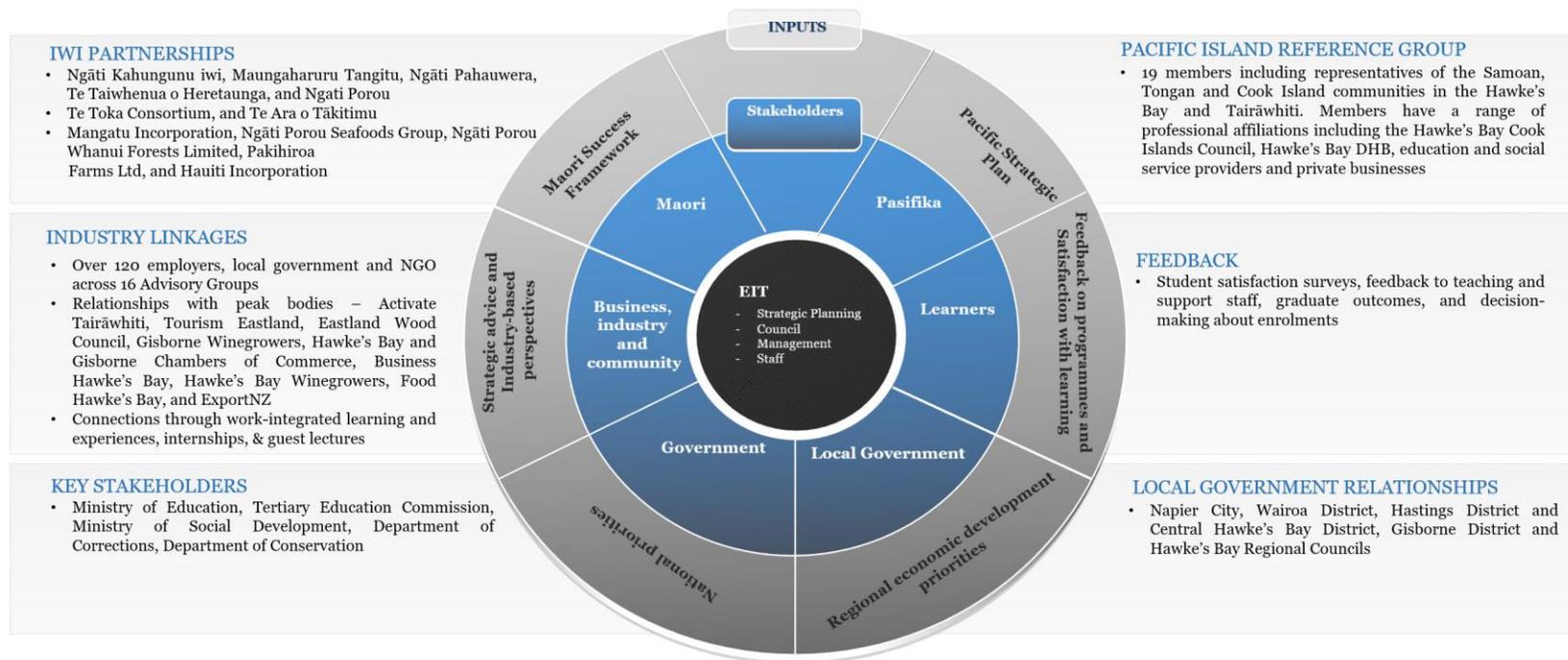
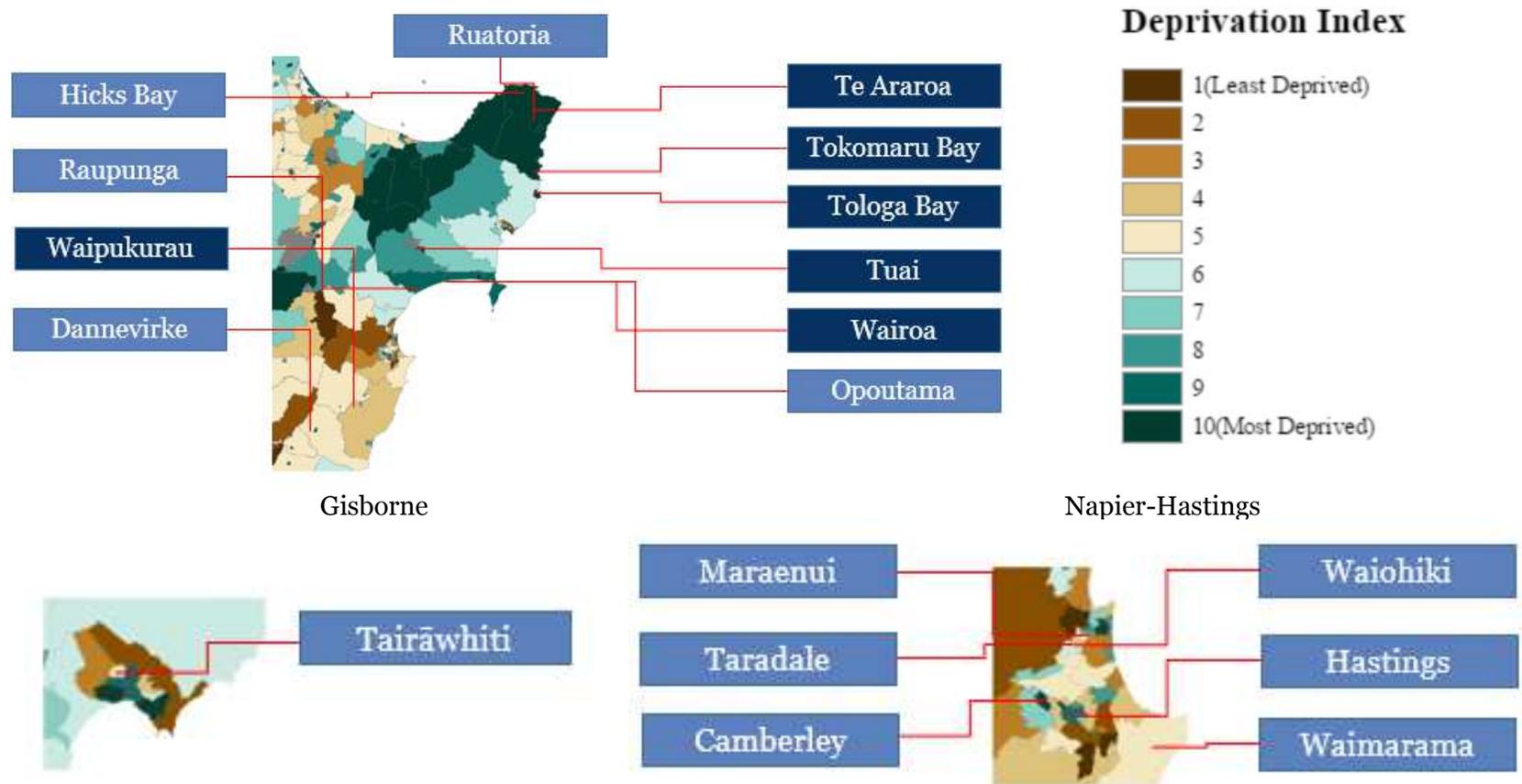


Figure 5: Network of delivery, Hawke's Bay and Tairāwhiti

An extensive presence in communities with significant opportunities



Our contribution

EIT's strategic plan sets out the high-level areas of focus for the organisation. This section of the Investment Plan describes how EIT will align its strategic and business planning and activities to the priorities identified in the Tertiary Education Strategy (2014-2019). The priority commitments that EIT is making and the initiatives in place and/or proposed to achieve these are summarised in Appendix A.

Delivering skills for industry

EIT is central to the development of a skilled labour force for the Hawke's Bay and Tairāwhiti regions, and the analysis of stakeholder need identifies skill shortages in a number of key industry areas, both regionally and nationally. We constantly change our product mix to respond to evidence of skill shortages, the economic development priorities of the regions, and our past performance.

We will continue to offer a wide breadth and depth of education and training opportunities for learners. We deliver programmes from levels 1 to 9 that cater to the diverse needs of businesses in the Hawke's Bay and Tairāwhiti regions (see Figure 6).

Responding to current and emerging evidence of skill shortages.

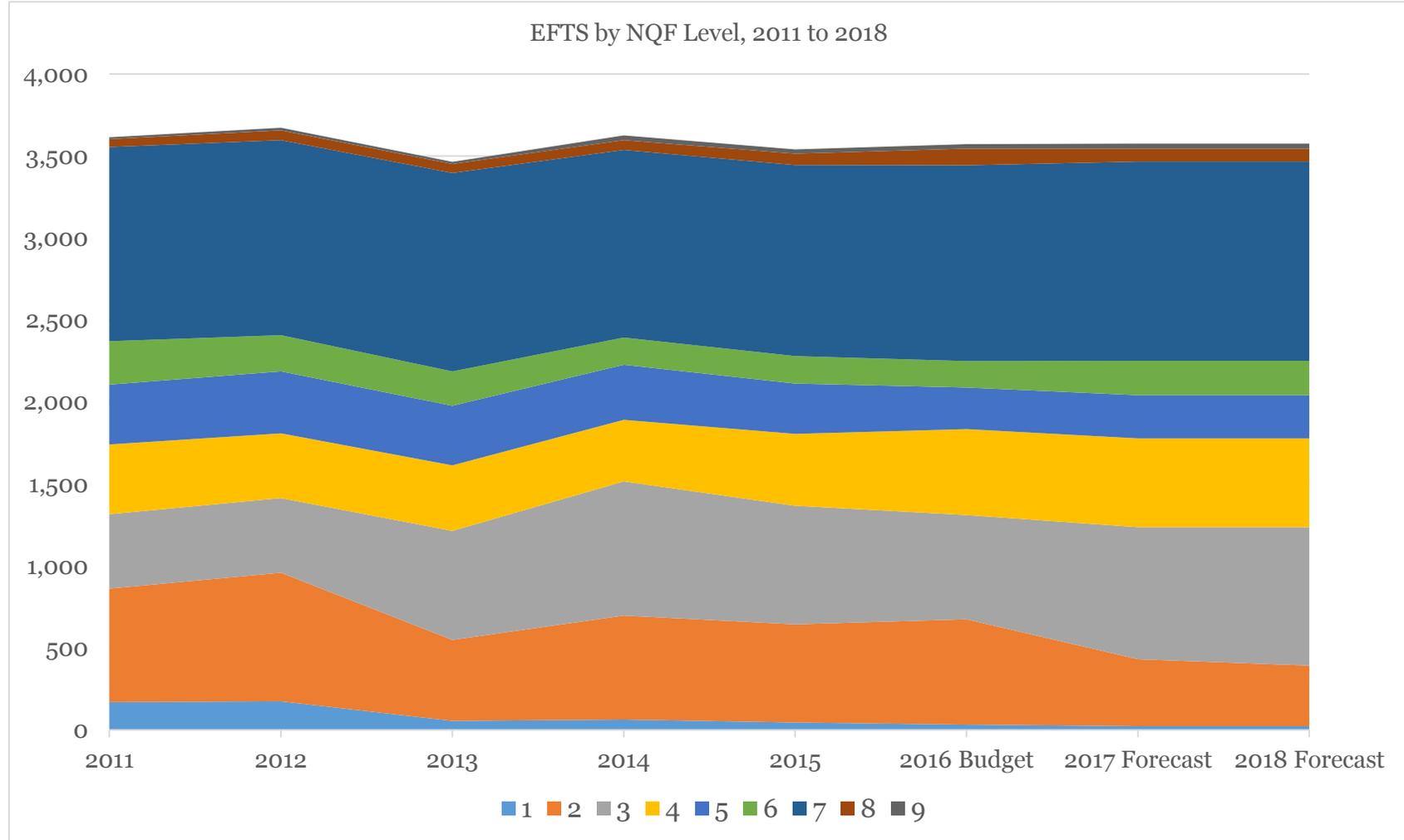
EIT provides high quality programmes across a range of discipline areas aligned to regional and national workforce needs. We continually adjust our programme mix to put more emphasis on programmes where there is clear evidence of industry need and skill shortages. Increasing options in areas of high demand will increase the likelihood that graduates obtain employment and have opportunities for career development and advancement. Accordingly, we are rebalancing our mix of provision toward STEM, health, education and trades training provision.

Our emphasis on STEM programmes reflects the significant demand nationally for people who have the ICT and STEM skills needed for innovation and economic growth. Our major areas of focus are responding to national demand for skilled architectural technicians, building on our significant strengths in wine science at degree and postgraduate level, advanced programmes in veterinary nursing and realising the benefits of changes in the delivery of computer science programmes.

We are sustaining our strong commitment to meeting the needs of the health sector, both regionally and nationally. We will continue to meet the needs of the region for health workers with the technical and cultural competencies that our communities demand. We are offering new pathways for registered nurses to gain the authority to prescribe medicines and delivering our postgraduate

programmes at our Auckland international graduate school campus. These changes are in response to evidence from employers and nurses that they would value workforce development options that support more integrated healthcare.

Figure 6: Profile of provision



Growth is also planned in education to support local schools to attract well-qualified staff. This growth also takes account of planned growth in enrolments in the new practice-based Bachelor of Teaching (Primary) which was introduced in 2013 in active collaboration with Partnership-Schools.

There is considerable demand for skilled tradespeople at the regional and national level. We are responding by increasing trades training provision at levels 3 and above, particularly for Building, Construction and Allied Trades Skills.

We will increase provision at levels 3 and above between 2015 and 2018 in:

- STEM programmes by 41% from 279 to 395 EFTS;
- Health programmes by 15% from 429 to 495 EFTS;
- Education programmes by 20% from 143 to 171 EFTS; and
- Trades programmes by 27% from 335 to 424 EFTS.

Aligning with regional economic development strategy (REDS) priorities

The Matariki – Hawke’s Bay Regional Economic Development Strategy 2016 provides the first truly regional and Government backed approach to realising the benefits of Hawke’s Bay’s competitive advantages. The strategy aims to diversify the region’s economic base, create lasting employment and promote sustainable resources management. A similar plan is being developed for Tairāwhiti. EIT has been actively participating in the development of these REDS plans.

There is considerable scope for EIT to contribute to the regions’ economic development aspirations. For example, one major focus for the Hawke’s Bay region is **Project 1000** – a goal to facilitate 1,000 additional jobs for local people over three years particularly in horticulture, viticulture, manufacturing, infrastructure, and food and beverage industries. EIT offers programmes from foundation to postgraduate level in these key areas, and the potential for additional demand, particularly in primary sector and trades provision has been factored into our mix of provision. We will be actively working with other agencies to support the achievement of this target.

The region is looking for more innovative solutions that deliver a co-ordinated supply chain from training to employment. A key element of this is the development of a joint venture agricultural training hub. The Ministry of Primary Industries is leading a feasibility study and EIT will play a key role along with iwi, hapū, the private sector and other tertiary education organisations.

EIT is identified as the action plan lead for ensuring that there is enhanced collaboration between the tourism sector and educational institutes to improve staff training to meet regional needs. Tourism has been identified in the Matariki strategy is a key catalyst for regional economic and social growth.

We will work with key regional partners to:

- Contribute to the aims of **Project 1000**;

- Investigate the feasibility of a joint venture agricultural training hub; and
- Improve collaboration with the tourism industry.

Taking account of past performance

EIT has a strong commitment to continuous improvement. We make good use of the expertise of our staff, industry input and the information we have about learner and graduate outcomes to renew and redevelop our portfolio. We have played a key role in the mandatory and compulsory reviews of qualifications, and we are progressively evolving our portfolio to maximise use of New Zealand Qualifications. These changes will enable us to better ensure that graduates develop transferable and vocationally-oriented skills. These new qualifications will provide greater assurance that our programmes meet the needs of industry, and prepare graduates to adapt to changes in the workforce and wider economy.

We are continually refining our portfolio. We are giving priority to those areas of provision that are more strategically important to the regional and national economy. Our commitment to continuous improvement means that we are exiting or finding new ways to deliver programmes that had less strong outcomes in the past. We are also taking account of opportunities to drive better internal efficiencies to ensure that our overall portfolio is financially sustainable. We expect to continue this process during the term of this Investment Plan as better quality information becomes available including as it relates to the employment outcomes of our graduates.

We have refocused and redeveloped our foundation education portfolio. Programmes at levels 1 and 2 are now strongly aligned to the Government's expectations that students are supported to develop the core capabilities that they need to progress to higher level study. Programmes that are focused on preparing people for employment in specific vocational areas are now offered at levels 3 or above. We will further refine our foundation education portfolio in 2017 and 2018 in line with the approach described in our application for funding of level 1 and 2 programmes.

We are also responding to the outcomes of the mandatory review of qualifications. Selected high performing programmes at level 2 are being redeveloped and will be offered at level 3 from 2017. These changes involve programmes that make a critical contribution to the pipeline of workforce development in areas such as electrical trades and foundation-level construction skills, and quality pathways to higher level animal care and veterinary nursing programmes.

We are committed to being responsive to employer needs and ensuring flexibility in education delivery in wide ranging contexts, from classroom through to workplace, and in our delivery approaches, from face-to-face, blended through to e-learning. Our portfolio for 2017 and 2018 leverages our significant capabilities in teaching and learning with a key goal of ensuring work-ready, work-competent graduates.

EIT is a partner provider in the Tertiary Accord of New Zealand (TANZ) eCampus and has a growing number of qualifications available for students to enrol in.

TANZ eCampus study option provides students with flexible study opportunities that can fit around work and other lifestyle commits, opening up the attractiveness of study to many more potential students in remote locations and engaged in current employment. EIT will continue to be at the forefront of developing this platform as a leading-edge online study resource to meet the needs of a wider base of potential students and to satisfy the growing employer needs of a skilled workforce.

We continue to work on our applied research capabilities and to ensuring that our degree and post graduate level programmes are underpinned by quality applied research activity.

During 2017 and 2018, we will:

- Increase the number of New Zealand Certificate programmes offered across our portfolio;
- Continue to refine our portfolio toward provision that delivers better outcomes;
- Ensure we continue to be responsive to the needs of employers; and
- Continue to strengthen the relevance of, and our capability around applied research, which underpins EIT's higher education delivery.

How we will measure our performance:

Our overall goal is to deliver Graduate Post-Study Outcomes for EIT graduates that meet or exceed those of other regional ITPs

We can directly measure the contribution that EIT makes through the extent to which we deliver on our mix of provision, and our EPI commitments (see Statement of Service Performance).

Getting at-risk young people into a career

EIT plays a pivotal role in equipping young people in the Hawke's Bay and Tairāwhiti regions with the employability skills and qualifications they need to begin their careers. We are strengthening our systems for monitoring and supporting learners, expanding innovative programmes that target younger learners, and developing new and more flexible models of delivery.

Strengthening our systems for monitoring and supporting learners

High quality and tailored pastoral care is an essential building block for student success, particularly among younger students with complex needs. We recognise that we need to take a collaborative approach both across EIT and the support networks that young people may have in their whānau and communities.

Younger students benefit from systematic support including clear communication, personalised, in-depth interviews that ensure that the student understands what is involved in their proposed programme, what support EIT can offer them, and what EIT's

expectations of them is. Structured individual learning plans and supporting interviews provide a mechanism to engage younger learners and their support people, formalising planning around pastoral support opportunities, and developing shared accountability.

We are taking a sector-leading, highly systematic approach to student support. The Revive student monitoring system integrates attendance monitoring, management of assessment and tracking of student support interventions and outcomes. The platform monitors progress at the level of individual students and across the entire student population. Our highly targeted approach means that we can identify those individuals who could be doing better, track uptake of support services, and monitor the impact of key interventions.

Staff are increasingly taking advantage of new data to identify key risk factors for individuals. We are able to monitor the spread of risk and impact on educational outcomes across the organisation, between departments, qualifications and courses. Staff also use the system positively to collect data on student successes, work experience and to develop portfolios for students.

Staff have reported that Revive is helping them to identify quickly those students who are at risk, and the centralised case management function enables more efficient and effective tracking. Revive is also proving useful for tracking students across EIT's multiple campuses.

We will work with our staff, students and their whānau to:

- Continue to develop and refine our systematic support for younger learners;
- Complete the implementation of the Revive Student Monitoring System; and
- Explore opportunities to extend the system so that we can fully leverage its potential benefits.

Expanding innovative programmes that target younger learners

EIT has a strong portfolio of innovative and successful programmes that provide effective pathways from secondary school to higher education and onto employment. Our successful Trades Academy which partners with some 28 secondary schools, Youth Guarantee and Māori and Pasifika Trades Training consortia are making a meaningful difference to the lives of many young people in the regions.

More needs to be done to cater to the needs of the high proportion of the population who are under the age of 25. The regions have one of the highest rates of people who are not in employment, education or training. The proportion of 18 year olds with NCEA level 2 or above needs to increase, which will in turn lay a foundation for more young people to attain qualifications at level 4 and above.

EIT continues to make a significant contribution supporting young people to make successful transitions to higher education and employment. We offer high quality pathways to over 500 students drawn from communities with high needs through the Hawke's Bay Schools Trades Academy and Tairāwhiti Schools Trades Academies, and we offer a significant Youth Guarantee programme.

During the term of this Investment Plan we intend to expand the range of trade academy offerings which will provide further support for those students transitioning through to tertiary study. This will involve ensuring our positive contributing school relationships are maintained and developing offerings they feel support their students' aspirations. The five schools that make up the Ngāti Porou Community of Learning are already requesting additional pathways for their students at year 13 and we intend to support these schools by including level 3 options in areas such as automotive engineering, building and construction, Toi Houkura and ICT.

We also intend to maintain discussions with those schools that are not currently involved in the trades academy initiative. These schools include Te Kura Kaupapa Māori O Ngati Kahungunu ki Heretaunga, Karamu High School, and Hastings Girls' High School. We are also actively exploring how we can best respond to the needs of year 13 students who discover a passion for health careers but lack preparation in areas of the science curriculum. We will leverage our expertise in Kia Ora Hauora (Supporting Māori into Health) to see if we can develop a tailored pathway for these learners.

We are renewing our commitment to providing options in areas such as Forestry, Horticulture and Outdoor Education, reflecting our strengths in primary industry and other related provision and the economic strengths of the regions we serve.

We will also extend Youth Guarantee options by exploring innovative models in line with emerging approaches being developed by the Ministry of Education. We have had discussions with the MoE and are aiming to gain funding to pilot programmes at level three of the NZQF. These programmes will assist secondary schools to develop more appropriate and applied year 13 options which will better support and enable more effective pathways and transitions for students to tertiary education. Growth is also planned in the Te Toka Consortium, and Te Ara o Tākitimu Māori and Pasifika Trades Training (see Boosting achievement of Māori and Pasifika).

We will work with schools to support smooth pathways to tertiary education from the senior secondary curriculum, provide industry with work-ready graduates who can add value to the regions' economy, and with iwi to provide educational opportunities that support the aspirations of the wider community.

Developing new and more flexible models of delivery

The Matariki – Hawke's Bay Regional Economic Development Strategy 2016 recognises that there is a considerable amount of effort going into support young people to engage in training that prepares for employment. The strategy identifies the need for these efforts to be better co-ordinated so that the region can create an effective 'supply chain' from training into employment.

A region-wide assessment of all training providers that target youth who are not in education, employment or training is planned. EIT will contribute to this assessment. We will also work with our key partners to understand how best to augment what we already do well to better meet the needs of 'at risk' young people.

We will work with schools, other TEOs and key regional stakeholders to:

- Better understand our distinctive contribution to meeting the needs of ‘at risk’ young people; and
- Develop new and flexible models at the secondary-tertiary transition to provide a pathway to higher level study for young people.

How we will measure our performance:

Our overall goal is to increase the percentage of 18 year olds that achieve NCEA Level 2 or equivalent, and of 25-34 year olds who achieve qualifications at level 4.

We can directly measure the contribution that EIT makes through our EPI commitments (see Statement of Service Performance) for people under the age of 25 and Youth Guarantee students.

Boosting achievement of Māori and Pasifika

EIT has delivered significant increases in participation by Māori, and to a lesser extent, Pasifika, over the past several years. Participation and achievement, including at higher levels, across both groups has grown markedly.

Our provision is increasingly responsive to the cultural needs of Māori and Pasifika, but we need to do more to support our staff and engage Māori communities in particular more effectively. Lifting overall educational performance is dependent on delivering successful outcomes for Māori and Pasifika, and we need to better target and resource how we support these key learner groups.

Our portfolio is well-aligned to the economic and social aspirations of iwi and Pasifika communities, and major employers who are working to develop the capabilities of Māori and Pasifika staff, but we need to continually innovate and adapt our programmes.

Developing the capability of our staff

We want to ensure that our staff have the right skills to enable them to deliver better outcomes for Māori and Pasifika. To achieve that we are shifting the focus of organisational and professional development relating to working with Māori and other priority learner groups. Quality teaching and learning, rather than a niche area associated with particular departments or groups of staff, is becoming core business for the institution as a whole.

Our new Cultural Capability Framework has been developed to complement EIT’s wider professional development framework. We are taking practical steps to connect our shared expectations for student achievement with the professional development and expectations of staff. Each head of department has KPIs relating to Māori student achievement included within their own professional development plans, and these cascade through the plans for each staff member.

Engagement and commitment by staff to this goal is high. Over 400 staff attended a workshop to explore the benefits and opportunities associated with better teaching and learning for Māori. We are building a critical mass of expertise and understanding

amongst our staff. Our approaches are evidence-based. We are working with Ako Aotearoa to identify practical techniques that staff can use to engage Māori learners in particular.

We will work with staff, key stakeholders and experts in teaching and learning to:

- Complete the implementation of EIT's Cultural Capability Framework; and
- Roll out practical techniques for engaging with Māori learners.

Making better use of data

We need to make better use of data about student participation and achievement to address disparities in educational outcomes. We are focusing initially on a pilot group of 12 programmes where there are significant disparities in performance for Māori and Pasifika learners. The relevant departments are working with other EIT staff to develop interventions to address these disparities.

To learn from these pilot interventions, we are holding monthly workshops with the relevant heads of department to review progress with the implementation of the interventions. Where appropriate, we are putting extra tutorial and academic support in place so that students and staff can access additional, targeted support.

An emerging opportunity is the identification of salient events that are indicative of a higher risk for individual learners. These events such as the first assessment for a given programmes are closely monitored. Where appropriate staff follow-up with individual students to develop a package of support including more intensive pastoral care.

We will develop a range of interventions including:

- Expanding targeted monitoring of programmes with greatest disparities in achievement; and
- Conducting intensive monitoring of salient events in the learner journey.

Building effective partnerships with iwi, hapū, agencies and Māori communities

EIT acknowledges that creating mutually beneficial relationships with Māori communities is a priority in meeting the education and social needs of Māori students. Building wide ranging partnerships with Māori – iwi, hapū, marae, continues to be a key strategy for the institution. With the changing landscape within Māoridom, this will require flexibility and new ways of delivery and operation.

Aligning our provision to areas of identified need

There is a strong alignment between our portfolio of provision and the economic and social aspirations of iwi and Pasifika communities. We provide Māori and Pasifika, particularly young people, with a wide range of opportunities for education and training and pathways to employment and further study.

Our programmes make a substantial contribution to the sustainability of Mātauranga Māori and are valued by iwi who have longstanding relationships with Te Ūranga Waka, Te Whatukura and Toi Houkura. We are contributing to the revitalisation of te reo and tikanga, particularly for iwi in both Kahungunu and Tairāwhiti, through our wānanga, and degree programmes. Our developing postgraduate programmes in Heritage and Museum Studies are also addressing critical shortages in expertise in the care and protection of taonga Māori nationally.

Evidence of the value is demonstrated through graduates applying te reo Māori, tikanga Māori and Māori knowledge in a range of contexts including on the marae, in kura and kōhanga reo, on radio, and in iwi business. Students also contribute back to their communities in a range of ways, including marae and iwi restoration projects, maara kai, and te reo Māori projects.

We engage with key Māori-owned businesses to ensure that our programmes meet their needs, and work with employers to ensure students have culturally-appropriate opportunities for work-integrated learning. The Māori and Pasifika Trades Training that we are a part of - Te Toka Consortium and Te Ara o Tākitimu – provide opportunities for young people in carpentry, agriculture and forestry. We also have a comprehensive primary industries portfolio that is aligned to the asset base of Māori.

Our health programmes complement the aspiration of the Hawke's Bay District Health Board to increase the number of Māori health workers from the current 12.4% to a level commensurate with the Māori population in the region.

We will work with iwi, hapū and Pasifika communities and other stakeholders to:

- Expand our successful Māori and Pasifika Trades Training consortia; and
- Developing new programmes that target areas of priority for Māori.

How we will measure our performance:

Our overall goal is to deliver parity of participation and achievement (especially at levels 4 plus) for Māori and Pasifika students at EIT.

We can directly measure the contribution that EIT makes through our participation and EPI commitments (see Statement of Service Performance) for Māori and Pasifika, and increases in the number of active partnerships with Māori communities.

Improving adult literacy and numeracy

Literacy, language and numeracy skills are essential for people to participate in the modern world. EIT has a strong commitment to embedding literacy and numeracy (ELN) teaching and learning into our programmes so we can support our graduates to obtain employment and improve their career prospects. We need to maintain a consistent focus on implementing the strategies we have developed, and make sure we are meeting the needs of all of our students.

Sustaining our alignment with best practice

EIT has successfully embedded literacy and numeracy across all level 1-3 programmes. This process involved a whole of organisation commitment and focus. EIT's approach to ELN is underpinned by organisational-wide policies, well-managed oversight systems and appropriate resourcing in terms of systems and professional development for staff. This commitment has supported the development of a shared understanding of the value of embedding across the organisation, and that embedding is integral to good teaching and learning.

Figure 7: EIT's organisation-wide approach to ELN



Our organisation-wide approach demonstrates strong alignment with TEC's best practice approaches to the embedding of literacy and numeracy (see Figure 7).

Our current literacy and numeracy plans provide for professional development, planning for embedding of literacy and numeracy and are integrated with our quality management system.

The embedding of literacy and numeracy is an ongoing process which is recognised in our self-evaluation processes.

Our systematic monitoring of uptake and use of the Literacy and

Numeracy for Adults Assessment Tool (LNAAT) has identified opportunities to increase use. There is, for example, differences in usage rates between Youth Guarantee and foundation level programmes, and among departments. There are also opportunities to increase the rate at which progress assessments are conducted.

Our well-developed monitoring systems give us a strong basis to understand where these opportunities lie, our effective management systems mean that we can drive uptake, and our comprehensive professional development support for staff means that we can support them to improve their practice.

We will ensure that all academic staff and learning support staff who are involved in foundation education either hold or are currently enrolled in appropriate qualifications.

We will work with teaching and learning staff who support our learners who live in more remote areas and/or who are not familiar with the online platform used for the LNAAT. We recognise that we need to find new ways to engage these learners, and feedback from our staff about approaches that work will be implemented as appropriate.

We will:

- Continue process improvement and professional development for staff to ensure sustained alignment with best practice approaches;
- Implement closer monitoring of programmes where LNAAT usage could be increased with a strengthened centrally-led performance management function;
- Drive a strengthened organisational culture that ensures consistent uptake and use of LNAAT results across the organisation; and
- Continue to embed literacy and numeracy.

How we will measure our performance:

Our overall goal is to contribute to an improvement in literacy, language and numeracy skills across all age groups in the region.

We can directly measure the contribution that EIT makes through our EPI commitments (see Statement of Service Performance) for foundation education students, and our progress in meeting and exceeding the TEC's thresholds for use of the LNAAT.

Strengthening research-based institutions

EIT has one of the most vibrant and active research programmes and cultures in the ITP sector and was one of the highest ranked ITPs in the most recent PBRF process. We are building on this platform to extend the work we do with industry, solving the practical problems businesses face, and developing the research potential of our staff.

Collaborating with industry

The National Statement of Science Investment seeks a strong line of sight to the eventual benefits of research for individuals, business and society. EIT has a strong commitment to, and track record of, working closely with industry and other end-users of research. We work closely with our partners to identify the key challenges they face and align our research priorities to solving practical problems.

Our staff, particularly in manufacturing, education, wine science, health and sports science fields, are involved in research programmes with a strong practical orientation. In 2015, our staff participated in more than 35 international research collaborations with business and other tertiary education organisations, and 12 collaborative research projects with regional industries. Sport Hawke's Bay, Gisborne District Council, Hawke's Bay Medical Research Council, and Ako Aotearoa supported research projects with financial contributions.

We need to build on this foundation to develop research relationships with key local government, iwi and business partners, and to extend our partnerships with other tertiary education organisations. We will develop a collaborative approach and showcase our research capabilities through a series of knowledge exchange seminars with groups such as Business Hawke's Bay, the Hawke's Bay Chamber of Commerce and Iwi.

Continued active marketing and dissemination of research results through media, public lectures, and targeted advertising will help raise awareness of our capabilities and past successes. This marketing will create connections with potential partners and generate opportunities for knowledge exchange and applied research projects.

Our research grant programme makes it possible for staff to pursue projects aligned to the research strategies of their departments (see below). We will have regard to opportunities to support collaborative research with industry and other TEOs when making internal research grant decisions. In this way, we will work to promote intra- and inter-institutional research links.

We will:

- Place greater emphasis on industry and TEO collaboration, knowledge exchange and applied research;
- Maintain a programme of active marketing and dissemination of research results;
- Foster collaborative research activities.

Developing our research culture

We want to ensure that our staff have the right skills and a supportive environment within which to conduct research. We have taken a systematic approach to developing the research potential of staff. Continuing to invest in targeted professional development will underpin our capacity as an organisation to support both future-focused research that challenges existing approaches and grow new, knowledge-intensive industries, and undertake industry-led, close to market research.

Targeted professional development as part of preparations for the 2018 Quality Evaluation of the PBRF is well underway. EIT has an excellent track record of success through the Quality Evaluation (see Past Performance). We will continue to invest in staff with high potential and wrap mentoring and other support around them to help enhance their research productivity.

We are taking a more structured and planned approach to our departmental research programmes. Research planning is a key element of the annual performance reviews and planning for our staff. We are using departmental strategies and staff planning to promote research as a core component of academic activity.

Research is central to our successful undergraduate and postgraduate degree programmes. We ensure that there are strong links between our teaching and learning programmes, the capabilities of staff including at the point of recruitment, and the research projects that staff undertake.

We will:

- Maintain or improve our performance in the Quality Evaluation measure of the Performance Based Research Fund;
- Increase the mentoring of staff with research potential;
- Place more emphasis on research skills in recruitment; and
- Maintain a strong emphasis on research in staffing development and our business planning.

How we will measure our performance:

Our overall goal is to promote a more cohesive organisation-wide approach to research and greater emphasis on industry-led research.

We can directly measure the contribution that EIT makes through the number of industry-based research projects, our success in the 2018 Quality Evaluation, the number of research degree completions and the amount of external research income (see Statement of Service Performance).

Growing international linkages

International education makes an important contribution to New Zealand society and our economy. The links that EIT has established with key international institutional partners and a growing number of international students is enhancing the quality of teaching and learning, research and the experiences of all of our students.

We need to continue to adapt and respond to the changing needs of the international education landscape including our international partners, build our connections to the rest of the world, and grow our ties with countries that represent an emerging source of students.

Adapting, building, growing

We want to ensure that the mix of programmes we offer and the way they are delivered continues to meet the needs of the students we attract and their potential employers in New Zealand and offshore. We are successfully promoting the Hawke's Bay and Tairāwhiti regions as destinations for international students, and establishing pathway programmes with international partners. Our Auckland International Graduate School campus is complementing our main campus options with high quality postgraduate business and computing programmes, English language pathway programmes and promoting pathway options to our main campus.

Our international linkages include relationships with academic and government institutions in China, India, Japan, Germany and Taiwan, and exchange agreements with universities in Germany. We will continue to leverage these relationships to support our recruitment efforts and drive deeper teaching and research collaborations, including opportunity for off-shore educational delivery.

EIT has a comprehensive international marketing programme and an active digital media presence. We are represented in almost 30 countries through our network of international agents, and have a programme of participation in international education expos. We attract students from 48 countries reflecting the progress we are making in diversifying our range of source countries. We are also supporting the members of Education Hawke's Bay to raise their international profile and attract more international students into the region.

We will:

- Continue to adapt our portfolio and respond to changing market demand to support sustainable growth in student numbers;
- Leverage our relationships with key partners and the use of targeted recruitment and marketing to attract more students from non-traditional source countries;
- Pursue off-shore educational delivery opportunities in areas of academic strength; and
- Expand research linkages and staff and student exchange opportunities with key partners.

How we will measure our performance:

Our overall goals are to increase the economic value of international student enrolments in Hawke's Bay and Tairāwhiti, and promote the internationalisation of EIT for the benefit of all of our stakeholders.

We can directly measure the contribution that EIT makes through the number of international students we attract, and growth in the percentage of international fee revenue (see Statement of Service Performance).

Past performance

EIT continues to strengthen its position as one of New Zealand's leading Institutes of Technology and Polytechnics

Major successes

EIT demonstrates strong institutional performance in terms of educational outcomes, administrative effectiveness and efficiency, and financial sustainability.

The most recent EER review has affirmed EIT's standing and reputation as a high quality **Category One** tertiary education institution with **Highly Confident** rankings for educational performance and self-assessment.

Significant achievements over the term of the last investment plan are discussed below.

Successful degree and postgraduate portfolio

EIT has a strong and developing portfolio of postgraduate programmes. We offer five Masters degree programmes, 15 post-graduate and graduate qualifications and 12 degrees.

Enrolments in degree programmes at EIT account for the largest number of enrolments at any qualification level, and reflect our commitment to driving the formation of advanced technical, vocational and research skills for the regional workforce.

Catering to priority learners

Priority learners account for 76% of all students at EIT. Māori participation has grown significantly over the past decade, and exceeds both the demographic profile of the regions, and the performance of the wider tertiary system.

Young people account for 48% of Student achievement component EFTS, we host one

of the largest Trades Academies, and are a significant provider of Youth Guarantee provision.

We have developed two successful Māori and Pasifika Trades Training consortia with partners in the region, and 26% of Māori students are enrolled at degree-level or higher.

Educational performance

EPI performance overall is strong. For example, at degree and postgraduate level our students achieve course completion rates of almost 90% - well above the sector average. Course completions at levels 3 and above have also increased measurably in recent years.

International education

International student enrolments grew rapidly over the term of the last Investment Plan. We enrolled 321 EFTS in 2015, an increase of 26% compared to 2014 alone.

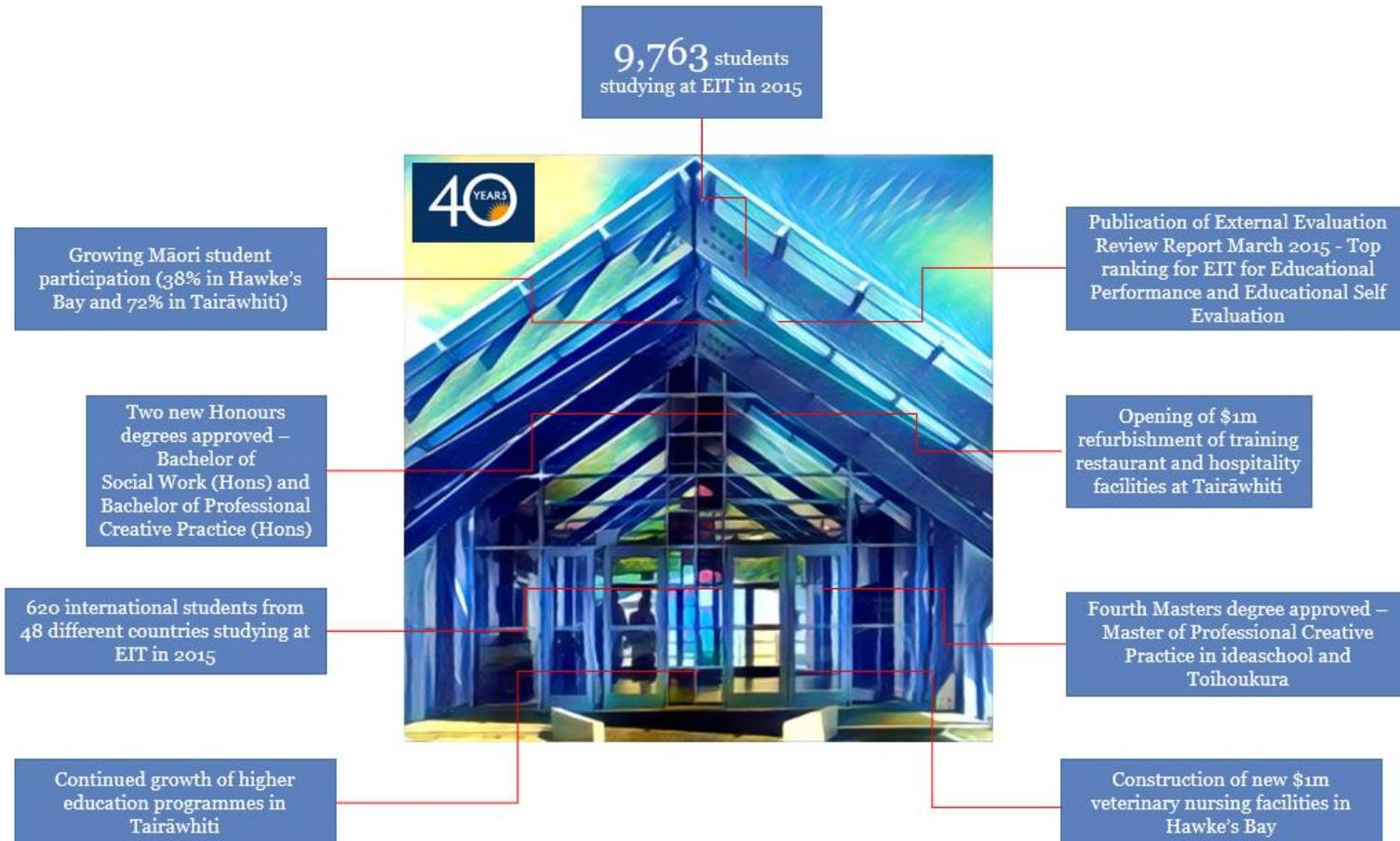
We are contributing strongly to efforts to promote our two regions as international destinations. Enrolments by international students in the region overall were up 17% in 2015 driven by our success.

Applied research

EIT was ranked as one of the top two ITPs in the 2012 Quality Evaluation and accounted for 46% of the 'A' ranked researchers in this sector.

We have an active programme of applied research that works with industry to solve the challenges that they face.

Figure 8: Selected highlights



Critical reflections

Self-assessing how well EIT is meeting needs is an ongoing process

Continual improvement

EIT has a strong commitment to using the results of self-assessment to drive quality improvement. Key areas of focus and our responses are described below.

Orientating to high-needs learners

EIT has recorded improvements in overall EPI performance over the past several years. These improvements have been driven by the cumulative impact of our support for priority learners.

Our focus is moving more to learners with the greatest and most complex needs. There is an increased recognition across the organisation that overall student outcomes are determined by how well we support those with the highest needs.

We are increasingly orientating staff development and our systems toward this end (see *Getting at-risk young people into a career*).

Parity of achievement

Parity of achievement for Māori and Pasifika learners is a key goal for EIT, and is highlighted in our Strategic Plan.

EPI performance for these learner groups is increasing overall driven by a number of innovative approaches to education and training, but gaps persist. This is very resource challenging for the institution given the high percentage of priority learners enrolled at the EIT.

There is a high level of demand from our staff for better support and tools to assist them to work with priority learner groups.

We have outlined steps to develop our workforce to ensure we provide the best possible outcomes (see *Boosting achievement for Māori and Pasifika*).

Adult literacy and numeracy

EIT aligns well with the TEC's best practice guidelines for embedding literacy and numeracy. We have a well-developed strategy, resources for staff, and a comprehensive monitoring programme.

We need to maintain a consistent focus on increasing uptake of the LNAAT by staff and students, particularly to encourage learners to complete their progress assessments.

We need to leverage this regime to maximise use of the tool across EIT's departments and to provide targeted support for learners, particularly those who live in remote locations and may lack access to or familiarity with the technology platforms used for the assessments (see *Improving adult literacy and numeracy*)

Best practice teaching and learning

Quality teaching and learning underpins the achievement of our strategic plan.

We recognise the need to continually invest and re-invest in our staff, and the systems and processes that support education delivery.

Our Teaching and Learning Plan 2015-17 provides a platform to guide staff development, and we are undertaking research into effective teaching practice.

The Investment Approach

The predominance of the past volume driven funding approach has concerned EIT Council given the lack of flexibility it affords TEC to support key initiatives and strategies at the institutional and regional level.

Given over 70% of EIT's learners fall within one or more priority learner groups, EIT is confronted with some very challenging learner cohorts and delivery contexts.

Initiatives such as MPTT, Youth Guarantee and Trades Academies have been welcomed and are regarded by EIT as important initiatives.

EIT is hopeful the new 'Investment Approach' will provide TEC with an ability to support strategic initiatives beyond merely providing volume based funding.

Such a shift will be necessary to enable 'step-change' outcomes in some of the pressing socio-economic deprivation issues confronting segments of communities within Hawke's Bay and Tairāwhiti.

Quality assurance reviews

There are several consistent themes in assessments of the key needs and opportunities of the two regions

EER results

The New Zealand Qualifications Authority (NZQA) conducts periodic evaluations of each TEO's performance achieving outcomes relevant to identified stakeholders and its capability to use self-assessment to improve its performance. The results of these evaluations, the External Evaluations and Review, provide advice on the level of confidence that NZQA has in each TEO's performance.

The last External Evaluation and Review of EIT was undertaken by NZQA and the results were published in May 2015. The results of that review were a rating of:

- **Highly confident** in the educational performance; and
- **Highly confident** in the capability in self-assessment.

The review affirms that students at EIT gain useful skills, knowledge and qualifications that support them to gain employment and contribute positively to their communities.

Quality of educational performance

The report of the evaluation noted that EIT is strongly connected to its regions, has progressively improved its performance (as measured through EPIs) over time, and has a strong focus on meeting the needs of priority learners.

EIT was commended for the contribution made to Mātauranga Māori. Iwi reflected positively on the contribution that EIT staff

have made to the maintenance and revitalisation of te reo and tikanga Māori.

The report also reflected positively on the clarity of organisational direction and strong sense of unity shared by staff, management, governors and stakeholders.

Capability in self-assessment

The review noted that EIT leveraged the merger with the former Tairāwhiti Polytechnic as an opportunity to reflect on opportunities to better meet the needs of stakeholders.

The resulting changes have led to better integration of provision across the campus network, while providing staff with the flexibility to respond to the specific needs of stakeholders.

Self-assessment practice is widely adopted and the review panel noted that evaluative discussions were making a difference to learner experiences, particularly in terms of retention and achievement.

The organisation was commended for the use of data to review past performance and plan for future needs. The review noted that, for example, EPI data was well-utilised by staff, but that opportunities existed to develop the capabilities of some staff (see also Past Performance)

Supplementary information

There are several consistent themes in assessments of the key needs and opportunities of the two regions

Key assumptions

This Investment Plan assumes that the applications that EIT has made for Student Achievement Component funding will be successful. Two applications have been made and success in these will be important for EIT to be able to support the Government backed Regional Economic Development Strategies for our regions.

Funding has been sought for foundation-level programmes that cater to the needs of learners with high special needs, an interest in land-based industries, te reo Māori and tikanga Māori, and that provide pathways to a range of vocational areas.

Funding has also been sought for programmes at levels 3 and 4 in agriculture, horticulture and viticulture. These programmes have a significant work experience component and prepare graduates for employment in these industries, and for further study.

Capital asset management

EIT has long been a leader in the ITP sector at investing in campus facilities and equipment to support teaching and learning. EIT has invested some \$57M in capital expenditure over the last decade, with \$35M of that in the last five years. Around \$8M of that has been spent in five years specifically supporting the merger with Tairāwhiti Polytechnic.

An increasing proportion of capital expenditure has been invested in information technology to utilise new

technologies to support changing student expectations and new pedagogies.

Investment in online capability and tools to support student achievement have been occurring. This investment will continue, as will renewal of IT assets to maintain and develop resources to facilitate successful teaching and learning, together with administrative and other support systems to support that.

A changing policy and funding environment has created financial challenges, which the institute is responding to. Focus over the last three years has been more on consolidation and reprioritising, after two or three years of significant new activity post-merger. Planning objectives with respect to a number of long term facilities' improvements and renewal have been deferred in light of uncertainties, other than for remedial and high priority projects.

Significant investment has been made in recent years to address leaky building issues in Hawke's Bay and this work was completed last summer. Investigation last year at the Tairāwhiti campus for weather tightness issues resulted in some remedial works being undertaken and completed earlier this year also. A number of minor seismic issues have been addressed in recent years, usually in conjunction with other building work well ahead of legislative change requirements, which are yet to come into effect and that will allow up to a ten-year identification and remediation process.

In the last couple of years, various facilities' improvements have occurred to meet growth areas, requirements of new programmes, changing mix of provision and improve student education success. These have included a major revamp and expansion of our training kitchens and front of house facilities in Tairāwhiti and a significant expansion and design changes for our veterinary nursing programmes in Hawke's Bay to meet the requirements of our new programmes. Use of additional leased facilities has enabled growth in international student numbers.

Investment in shorter life assets, such as priority IT and equipment continues to underpin good teaching and learning. A capital asset management plan has been approved and various improvements prioritised. An application for the transfer of Crown Titles is progressing well.

Our current ten-year institutional planning projections for capital expenditure exceeds \$70M. Of this approximately \$30M is for replacement of relatively short life assets such as IT, equipment, furniture and fittings, vehicles, library books and software. New building developments, major refurbishment works, capital asset renewals and infrastructure upgrades is forecast to exceed \$40M over this period of time, across all locations. These projections may change for a number of reasons, such as key changes in our strategic direction, demand, affordability or emerging needs.

Historically much of our building work has been new builds to support growth. Looking forward, the estimated spend is not likely to reduce much, with more of our built environment approaching an age over the decade where renewal, refurbishment or replacement become necessary to sustain our existing capacity.

Sub-contracting register

EIT will advise TEC of any Sub-contracting and Contract for Service arrangements should any such arrangements arise throughout the period of this Investment Plan.

Subsidiary bodies

The Eastern Institute of Technology (the Institute or EIT) is a TEI domiciled in New Zealand and is governed by the Crown Entities Act 2004 and the Education Act 1989.

Ōtātara Trust (a charitable trust) is incorporated and domiciled in New Zealand.

Supporting analysis

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Supporting information

A range of information to support this Investment Plan has been provided to the Tertiary Education Commission. This information is provided in template form and includes our priority commitments, mix of provision and outcome commitments.