



2015-2017
Investment Plan

UCOL[®]
Universal College of Learning
Te Pāe Mātauranga Ki Te Ao

TABLE OF CONTENTS

1.0	Strategic Intent – Performance Story	3
1.1	UCOL’s Mission and Distinctive Role.....	3
1.1.1	Vision.....	3
1.1.2	Mission	3
1.2	UCOL’s context.....	3
1.3	The next 3 to 5 years.....	7
2.0	UCOL’s Strategic Direction.....	8
2.1	Proposed outcomes for the coming three years	8
2.2	Our stakeholders.....	10
2.3	Key changes planned for the future	11
3.0	Contribution to Government Priorities	14
3.1	Delivering skills for industry.....	14
3.2	Getting at risk young people into a career	16
3.3	Boosting achievement for Māori and Pasifika	17
3.4	Improving adult literacy and numeracy.....	19
3.5	Strengthening research-based institutions.....	20
3.6	Growing international linkages.....	21
4.0	Summary of Activity.....	23
4.1	Planned learner numbers	23
5.0	Performance Commitments	24
	Glossary.....	27
	Appendix One – WHANGANUI INTEGRATED PACKAGE	28
	Appendix Two – PROPOSED WHANGANUI PROGRAMMES 2015.....	32
	Appendix Three – WAIRARAPA UCOL	34

1.0 STRATEGIC INTENT – PERFORMANCE STORY

1.1 UCOL's Mission and Distinctive Role

1.1.1 Vision

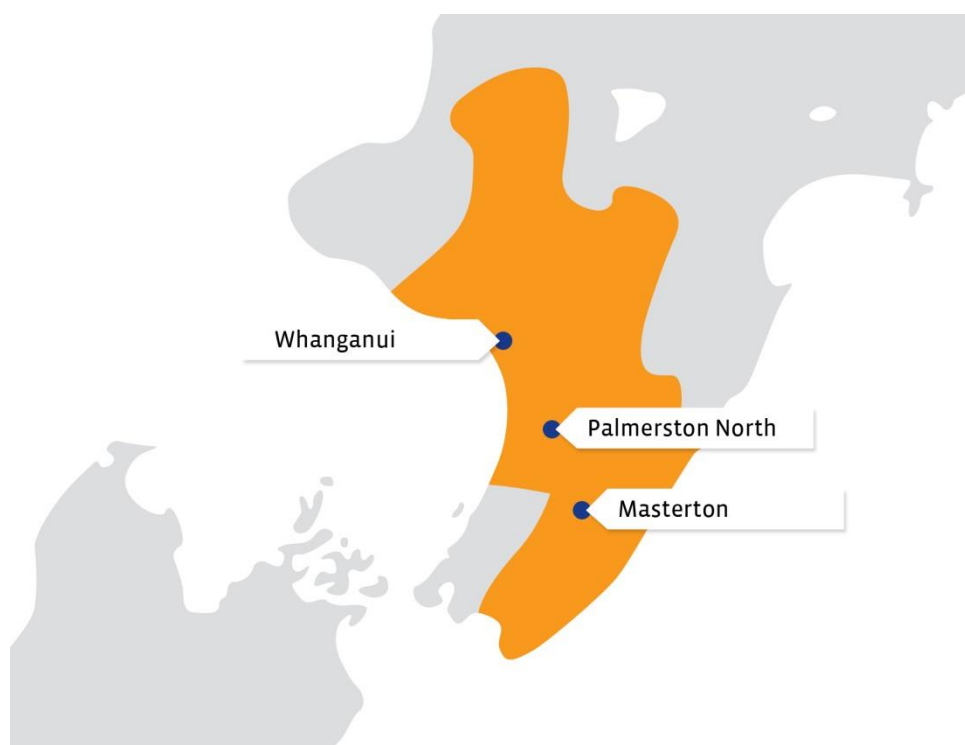
Together creating great futures through innovative education and training.

1.1.2 Mission

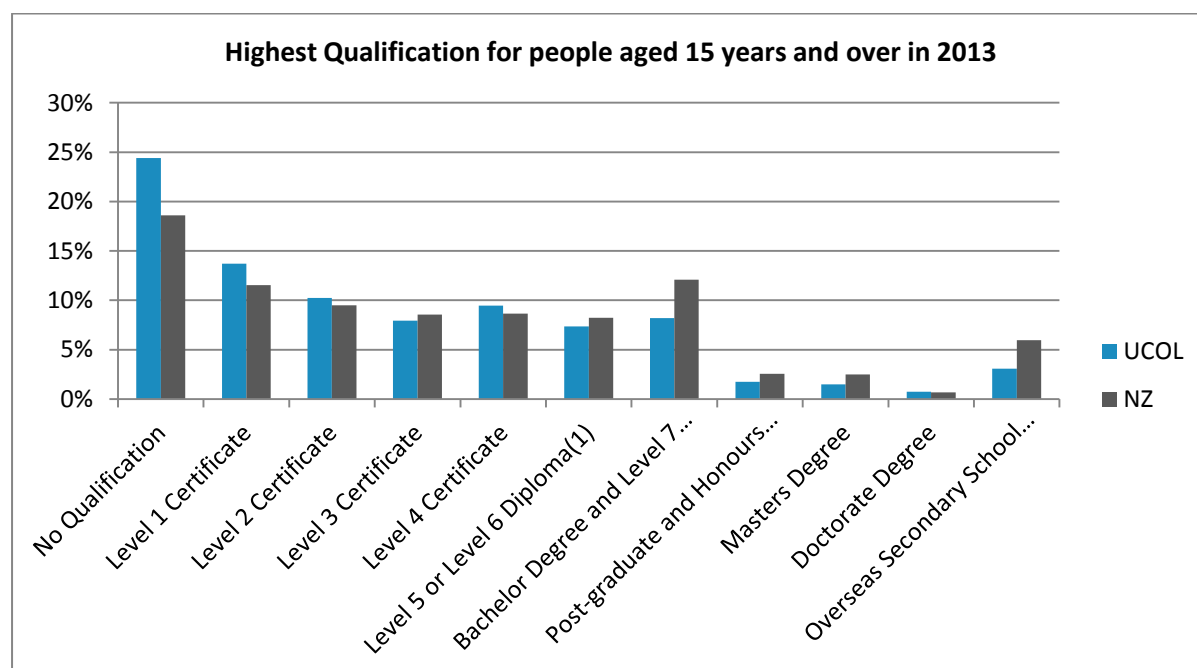
UCOL will provide its communities with universal access to applied education and training that enhances student development and career potential.

1.2 UCOL's context

The Universal College of Learning (UCOL) covers a large portion of the lower North Island encompassing South Taranaki, Ruapehu, Whanganui, Rangitikei, Palmerston North, Manawatu, Tararua, Horowhenua, Masterton, Carterton and South Wairarapa. In total UCOL's region covers 12% of NZ's land area but only 7% of NZ's population meaning other than a few urban centres, the population is highly dispersed. Driving from the north to the south of UCOL's region takes approximately 5 hours. The region is characterised by a mix of provincial urban centres, small towns and large tracts of rural hinterland and so our regional identity tends to be defined by agriculture.

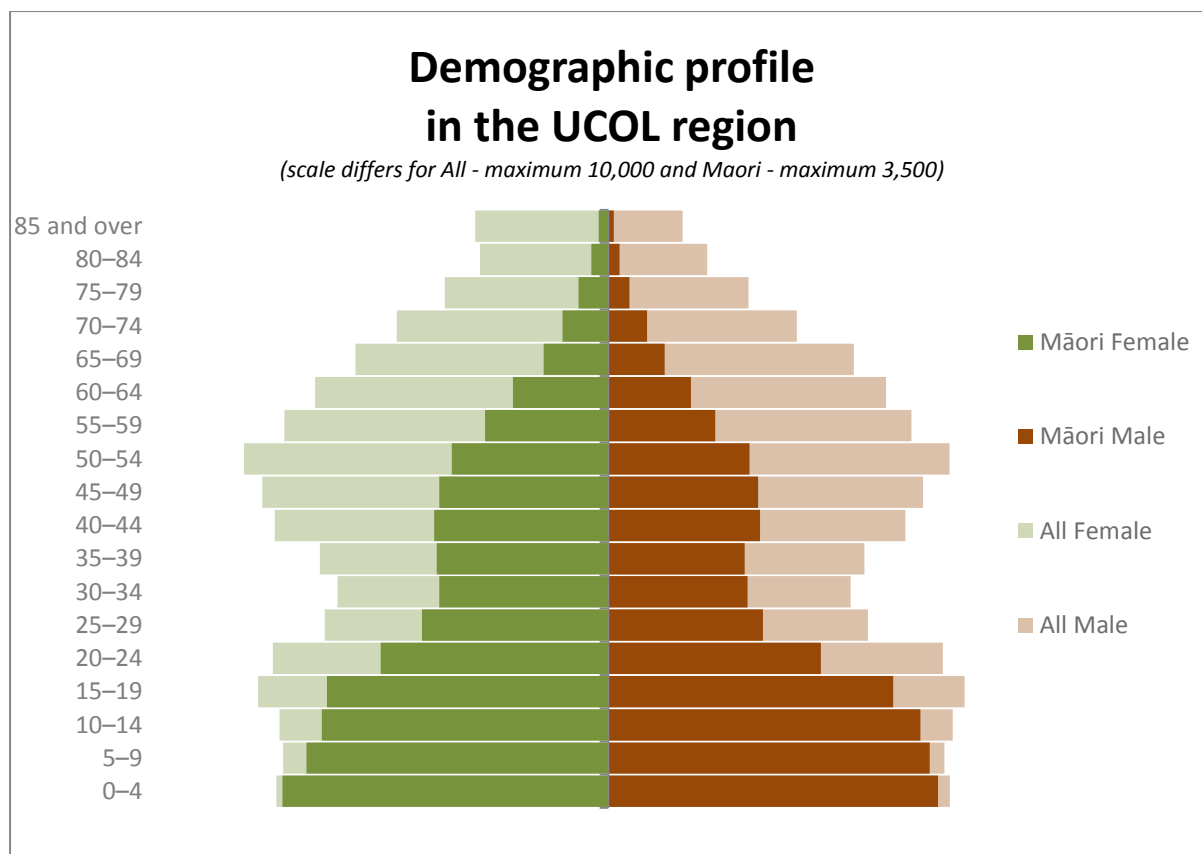


The UCOL region has traditionally had a relatively large proportion of the population with no formal qualification, reflective of the availability of low-skilled employment. As a region we have made significant progress recently with the 2013 census identifying 24% of people aged 15 years and over having no formal qualification compared to 28% in 2006 and 19% nationally. One of the drivers of this trend is the steady improvement in NCEA results of students attending secondary schools in the UCOL region. In 2013, 78% of school leavers under the age of 18 in the UCOL region had NCEA Level 2 or better compared to 74% in 2011 although it should be noted that this is still short of the Better Public Services Target of 85%. Masterton schools were particularly strong with 86.7% having NCEA Level 2.



The 2013 census identified that 19% of people in UCOL's region identify as Māori¹ which is an increase of 2% from 2001 and is a trend that is projected to continue in the medium term. This provides a number of opportunities for the region as Māori are significantly younger than the non-Māori population and so will provide a more significant proportion of the region's future workforce. The other medium term driver of the role of Māori in the regional economy is the increasing prominence of Māori business. This trend is expected to continue as local iwi settle treaty claims and are economically empowered to help drive regional growth.

¹ Including 25% in the wider Whanganui area (the local authorities of Whanganui, Ruapehu and Rangitikei) and 15% in Wairarapa (Masterton, Carterton, South Wairarapa). In Wairarapa Masterton has the highest proportion of Maori with 18%.



Private sector employment in the UCOL region tends to be focussed on a few key sectors including agriculture, manufacturing, construction and retail trade as well as a large portion of local and central government employees in areas such as education, defence and health. Employment growth in the UCOL region is projected at 3.4% in the medium term. It is expected that most jobs will be created in health care, wholesale trade and retail trade. Another feature of employment in the UCOL region is the tendency for employees to be ‘sticky’ due to there being relatively fewer employment opportunities, creating the necessity for in-work education to improve regional performance.

Table One. Employment in Manawatu-Whanganui Industries and Median Earnings

	NZ		Manawatu-Whanganui	
	% of People	Median Earnings	% of People	Median Earnings
All Industries	100%	37,700	100%	35,990
Agriculture, forestry, and fishing	7%	26,420	11%	29,640
Manufacturing	10%	43,520	11%	40,810
Construction	8%	42,080	7%	40,410
Wholesale trade	5%	46,310	4%	42,770
Retail trade	9%	26,060	10%	26,780
Accommodation and food services	7%	15,900	6%	15,940
Transport, postal, and warehousing	4%	44,240	3%	42,090
Information media and telecommunications	2%	49,970	1%	37,990

Professional, scientific, and technical services	9%	50,850	5%	44,650
Administrative and support services	5%	21,800	3%	20,670
Public administration and safety	5%	54,630	7%	52,560
Education and training	8%	43,510	10%	43,590
Health care and social assistance	9%	39,390	11%	36,720

Regional employers tend to be very large and concentrated (education, health, defence and some manufacturers) or very small and dispersed (agriculture) meaning that the needs of employers in the region are highly variable and range from supporting existing workforces to achieve foundation levels of literacy and numeracy through to support for highly specialised skills in areas such as health. When paired with the relatively low level of employee turnover and job creation, this means that there are relatively few industries in the UCOL region that have the critical mass to support an entirely regional training focus. This means UCOL is also training graduates for the national and international labour markets.

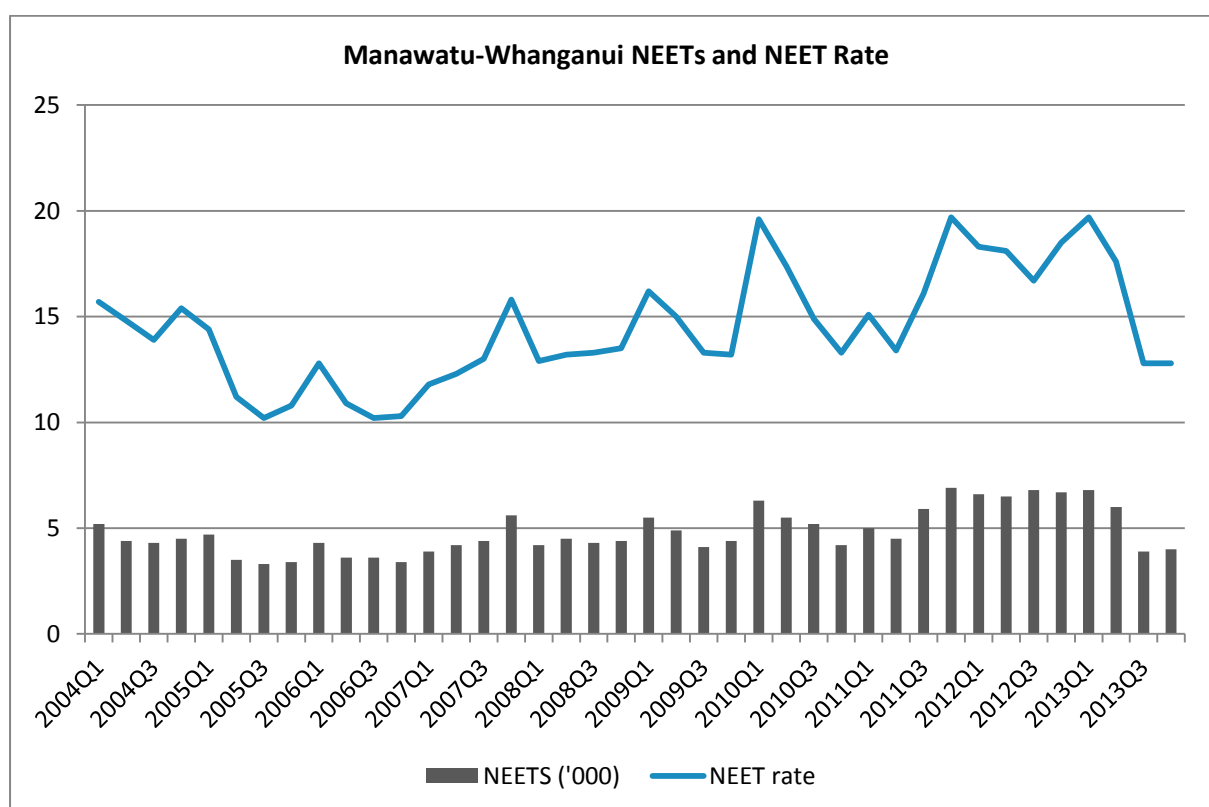
One high value area that is taking an increasingly significant role in the region is the food sector, with the region having strong capabilities across all aspects from primary production to preparation and consumption (paddock to plate). In addition to providing a source of high value jobs that are linked to, but outside of, the primary and government sectors, the food sector is increasingly driving regional innovation. Organisations such as the Bio-Commerce Centre are achieving strong outcomes from innovation competitions that are providing an opportunity for local entrepreneurs to explore their ideas and develop businesses in the region that bring in export earnings. The flip side of this trend is that as agriculture becomes increasingly technology driven, the labour component is diminishing and training requirements will need to increase in areas such as agricultural-technology.

A heavy reliance on government services does provide a level of stability to the regional economy, but the benefits of this activity tend to be limited to Palmerston North and its immediate surrounds. Northern regions such as Whanganui, Ruapehu and Rangitikei tend to be far more reliant on agriculture (non-dairy) and thus significantly less prosperous. This two speed economy means that the Manawatu-Whanganui region is usually ranked at the bottom of the economic pack though the most significant challenges to economic prosperity do tend to occur in the region's most isolated pockets. The Wairarapa economy has also had a two speed element to it recently. Masterton's reliance on agriculture and related industries has seen modest economic growth (0.25% between 2008 and 2013) but negative employment growth (-1%, despite a small population increase). The proximity of South Wairarapa and Carterton to Wellington City helping them to sustain relatively strong economic growth in the last five years (4.3% and 5.1% respectively).

One of the most noticeable outcomes of this relatively poor economic performance is that areas such as Whanganui and Ruapehu tend to be over-represented in areas such as unemployment, NEETs and low average incomes. The NEET issue, while being of particular concern, is also highly complex with contributing factors including high levels of unemployment and the associated low levels of employment opportunity, the loss of lower level employment, relatively poor compulsory sector education outcomes, stickiness in existing roles, and socio-economic trends to have children young, not engage in tertiary study and to stay close to the area you were raised in. This is also

represented by UCOL having three Social Sector Trials in its region – Horowhenua, Taumarunui, and Wairarapa.

UCOL is committed to providing access to education to assist with re-engagement in employment, education and training, but it is also important that we place a high level of focus on efforts that prevent people from becoming NEET in the first place. This includes work in the secondary/tertiary transition space using mechanisms such as Youth Guarantee and Trades Academy. In 2013 UCOL had 405 students who identified as NEET before attending UCOL.



1.3 The next 3 to 5 years

UCOL's focus over the next 3 to 5 years is on facilitating success at an individual, regional, national and international level. This will increasingly involve collaborations with other providers, industry, and the community – leveraging the respective strengths to ensure the greatest value is achieved from our activities.

Ensuring access is the first step to success at an individual level. UCOL is committed to its three campuses and ensuring access for communities beyond these, and we will continue to utilise innovative avenues such as digital delivery and collaboration to ensure access is enhanced across our region.

At a regional level UCOL is committed to playing its part in improving regional performance. One of our key roles is to increase the amount of in-work training occurring – providing an effective and efficient way for our regional industries to upskill their workforce. This will be supported by continually improved industry engagement and knowledge transfer activities.

UCOL's activities also contribute to national success. A number of our offerings have national standing – for example our medical imaging technology programme, our award winning visual imaging programmes (particularly our initiative in Auckland with Canon New Zealand), and New Zealand's only postgraduate qualifications in exercise physiology and design thinking. UCOL's students go on to rich careers across New Zealand (and the world), and over the next 3 to 5 years we will increase our ability to facilitate this through deeper industry engagement.

Our international activities are an important way to generate value, both culturally and economically. The next 3 to 5 years will see UCOL deepen its international connections. We will increase the numbers of students over the course of this Investment Plan, and continue to build our range of arrangements with overseas institutions.

2.0 UCOL'S STRATEGIC DIRECTION

2.1 Proposed outcomes for the coming three years

UCOL has six main outcomes for the coming three years:

Strengthen our connection to industry and employment

UCOL will build more strategic-level industry engagement that informs programme development, improving our ability to 'close the loop' with programme development. 100% of our programmes will have a work placement or project element by 2017 (70% currently). We will also leverage our innovation assets (Design Solution Centre, SimLab, U-Kinetics and Institute of Commercial Photography Auckland) to connect to industry, building links for students and increasing knowledge transfer. We will also progress work with the Ministry of Education on employment outcomes data, with a particular focus on understanding our impact on the regional and national labour markets.

Deepen our offerings to those already in work

UCOL's focus for the next 3 to 5 years is on building stronger offerings for the in-work market. Our regional labour market is characterised by 'low-churn' – people tend to stay in their jobs or industries. Up-skilling those already in work is therefore an important contribution to regional performance, especially since these staff are highly likely to remain in the region and provide long-term performance gains. Not only will we continue to adopt programmes that match regional need, we will also adapt our delivery methods to learning needs of these industries and students (utilising the technologies available and by collaborating with other providers). It will also require us to connect deeply with industry to ensure we are meeting their needs. Being successful in this area will mean our regional economy has a stronger base from which to improve its performance, and our students have access to learning throughout their working careers.

A new model for Whanganui tertiary education

UCOL and the Wanganui District Council have co-designed a new model for Whanganui that has three key elements: sharing space, partnering with others to provide more options for the Whanganui region, and new Arts programming. An integrated package of significant actions (outlined in Appendix One) over the next 3 to 5 years will achieve the following:

- at least a further 12 qualifications to the wider community including a range of trades based offerings in conjunction with UCOL's network of regional and national providers.
- greater Māori engagement in tertiary study, particularly young Māori males
- an additional 100 EFTS in study (135 including Trades Academy and Māori Youth Academy)
- reduction of the deficit from Whanganui campus activities – down from \$2.0 million per annum to \$140,000 in 2017.

UCOL's commitment is to meet community needs in an educationally and viable way and work alongside partners to achieve this. This involves some capital expenditure as well as re-organising spaces to share with others and investing in new partnerships. Wanganui District Council's commitment is to support UCOL as a major tertiary provider in Whanganui and work together on ownership and management models to achieve an integrated community approach. This requires ongoing commitment via local government, planning processes and related expenditure that represents community aspirations. Commitment from other government agencies such as the Tertiary Education Commission and Ministry of Education will also be essential if the new model is to be successful.

Continue to develop an innovative transition space

UCOL has a strong Trades Academy offering and has put in place a number of other innovations in the transition space. We will continue to support the Youth Guarantee Networks in our region, building on our existing success at Youth Guarantee delivery (73% in 2013, above the sector median of 71%). Alongside maintaining our high levels of engagement by under-25s (currently 62% of our students) we will increase engagement by young Māori, particularly in Whanganui. Further innovations in this area will focus on ensuring young people do not become NEETs, continuing our close work with Social Sector Trial teams in our region.

Student centric

We will continually improve our practices to make sure we are as student-centric as possible. This will encompass the student journey from getting to UCOL (seamless enrolment and comprehensive information to make decisions on), through the time spent with us (with a particular focus on increasing course completion to 80% overall, and the continuation of the High Performing Teaching Teams initiative), and once study is finished (making sure our students are well connected to industry and the community so the transition to work is easy). We will measure our progress via the Educational Performance Indicators, our surveys of students (at enrolment and following graduation), and through the employment outcomes information from the Integrated Data Infrastructure.

Māori student success @ parity (and better in some areas)

UCOL will build on its strong levels of engagement with Māori and Pasifika students in four ways: improving the transition of Māori students from secondary to tertiary education (in particular young Māori males in Whanganui), increasing the number of Māori and Pasifika students undertaking diploma and degree-level study, deepening our connections with iwi/hapu and Māori businesses, and fully embedding the relationship-based learning model across the organisation (Te Atakura).

We expect these changes to deliver an 80% course completion rate for Māori and Pasifika students. We also intend to work with the Ministry of Education to explore the Integrated Data Infrastructure ability to track employment outcomes for Māori and Pasifika students, with the goal of achieving parity.

2.2 Our stakeholders

The outcomes identified above have been developed in response to the needs of our stakeholders and communities. Significant investment has been made in the last two years engaging with the Whanganui community, primarily through the Joint Taskforce with the Wanganui District Council. This considered community and industry needs and has identified a number of developments required over the coming 3 to 5 years.

UCOL has actively engaged with industry. Recent developments have included the operationalisation of the UCOL Design Solution Centre which engages local businesses in knowledge transfer projects. We have also supported the development of a Māori Business Network in the Manawatu (Te Au Pakihi), actively supported the Innovate! programme in the Manawatu and Whanganui area that identifies new businesses or early-stage research or technology with commercial potential, and host the Startup Weekend for our region. Targeted industry consultation has also occurred when developing qualifications such as Design Thinking (service design and design thinking agencies across New Zealand, and the public sector agencies involved in Better Public Services Result 10 work) and the Postgraduate Diploma in Exercise Physiology (including Health Workforce New Zealand and private partners in our clinic initiative). UCOL also participates in forums such as the Regional Growth Network which identifies issues for regional businesses and how these could be resolved.

Our stakeholder engagement has also involved regular contact with all 11 local authorities that form part of our region. A number of these local authorities have facilitated access to industry feedback and views, particularly in Whanganui, Palmerston North, Tararua, Manawatu, and Horowhenua. UCOL has built strong relationships in the secondary to tertiary transition space. This has allowed us to deepen our connections with over 32 of the 45 secondary schools in our region, but also to draw connections between schools and other stakeholders as part of our active support of developing Youth Guarantee Networks.

The 13 iwi in UCOL's region are at different stages in terms of formulating education strategies. We have recently renewed our accords with Te Puna o Mātauranga (Whanganui) and Tanenuiarangi Manawatu Incorporated (mandated iwi authority for Rangitaane o Manawatu), and were connected to the recent launch of Kahungunu ki Wairarapa's Education Strategy. UCOL has also been engaging with iwi and Māori organisations in our region to identify future programmes and education needs, including Hinengakau Development Trust in Taumarunui, Kahungunu ki Wairarapa, and Nga Kanohi in Wairarapa. In 2015 we will also have staff from the education arm of Kahungunu ki Wairarapa co-located on our Masterton campus, assisting us with delivery of programmes and access to education.

2.3 Key changes planned for the future

Lifting educational performance

As part of our student centric focus in the next 3 to 5 years UCOL will continue to improve its support the educational performance of our students. Our sustained increases in course completions and strong performance in progression at Levels 1-4 have been underpinned by organisational initiatives such as High Performing Teaching Teams, Te Atakura, Raukura, and Project Transform. UCOL's staff have put significant effort behind these initiatives as part of their commitment to student success.

Student success in degree study at UCOL is above sector median, and in fact outperforms the sector median for Universities as well. Our focus over the next 3 to 5 years is to translate this same success to Levels 3 and 4 where we are behind the sector median. In 2013 and 2014 we began shifting our student support efforts to these levels (and will continue this targeting for the next 3 years), and in 2014 have piloted additional activities related to attendance and assessment that will extend this targeting in 2015 and beyond. While undertaking this targeted effort, we will also continue to resource the initiatives that help lock in the targeted gains and create long-term improvements to educational outcomes.

We expect to attain an 80% course completion rate by 2015 and improve this to 81% by 2017. This will be driven by an increase in Level 3 and 4 completions (to 74% in 2015) and achieving parity of course completions by Māori students by 2017.

Programme developments

In the 2013-2015 Investment Plan UCOL identified a range of qualifications that would be developed and delivered, strengthening our portfolio and moving us closer to key audiences such as schools and industry. Our diploma portfolio was enhanced with the introduction of two new diplomas and the extension of an existing niche specialty. The diplomas were designed to support industry sectors that are well represented in our region and New Zealand.

- National Diploma in Construction Management (Level 6) – supporting the construction industry with architectural technician and quantity surveying skills, and providing building and construction students with an avenue for further study and specialisation. This was established in collaboration with Western Institute of Technology Taranaki and The Open Polytechnic of New Zealand.
- Diploma in Professional Chef Practice (Level 5) – this programme encompasses two National Certificates – National Certificate in Hospitality (Basic Cookery) Level 3 and National Certificate in Hospitality (Cookery) Level 4 – as well as City and Guilds of London International qualifications. It provides students with foundation, intermediate and advanced skills in the field of culinary arts, creating an attractive qualification for international and domestic students alike.
- Diploma in Photographic Imaging (Level 6) – launched in Auckland in February 2014, this was specifically designed in collaboration with industry to provide leading commercial

photography training supported directly by industry, most notably through the ongoing relationship with Canon New Zealand. This builds on our multi-year award-winning delivery of the Diploma in Palmerston North.

Health was a key focus for programme development over the last two years. A close collaboration with Health Workforce New Zealand, MidCentral DHB and private providers saw the introduction of the Postgraduate Diploma in Exercise Physiology, delivered as part of a DHB-funded clinic. A Health Academy was also introduced in 2013 as part of UCOL's Trades Academy, helping students wanting a career in health to navigate the transition between secondary and tertiary study. UCOL also partnered with the Horowhenua Learning Centre to offer a Certificate in Aged Care to meet identified industry need in our region.

UCOL has five main programmes in development which will be ready for delivery in 2015. All five of the programmes will have elements of blended delivery to enable us to respond to the need for increased in-work options. The five programmes are:

- Bachelor in Applied Management – this degree builds on our existing New Zealand Diploma in Business and will be an important part of meeting the demand for in-work qualifications. Majors have been identified to match regional need, and will include Accounting (including NZICA accreditation), Project Management, Business Information Systems, and Sales and Marketing.
- Master of Design Thinking – UCOL gained accreditation for New Zealand's first design thinking qualification in late 2013. This programme was developed in close consultation with industry, including public sector organisations involved in achieving the Better Public Services Result 10.
- Bachelor of Design and Art – in response to the Whanganui Taskforce recommendations, UCOL is looking to develop a 3-year degree that is flexible in meeting student choices of subjects and includes an internship course that will connect students to the design and art industry and community.
- NZIM Diploma in Practice Management (Health) Level 5 – developed in collaboration with Northland Polytechnic in response to requests from several health providers in UCOL's region.
- Extension of managed apprenticeships – UCOL is responding to industry feedback by resourcing an extension of our existing managed apprenticeship programmes. These will focus on engineering, joinery, and carpentry.

Other programmes currently in development which will be ready for delivery in late 2015 or in 2016 include:

- Masters in Information Communications Technology – this qualification responds to industry needs for skilled practitioners in IT and includes majors in IT Security, Business Analysis and Software Development. It builds on our significant capability in the ICT area.
- Extending our New Zealand Diploma in Engineering offerings – UCOL has been working with a range of other providers to identify a viable delivery model for additional Engineering strands (primarily Civil and Mechanical).

- Energy-tech – this programme has been developed in close consultation with industry (including the likes of Meridian, Gallagher's, and Siemens) in response to a growing need for electro-mechanical technical skills coupled with professional practice and health and safety training. Consultation has seen the initial wind energy programme expand to include the renewable energy sector and associated support industries.
- Agricultural technology – closely modelled on Energy-tech, the programme is designed to respond to the growing agri-tech industry in our region and the general trend for agriculture to become less labour-driven. Initial consultation has shown a need to cross over existing training boundaries, sitting between engineering and primary industry training.

UCOL is currently experiencing significant demand for health and science qualifications. In response we will be undertaking an assessment of additional degree offerings in this area of study for delivery in 2016, complementing our existing strong offerings. Over 2015 we will also investigate a glass qualification for delivery in 2016.

Improving employment outcomes

UCOL will be undertaking four main activities in relation to improving employment outcomes for our students.

The first relates to developing a solid information base on which to make future adjustments. UCOL was one of the pilot agencies in the Ministry of Education's Better Tertiary Outcomes study that utilised Statistics New Zealand's Integrated Data Infrastructure. This gave a complete picture of what UCOL's graduates are doing 1, 2 and 5 years after finishing their study with us. It revealed that UCOL's graduates had particularly strong employment and earning potential in the health and ICT fields (above national averages). We intend to work closely with the Ministry of Education to further this work by making the links between this information and both regional and national labour markets, including involving other regional providers to understand the dynamics at a network provision level.

We will also:

- Shift our range of industry engagement from an operational view to include deeper strategic engagement with our industry groups and employers to better anticipate new opportunities and help lift regional performance.
- Ensure our programmes are as work-relevant as possible through work placements, internships, and projects.
- Enhance the transfer of knowledge to the advantage of schools, UCOL students, industries and our community through industry projects and placements supported by UCOL's investment in innovative education centres (SimLab, Design Solutions Centre, U-Kinetics, and Institute of Commercial Photography Auckland).

3.0 CONTRIBUTION TO GOVERNMENT PRIORITIES

The Tertiary Education Strategy 2014 – 2019 sets out a number of priorities for the sector. Several of these priorities are directly relevant to the regional context UCOL operates within and forms the focus for this Investment Plan. Provided UCOL receives appropriate funds and support from TEC, UCOL intends to focus on the following TES priorities.

3.1 Delivering skills for industry

Over the next three years, UCOL will partner with our region by deepening our engagement with industry and employers in our communities to assist regional and national growth in order to improve employment opportunities for graduates.

UCOL will:

- Contribute to regional economic performance by enabling people already in employment to engage with education and training.
- Support the direction of the Manawatu Whanganui Regional Growth Study, including developing our programme portfolio and delivery approaches to match the identified industry needs.
- Shift our range of industry engagement from an operational view to include deeper strategic engagement with our industry groups and employers to better anticipate new opportunities and help lift regional performance.
- Ensure our programmes are as work-relevant as possible through work placements, internships, and projects.
- Enhance the transfer of knowledge to the advantage of schools, UCOL students, industries and our community through industry projects and placements supported by UCOL's investment in innovative education centres (SimLab, Design Solutions Centre, U-Kinetics, and Institute of Commercial Photography Auckland).
- Undertake a policy project with Ministry of Education to explore student employment outcomes and the regional labour market, utilizing the Integrated Data Infrastructure study data and framework.

UCOL will achieve:

- Use the results of the Ministry of Education policy project to better understand how our employment outcomes contribute to regional and national performance so we can adjust our settings.
- By 2017 25% of our students will be in-work. UCOL will adopt new delivery methods to support in-work students.
- Two new programmes a year that match our regional needs profile (on the basis of deeper industry engagement).
- By 2016 all UCOL diplomas and degrees will have industry placements/projects.
- By 2017 all UCOL programmes will have a work engagement component.
- By 2016 UCOL will have established strategic industry engagement forums in key portfolio areas.

- Three knowledge transfer projects a year through our innovation education centres.

The Manawatu/Whanganui region is one of the lowest economically performing regions in New Zealand. In 2013 it achieved a GDP growth of -1%, placing it 14th out of 14 regions. Business unit growth has also been very low, 0.53% per year over the last 10 years compared to New Zealand at 1.9%. The economy is characterised by a very stable workforce with low job turnover but little job growth (matching the very slow population growth).

Over the next 3 to 5 years our biggest impact on regional performance will be through offerings that up-skill those already in-work. Doing this effectively will require us to adapt our delivery models to suit (including more blended delivery utilising a mixture of online technologies and facilitated learning) and partnering with others to facilitate access to programmes that would otherwise not be available in our communities. Deeper strategic engagement with industry and employers (both regional and also national where required) will be an important part of refreshing our offerings, including being part of and responding to the Manawatu Whanganui Regional Growth Study.

An effective eLearning platform will be one of the drivers behind adapting our delivery models to suit the in-work market. UCOL is currently involved in the TANZ eCampus strategy, aimed at creating a shared service infrastructure that will support the delivery to our fully online learners as well as service the needs for our region's learners going forward. Underpinning eCampus will be a shared technology infrastructure which will facilitate and support agile, flexible and sustainable tools to facilitate the entry and engagement with the technology age. Being a shared services model, eCampus offers the opportunity to harness expertise across geographical boundaries and so facilitate the power of eLearning technology for our communities. We expect innovations such as TANZ eCampus to also extend our ability to service smaller cohort groups in areas such as Wairarapa and Whanganui – for example by making degrees such as the Bachelor of Applied Management available in these areas.

UCOL has a history of investing in innovative education, demonstrated through the development of our state-of-the-art nursing simulation lab, the U-Kinetics clinic for postgraduate studies in exercise physiology, the establishment of the Design Solutions Centre, the development of New Zealand's first qualification in Design Thinking, and the establishment of the Institute for Commercial Photography Auckland. Each of these are driven by industry connection and integration for the benefit of students. Over the next 3 to 5 years we will leverage these assets further as well as identify opportunities to develop more.

At the heart of UCOL's knowledge transfer platform is the incorporation of industry-based projects within our degree programmes – particularly in health and ICT. Industry placements are embedded into 70% of our degree programmes, with the view that by 2016 all our degree and diploma programmes will have industry placement requirements such as internships, cadetships, and sponsored projects. By 2017 all UCOL programmes will have a work engagement component.

The culmination of all these initiatives and advancements will be an increase in graduate employment success, at both regional and national levels.

3.2 Getting at risk young people into a career

Over the next three years, UCOL will attract and enable young students to progress through tertiary education, complete their qualifications and find sustainable work.

UCOL will:

- Maintain the education participation rate of youth in the wider UCOL region - with the exception of Māori youth in the Whanganui region where we will increase the rate of participation.
- Actively work with secondary education partners & PTE's to reduce the region's NEET statistics and prevent students from becoming NEETs.
- Actively work with industry to better promote career opportunities for young people.
- Enhance the information provided to youth to enable them to make confident and informed decisions about their tertiary studies.

UCOL will achieve:

- Maintain the levels of engagement by young people under 25 at 62% - 64%.
- Maintain the levels of engagement by NEETs (under 25, previously unemployed) students at 8% - 9%.
- Increase the participation rate of Māori youth in the Whanganui region by offering two new programmes that are of interest and relevance to them.
- We currently engage with 30 schools through STAR or Trades Academy. We will maintain this engagement and involve an additional five schools in our region by 2017.
- Provide relevant and easily accessible educational and career information for young people in a variety of mediums.
- Continue to improve and grow our highly successful Youth Guarantee program, aiming for a 75% course completion in 2015 and 78% by 2017.
- Continue to support and grow the highly successful Trades Academy program, growing this to 450 places by 2017.

UCOL has traditionally had a high level of engagement by young people under 25. This group have comprised an average of 62% of the enrolled EFTS over the past three years. The population projections for the region are indicating there will be similar numbers of young people in the future² so we anticipate continuing to meet their educational needs at similar levels. An area where we can make a valuable contribution to our region is by increasing participation of young Māori in the Whanganui area in tertiary education. Young Māori males comprise 16% of Whanganui population but only 4% of the students at the Whanganui campus.

UCOL has a history of servicing NEETs well (students under 25 years and previously unemployed). This group have comprised 8-9% of the total enrolled EFTS for each of the last 4 years. Over 80% of them study at Levels 1-4 and they choose qualifications across the full spectrum currently offered.

² Statistics New Zealand:

http://www.stats.govt.nz/browse_for_stats/population/estimates_and_projections/SubnationalPopulationProjections_HOTP0631UpdateOct12.aspx

Their completion rate is not yet as high as their counterparts but has improved significantly over the past four years.

UCOL believes that strong and positive relationships with schools in our region will ensure seamless secondary/tertiary transition pathways which will minimize the number of young people being lost as NEETs. To ensure effective relationships with schools in the region, UCOL is improving the co-ordination of all the resources and staff that associate with schools. There are more than 40 schools (including teen parent units) with more than 18,000 students³ in UCOL's region. UCOL actively engaged with 30 of these schools (which have a total roll of just under 16,000) through STAR and Trades Academy programmes.

UCOL is currently working with Te Puna Matauranga o Whanganui, City College and Ministry of Education to develop a proposal for a Maori Youth/Vocational Academy. The model would be based on the trades academy model and aimed at transitioning students from secondary to tertiary study. It is proposed that it would not be confined to "trades" education and that it would have specific involvement of Te Puna in regard to the offerings and support provided to students. We are also continuing our successful Taumarunui Trades School programme in support of the Taumarunui Social Sector Trial and over the next two years will implement similar initiatives in support of the Social Sector Trials in Wairarapa and Horowhenua.

3.3 Boosting achievement for Māori and Pasifika

Over the next three years, UCOL will exceed national benchmarks in Māori and Pasifika tertiary outcomes, achieving parity in educational outcomes and employment outcomes.

UCOL will:

- Increase the number of Māori and Pasifika engaging at diploma and degree level.
- Fully embed the relationship-based learning model across the organisation (Te Atakura project), providing on-going professional development to enable staff to improve their engagement for all learners at UCOL.
- Improve the transition of Māori students from secondary to tertiary education.
- Increase the engagement of young Māori males in Whanganui.
- Continue to support the development of a Māori Business Network in our region, helping improve employment outcomes, industry engagement and regional economic growth.
- Continue to build on successful education partnerships with iwi/hapu such as Taumarunui Trades School by identifying other similar opportunities, particularly in Whanganui.
- Maintain and extend our engagement with iwi as they develop their education and economic development plans.

UCOL will achieve:

- 81% course completion (Level 3 and above) for Māori students.

³ Education Counts: <http://www.educationcounts.govt.nz/directories/list-of-nz-schools>

- 68% qualification completion for Māori students (Level 3 and above).
- Parity in employment outcomes (as measured by the Ministry of Education's Integrated Data Infrastructure) for Māori and Pasifika students.
- Two new projects with local Māori businesses/enterprises a year, each allowing connection with Māori students.
- Two new initiatives with iwi/hapu in the UCOL region each year, with a particular focus on Whanganui.
- 10% of Whanganui UCOL's intake are young Māori males (under-25).

UCOL to date has had significantly more Māori as a proportion of our student body than for the region as a whole – in 2013 Māori were 27% of UCOL's students compared with 18% of our regional population. We have steadily increased the course and qualification completion rates for Māori students, from 50% in 2010 to 68% in 2013 and 41% to 58% respectively. The gap between Māori and non-Māori has also closed over time, from a 12% difference for course completion to 8% in 2013.

Our goal is for Māori students to succeed at the same levels as non-Māori in UCOL. In some areas this already occurs – for example in the Bachelor of Nursing (Palmerston North) and Bachelor of Information Communication Technology Māori course completions exceed the overall figure. Māori students studying the Certificate in Baking and Pastry at Wairarapa UCOL outperformed non-Māori by almost 15%. We recently introduced a relationship-based teaching model based on Professor Russell Bishop's Te Kotahitanga approach that was successfully used in secondary schools. The tertiary model is Te Atakura which UCOL has pioneered. This work will be extended in 2015 and be fully embedded by 2017.

Most Māori who study at UCOL do so at Levels 1-4 (66% of Māori students in 2013). There is a need to shift this to diploma and degree level (currently 34%). This will require improving transition space for Māori students (a large number of UCOL's Trades Academy students identify as Māori – in 2014 this was 37%), increasing awareness of our diploma & degree programmes, and also improving our programmes so that content supports Māori achievement.

In 2013 a successful partnership was established between Hinengakau Development Trust, Te Puni Kokiri, the Ministry of Social Development, Taumarunui Social Sector Trial, and UCOL to deliver trades training to young Māori males in Taumarunui. This has seen high completion rates and a number of students placed in apprenticeships in Canterbury. UCOL intends to build on this collaborative model in other parts of our region.

As outlined in the previous section (3.2), there is a joint proposal between UCOL, Te Puna and secondary schools to support and transition students to tertiary study. In 2015 we will also have staff from the education arm of Kahungunu ki Wairarapa co-located on our Masterton campus, assisting us with delivery of programmes and access to education for Māori and the wider Wairarapa community.

3.4 Improving adult literacy and numeracy

Over the next three years, UCOL will improve the literacy, language and numeracy skills of our students.

UCOL will:

- Continue to improve the literacy, language and numeracy skills of our students.
- Continue to train UCOL staff in the effective delivery of literacy and numeracy to students in courses at levels 1-3 (currently 68% of staff hold the NCALNE qualification).
- Extend our ACE offerings to be better suited to in-work foundation literacy and numeracy focused offerings.
- Focus engagement with PTE's and other providers on the needs of students with high levels of foundation literacy and numeracy requirements that wish to pathway to a programme of study at UCOL.
- Improve post course student engagement with the literacy and numeracy diagnostic tool to better capture the improvements students have made.

UCOL will achieve:

- 100% of UCOL courses at level 1-3 contain embedded literacy and numeracy.
- 85% of lecturers teaching level 1-3 courses have or are working towards having the National Certificate in Adult Literacy and Numeracy Education (NCALNE).
- Students will meaningfully engage with the literacy and numeracy diagnostic tool and reflect improvement in student literacy and numeracy from the beginning to the end of their course of study.
- Strengthened relationships with local PTE's with core capability in foundation literacy and numeracy.
- Strengthened relationships with local businesses that have workforces that require improvements in literacy and numeracy (e.g. manufacturing, construction).

UCOL began embedding literacy and numeracy in level 1 – 3 courses in 2009. By 2012, 100% of UCOLs level 1-3 courses had embedded literacy and numeracy and so the current focus is on ensuring that any new or renewed courses have embedded literacy and numeracy.

To ensure effective delivery of foundation literacy and numeracy, UCOL offers the National Certificate in Adult Literacy and Numeracy Education (NCALNE) to all staff teaching at levels 1-3 as a required part of their professional development. To date 68% of eligible staff have achieved the qualification and we are well on track to achieving the 85% goal (note that the 85% goal accounts for staff turnover and the fact that all staff are first required to complete an Adult teaching qualification before they undertake NCALNE).

We use the Ministry of Education literacy and numeracy diagnostic tool for all students at levels 1-3 however have found that students often do not meaningfully engage with the tool at the end of their programme of study as it does not yield credits and thus sometimes gains are not well captured by the tool. UCOL has identified this dynamic and is actively working with teaching teams, the

Ministry of Education and other ITP's to improve student engagement with the tool and thus ensure that gains are accurately captured.

UCOL has also identified that a proportion of our regional population are currently in full time work but have foundation literacy and numeracy needs that may not be well met by the traditional classroom model. To this end, a part of UCOL's industry engagement strategy will focus on working with employers to identify innovative delivery that works for all parties to enable individuals and industry to benefit from improved literacy and numeracy skills.

Finally, UCOL has identified a proportion of our community whose literacy and numeracy requirements are better serviced by a specialist provider. This work might occur before the student attends UCOL to ensure they have a sufficient ability to achieve their chosen course of study or in conjunction with a UCOL programme to provide additional support for those students with a very high level of need. UCOL already has a number of relationships with local providers and so the focus of this work will be to strengthen these relationships whilst ensuring that the needs of the student are best met.

3.5 Strengthening research-based institutions

Over the next three years, UCOL will focus research outputs through engagement with industry.

UCOL will:

- Clearly define our contribution to the applied research space on a regional and national level.
- Utilise vehicles such as the UCOL Design Solution Centre, UCOL Nursing Simulation Centre and U-Kinetics clinic to assist local industry with applied research projects that contribute to and promote regional growth.
- Develop a work placement/industry engagement model that helps UCOL to focus research efforts on areas that are meaningful to industry and enables industry partners to create enough capacity to investigate research opportunities.
- Leverage areas where UCOL's expertise is of national significance such as Photography, Exercise Physiology, Energy Technology and Design Thinking to contribute to national research output.

UCOL will achieve:

- 100% of our programmes will have a work placement/industry engagement element, assisting our applied research approach.
- Strengthened relationships in areas of national expertise including Photography, Exercise Physiology, Energy Technology and Design Thinking, resulting in one new Memorandum of Agreement with industry a year for the next three years.
- Engage a range of small to medium enterprises in the UCOL Design Solution Centre, with 4 projects in 2015 increasing to 6 a year by 2017.

- External organisations such as DHBs, private hospitals and the New Zealand Defence Force (NZDF) utilising the UCOL Nursing Simulation Centre.

UCOL staff are engaged in a wide variety of research activities across a range of industries including the Arts (especially visual imaging), applied teaching to adult learners, prototyping and development, and applied health research (including exercise science and exercise physiology). Over the next three years UCOL will enhance the range of research activity by increasing our engagement with industry. This will complement and strengthen our existing focus on applied research which is driven by the alignment of research efforts with curriculum content and design.

We have a range of facilities that are significant at a regional and national level including the UCOL Design Solution Centre, the UCOL Nursing Simulation Centre, the U-Kinetics exercise physiology clinic and the UCOL Institute of Commercial Photography (UICPA). These facilities enable regional small to medium enterprises (SME's) as well as large enterprises to access a level of capital equipment and expertise that they might not otherwise be able to. Over the next 3 to 5 years UCOL will increase the use of these facilities by industry, increasing our level of industry-focussed research.

A strong industry engagement model is a critical part of UCOL's applied research. Student projects and placements can create the capacity needed in a small to medium enterprise for owners and staff to step away from their day jobs and take the time to explore ideas and innovations. Increasing this capacity is an important way that UCOL can contribute to regional performance through applied research.

3.6 Growing international linkages

Over the next three years, UCOL will grow our international student numbers and increase our institutional relationships

UCOL will:

- Increase its international student numbers.
- Be involved in VET NZ consortia to deliver programmes off-shore.
- Establish further partnerships with institutions in other countries for educational delivery.
- Develop new programmes to meet market requirements.
- Work with other New Zealand providers to meet international market needs.
- Adapt internal processes and delivery to better meet international student needs.
- Be an active participant in the regional international education strategy being led by Vision Manawatu.

UCOL will ac180

- 180 international EFTS in 2015, increasing to 220 by 2017.
- Course and qualification completions above 95% for international students.
- The introduction of two new programmes a year targeting the international market.

- Establish 2 partnerships with institutions in other countries for educational delivery each year.

International activity currently makes up 7% of UCOL's EFTS.⁴ This is a slight decline on 2013, and as a result UCOL commissioned external consultants to undertake a stocktake of our international activity. This stocktake has recommended a number of changes to UCOL's international business and those recommendations are now being put in place.

UCOL's international students are drawn from 25 countries; however the main countries of origin continue to be India, China and the Philippines. The majority of our international students are enrolled in programmes within the Faculty of Health Science (the Bachelor of Nursing, the Graduate Diploma in Nursing, and the Short Course in Competency Assessment for Registered Nurses being the most popular). Students also enrol in UCOL's Information and Communication Technology programmes, and there has been a recent enrolment increase in Hospitality and Chef Practice programmes as a result of targeted marketing efforts.

A growth in international linkages has occurred since January 2013 and these are continuing to expand. Formal relationships by way of Memoranda of Understanding and Memoranda of Agreement have been secured with various academic institutions (International Universities, Institutions and PTE's). Primarily these focus on the development of strategic pathways for international students into UCOL programmes, and enable the specific international opportunities which have been identified to be implemented. Further linkages and potential institutional relationships are expected to increase over the next two years following the establishment of a China Market Development Manager in 2014, in addition to the introduction in 2014 of a new India Marketing Strategy in collaboration with EIT.

Currently UCOL's key relationships established in the international area are with

- The UCOL/EIT Joint Liaison Office in Bangalore, India
- Kingston Institute of Business and Technology, New Zealand
- NZED Trades Consortium Collaboration with EduVantage for Vocational and Applied Learning for India
- Brooks Institute, USA
- Guangzhou School of Fine Arts, China
- Guangzhou School of Hospitality and Tourism, China
- Donguan School of Electronics and Technology, China
- Biyou Vocational School Guangzhou, China
- Manipal University, Bangalore, India
- Manipal University Jaipur, Jaipur, India
- Bannari Amman Institute, India.

⁴ Excluding non-SAC EFTS such as Trades Academy and ACE.

4.0 SUMMARY OF ACTIVITY

The attached Mix of Provision tables reflect the points raised in the previous sections of this Investment Plan. In particular, the new programmes listed in section 2.3 have been incorporated as have the new programmes for the new model for tertiary education in Whanganui.⁵

Beyond 2015 we expect to deliver a modest increase above what is allocated. We expect this to occur due to meeting demand for in-work training as part of meeting the Tertiary Education Strategy's goal of delivering skills for industry, and from the extension of our offerings in engineering & trades and the introduction of a Masters in Information and Communication Technology. While some of this increase will be met through refreshing the portfolio in other areas, we are still forecasting a need to over deliver in 2016 and 2017.

4.1 Planned learner numbers

The table below sets out UCOL's planned learner numbers in 2015 across the various TEC and Ministry of Education funded categories. It includes indications of learner numbers at our three main campuses – Wairarapa, Palmerston North, and Whanganui.

Appendix 2 also provides detail on the programmes UCOL intends to run for Whanganui learners in 2015 and 2016. This is a provisional list and is subject to change depending on further planning and learner demand.

Table Two. Planned Learner Numbers (EFTS) for 2015, with Indicative Campus Spread

	All UCOL	Wai	WHG	PN
Level 1&2	169	5.3	25.4	138.2
Level 3+	2697	218	479	2000
Youth Guarantee	120	23.7	28.3	67.6
Trades Academy	150	10	18	122 ⁶
ACE	108	14	24	70

⁵ Note that a number of programmes at Whanganui from 2015 will be delivered in partnership with the Open Polytechnic of New Zealand, with EFTS for some of the programmes recorded by them.

⁶ Includes approximately 18 EFTS at Horowhenua.

5.0 PERFORMANCE COMMITMENTS

6009			Universal College of Learning						
Performance Commitments SAC Level 3 and Above			Previous Years' Actuals Latest data			Commitment	Planned Commitments		
			2011	2012	2013	2014	2015	2016	2017
			%	%	%	%	%	%	%
Participation									
The proportion of SAC Eligible EFTS who are:	Under 25	Level 3 and above	new	new	new	new	60.0%	60.0%	60.0%
		Level 4 and above	40.8%	41.7%	42.1%	44.0%	42.0%	42.0%	42.0%
	Māori	Level 3 and above	new	new	new	new	29.0%	30.0%	31.0%
		Level 4 and above	14.2%	15.4%	17.5%	14.0%	17.0%	18.0%	18.0%
	Pasifika	Level 3 and above	new	new	new	new	3.0%	3.0%	3.0%
		Level 4 and above	2.8%	2.8%	3.1%	3.0%	3.0%	3.0%	3.0%
Educational Performance									
Course completion									
The successful course completion rate (SAC Eligible EFTS) for:	All students	Level 3 and above	new	new	new	new	80.0%	81.0%	81.0%
		Level 4 and above	75.6%	77.9%	79.4%	84.0%	82.0%	83.0%	83.0%
	Under 25	Level 3 and above	new	new	new	new	79.0%	80.0%	81.0%
		Level 4 and above	73.9%	75.9%	78.4%	80.0%	81.0%	83.0%	83.0%
	Māori	Level 3 and above	new	new	new	new	75.0%	78.0%	80.0%
		Level 4 and above	62.6%	69.6%	71.5%	80.0%	78.0%	81.0%	83.0%
	Pasifika	Level 3 and above	new	new	new	new	75.0%	78.0%	81.0%
		Level 4 and above	69.4%	62.3%	67.8%	80.0%	78.0%	81.0%	83.0%

6009			Universal College of Learning						
Performance Commitments SAC Level 3 and Above			Previous Years' Actuals Latest data			Commitment	Planned Commitments		
			2011	2012	2013	2014	2015	2016	2017
			%	%	%	%	%	%	%
Qualification completion									
The qualification completion rate (SAC Eligible EFTS) for:	All students	Level 3 and above	new	new	new	new	71.6%	72.7%	72.7%
		Level 4 and above	68.7%	69.8%	67.7%	72.0%	73.8%	75.0%	75.0%
	Under 25	Level 3 and above	new	new	new	new	64.2%	65.3%	66.3%
		Level 4 and above	60.9%	62.0%	61.2%	69.0%	66.3%	68.3%	68.3%
	Māori	Level 3 and above	new	new	new	new	62.0%	64.9%	66.8%
		Level 4 and above	58.2%	53.1%	55.1%	68.0%	64.9%	67.7%	69.6%
	Pasifika	Level 3 and above	new	new	new	new	62.0%	64.9%	66.8%
		Level 4 and above	63.3%	61.1%	57.1%	72.0%	64.9%	67.7%	69.6%
Student Retention			Retention data is at "All Levels"						
The student retention rate (SAC Eligible student count) for:	All students	Level 3 and above	55.6%	65.4%	67.6%	60.0%	69%	70%	71%
	Māori	Level 3 and above	42.6%	53.4%	60.1%	new	64%	68%	71%
	Pasifika	Level 3 and above	37.5%	60.8%	60.4%	new	64%	68%	71%
Student Progression									
The student progression rate for students (SAC Eligible student count) at level 1 to 3, to a higher level	All students	Levels 1 to 3, to a higher level	41.6%	43.9%	45.2%	40.0%	48%	49%	50%
	Māori		35.6%	46.2%	47.4%	new	48%	49%	50%
	Pasifika		50.0%	46.7%	46.8%	new	48%	49%	50%
Other Commitments									
The number of international student EFTS	All students	All levels	244	253	247	-	180	200	220
PBRF-Participants only									
The amount of external research income earned (\$000)	All students	All levels	n/a	n/a	n/a	-	n/a	n/a	n/a
The number of Research Degrees completed	All students	All levels	n/a	n/a	n/a	-	n/a	n/a	n/a

6009			Universal College of Learning					
SAC Levels 1 and 2								
If you have applied for funding under the SAC Levels 1 & 2 competitive process, then the commitments you provide in this template must be the same.								
The same commitments apply to both Plan and competitive-process allocated provision; parity is required for Māori and Pasifika.								
Performance Commitments SAC Levels 1 and 2			Previous Years' Actuals Latest data			Planned Commitments		
			2011	2012	2013	2015	2016	2017
			%	%	%	%	%	%
Participation								
The proportion of SAC Eligible EFTS who are:	Māori	Levels 1 and 2	4.0%	3.9%	3.4%	3.4%	3.5%	3.6%
	Pasifika	Levels 1 and 2	0.7%	0.7%	0.7%	0.2%	0.2%	0.2%
Educational Performance								
Course completion								
The successful course completion rate (SAC Eligible EFTS) for:	All students	Levels 1 and 2	58.9%	61.8%	63.6%	69.7%	72.7%	74.0%
Qualification completion								
The qualification completion rate (SAC Eligible EFTS) for:	All students	Levels 1 and 2	50.1%	45.9%	49.5%	55%	57%	58%
Student Retention								
The student retention rate for all students (SAC Eligible student count)	All students	Levels 1 and 2	29.3%	47.6%	48.1%	50%	51%	52%
Student Progression								
The student progression rate (SAC Eligible student count) from levels 1 and 2, to a higher level, for:	All students	Levels 1 and 2, to a higher level	51.5%	55.6%	54.5%	56%	58%	60%

GLOSSARY

Completion	The proportion of course enrolments completed successfully as a total number of course enrolments with known results that are Student Component funded
ITP	Institute of Technology or Polytechnic
Level 1-7	There are ten levels on the New Zealand Qualifications Framework – 1 is the least complex and 10 the most complex. They do not equate to the years spent learning but reflect the content of the qualification. For example level 3 is typically a certificate level, level 4 and 5 typically diploma and levels 5-7 typically an undergraduate degree. UCOL predominantly teaches papers in levels 1-7
SAC eligible EFTS	Student Achievement Component eligible Equivalent Full Time Student
TEC	Tertiary Education Commission - gives effect to the Government's requirements for tertiary education as outlined in the Tertiary Education Strategy and act in accordance with our role and responsibilities as set out in the Education Act 1989. Including policy and implementation advice, support tertiary education organisations to be accountable, self-improving and self-managing, and managing the Government's annual funding for tertiary education
TES	Tertiary Education Strategy – a high level set of priorities and associated strategies issued by the Minister for Tertiary Education, Skills and Employment as required by legislation
High Performing Teaching Teams	An initiative set up in 2013, recognising the strengths of UCOL's high performing teaching teams and explore future developments to enable UCOL to continue to improve educational outcomes for students.
Te Atakura	A long term relationships-based programme pilot, based on Te Kotahitanga, involving teaching teams across UCOL to improve education success of all students.
Raukura	A focussed support programme that engages directly with Maori students with a specific focus on lifting retention and successful completions in Level 1 – 3 programmes.
Project Transform	Project Transform was established in 2011 and is now a comprehensive organisation-wide initiative to improve educational performance. The initiatives that originally made up Project Transform were: portfolio management; enrolment management; credit achievement management system (CAMS); teaching quality and innovation; student support; Raukura (Maori student support); improving online completions; and organisational strategies and policy alignment. The focus of PT today, having realised its outcomes in the named areas, is on improving completions in focussed programme areas.
LNAAT	Adult Literacy and Numeracy for Adults Assessment Tool
NEETS	"Not in Education, Employment or Training"
Youth Guarantee (fees free)	The Youth Guarantee (fees free) initiative was introduced by Government to improve the educational achievements of targeted 16 and 17 year olds by providing them with an opportunity to participate in a range of vocational courses free of charge. It is part of a wider youth opportunities package designed to create new work, education and training opportunities for young people
STAR	Secondary Tertiary Alignment Resource

APPENDIX ONE – WHANGANUI INTEGRATED PACKAGE

Whanganui Profile

In 2013 UCOL and the Whanganui District Council established a Community Taskforce to address the future community requirements for tertiary education in Whanganui. The Community Taskforce established four working groups with wide community representation from schools, tertiary providers, industry, the arts and culture sector, and community groups. The four working groups were based around:

- Provision of STEM
- Provision of Education for NEETS
- Arts and Glass education
- UCOL/Whanganui Community connections

The working groups made a number of recommendations back to the Taskforce which then recommended a series of actions to UCOL and the District Council. A joint working group between UCOL and WDC was then established to progress the key recommendations. UCOL embarked on a co-design process with WDC to develop a sustainable plan for the future, one which will address the Taskforce recommendations and the three decades of deficits experienced by the Polytechnic in Whanganui. This work has culminated in an agreed plan which has been presented to UCOL staff, Whanganui stakeholders as well as TEC and the Minister in August 2014.

Key Components of the Plan

NEETS

- New SWEET (Students of Whanganui in Education Employment & Training) working group established with secondary schools, UCOL and led by the District Council to create a positive process for students, schools and tertiary providers with the aim of preventing future NEETS. Six strategies to combat NEETS have been identified.
- UCOL introduced in 2014 two new youth guarantee programmes aimed at this target group and at young Māori men in particular.
 - Certificate in Exercise Sport – Level 3
 - Certificate in Whaikaro – Level 3
- It is UCOL's intention to continue these programmes and work with local iwi education agencies to identify further appropriate programmes for delivery. Discussions are underway with Te Wānanga o Raukawa to develop a pathway for students between UCOL Level 3 Whaikaro programmes and a Level 5 programme offered by Raukawa.
- UCOL in partnership with Te Puna Matauranga o Whanganui and City College has developed a concept for a Māori Youth Academy (based on the Trades Academy model but with support and wider input from Te Puna Matauranga o Whanganui and with a wider range of potential programmes beyond Trades).
- UCOL has sought additional Trades Academy places for Whanganui for 2015.
- UCOL is involved in five possible proposals for Māori and Pacifica Trades Training for 2015.

- UCOL is working with Nga Rauru to undertake research to identify education needs of young Māori within Nga Rauru.

We are also exploring a possible collaboration with Western Institute of Technology at Taranaki (WITT) around New Zealand Institute of Highway Technology (NZIHT) and civil engineering as a trade offering in Whanganui.

STEM

- The Wanganui District Council has established the city as a digital leader and wish to realise the opportunities available under the Districts ultra-fast Broadband.
- UCOL and the Wanganui District Council are working on programmes to support the digital leadership initiative, particularly information technology qualifications.
- UCOL supports the Whanganui Computer Club.
- Provided a workable EFTS sharing arrangement can be developed, UCOL will in partnership with the Open Polytechnic offer the National Diploma in Engineering in 2015/16, and the Bachelor of Applied Science (Environmental) in 2016.
- UCOL will continue its strong Health Science programmes.

Community Connections

- The establishment of the Community Taskforce and the four working groups has provided a valuable connection to the community and a solid base of expectations to move forward from.
- UCOL has appointed a Community Relations Director whose key purpose is to further develop community relationships and assist with implementing Taskforce recommendations.
- UCOL is actively engaging with the Principals Cluster, Community Education Service, Intrans and WTEC.
- UCOL has agreed a new accord with Te Puna Matauranga o Whanganui which sets out how we will work together to improve Māori student success in Whanganui.

Arts and Glass

Whanganui heritage, culture and economic vision are grounded in a history of arts and culture. There is a long and proud tradition of supporting local artists and artistic events. The nature of the programmes developed by the Whanganui Regional Polytechnic reflected these values, but programme structure and changes in demographics have made these programmes less and less viable (educationally and financially) over time. The Taskforce recommended disestablishment of the existing Fine Arts and Glass programmes and the development of new programmes which involve an experiential learning model, greater connection to local artists/studios and a more flexible, viable structure. Given the importance of arts to this community, it is imperative that the local community sees a strong commitment to the provision of Arts education and the success of other tertiary programme initiatives is reliant on maintaining the arts element of provision.

Following the joint Wanganui District Council / UCOL working group deliberations the following initiatives have been agreed.

- New Short Course programmes (20 credits) in a range of electives, which draw on the existing expertise and reputation of local artists. These programmes will act as tasters for the new Degree.
- New Bachelor of Design and Art with majors in visual arts, fashion and textile design and graphic design.
- Provided UCOL can increase its ACE funding by an additional 10 EFTS, an Arts Summer School will be reintroduced which will add to the tourism activities of the region, provide a feeder to the new Degree and support the district profile and events.
- Hot glass is a particular challenge as the programme costs, technical complexities and the small size of the market have all contributed to a poor financial return. UCOL and the Wanganui District Council are working on the concept of a joint community glass facility (with use by UCOL students, community glass artists, and a significant commercial user). Alongside this, a new glass qualification will be investigated in 2015 for a 2016 start. UCOL will be seeking TEC support for how this programme is structured and funded.

The Wanganui District Council / UCOL co-designed plan addresses these recommendations and has three key themes:

- Sharing space.
- Partnering with others (with new delivery and funding models).
- New Arts programming.

The series of initiatives which address these three themes are an integrated package of actions over the next three years, and together result in reducing the deficit on the Whanganui campus from \$2.0 million in 2014 to \$140,000.00 in 2017. In that same time period UCOL, either on its own or in collaboration with others, intends to introduce up to 12-15 further qualifications to the Whanganui populace and engage at least 100 additional full-time students.

Achieving these actions requires:

- Significant work and commitment from UCOL.
- Government support for the:
 - Overall plan and a new regional model of provision.
 - Development of the Māori Youth Academy
 - Additional ACE funding of 10 EFTS
 - Different SAC rate for glass.
- Investment of some \$3.6 million by UCOL.
- An agreed approach to joint programming and revenue sharing with the Open Polytechnic (and potentially other providers) which requires TEC support to establish.
- New programmes are proposed to be delivered in partnership with the Open Polytechnic as shown in the table below.
- Support and on-going active involvement from the Wanganui District Council.
- Three year stabilisation of funding to ensure the plan can be fully implemented over the next three years. (UCOL will be committing significant funding, resources and time to ensuring the success of this plan. If there is funding uncertainty of significant changes during the three year implementation then the ability to implement will be compromised).

- Support for the new partnership model between UCOL and the Open Polytechnic and in particular enabling an EFTS sharing model which recognises the collaboration and the roles of both institutions, allows EFTS revenue sharing and recognises EPI achievements equally. UCOL has provided TEC with a concept outlining how this could be achieved.
- There is strong community support for ACE activities and more EFTS would allow us to strengthen linkages between ACE and other UCOL pathways and reinstate the Whanganui Summer School for Arts.

Table Four. New Programmes in Partnership with the Open Polytechnic of New Zealand

2015	2016	2017
National Certificate in Horticulture - Levels 3 and 4	Bachelor in Applied Science*	National Certificate in Pharmacy Level 6
Graduate Diploma in Business Level 7	New Zealand Diploma in Engineering Level 6*	National Diploma in Quantity Surveying Level 6
Graduate Diploma in Human Resource Management Level 7	New Zealand Diploma in Architectural Technology Level 6	Bachelor in Engineering*
Graduate Diploma in Strategic Management Level 7		
Bachelor in Teaching (Early Childhood)		
Bachelor in Social Work		
National Diploma in Construction Management*		
Diploma in Records and Information Management		*EFTS sharing model required

APPENDIX TWO – PROPOSED WHANGANUI PROGRAMMES 2015

Fund	Whanganui Programme	Collaboration	Qual Level
ACE	Community Education Service	CES	2
ACE	Electrical Refresher		1
ACE	Free & Easy		1
FCR	Food Safety		2
FCR	NC Barbering (ITO)	HITO	3
FCR	SC Cert Barista Skills L3		3
FCR	Short Course in Computer Accounting		1
SAC L1-2	Certificate in Tertiary Study Skills L2		2
SAC L1-2	NC Security L2	HLC	2
SAC L1-2	NC Building, Construction & Allied Trades L2		2
SAC L1-2	SC Cert Intro Human Science		2
SAC L3+	Bachelor Computer Graphic Design		7
SAC L3+	Bachelor Computer Graphic Design Honours		8
SAC L3+	Bachelor in Social Work	OP	7
SAC L3+	Bachelor in Teaching (ECE)	OP	7
SAC L3+	Bachelor of Applied Management		7
SAC L3+	Bachelor of Design & Arts		7
SAC L3+	Bachelor of Fashion		7
SAC L3+	Bachelor of Fine Arts		7
SAC L3+	Bachelor of Nursing		5
SAC L3+	Cert Art & Design		4
SAC L3+	Cert Business Studies		4
SAC L3+	Cert Carpentry		4
SAC L3+	Cert Contemporary Music Performance L4		4
SAC L3+	Cert Exercise & Sport Performance L4		4
SAC L3+	Cert Hospitality L3		3
SAC L3+	Cert Science & Health L3		3
SAC L3+	Cert Sport & Fitness L3		3
SAC L3+	Certificate Fashion L4		4
SAC L3+	Certificate in Beauty Services L4		4
SAC L3+	Certificate in Graphic Design		4
SAC L3+	Certificate in Hairdressing (Practice) L3		3
SAC L3+	Certificate in Hairdressing (Salon Support) L3		3
SAC L3+	Diploma Glass Design & Production L6		6
SAC L3+	Diploma Records & Information Management	OP	6
SAC L3+	Diploma in Beauty Therapy L5		5

Fund	Whanganui Programme	Collaboration	Qual Level
SAC L3+	Diploma in Enrolled Nursing		5
SAC L3+	Diploma in Professional Chef Practice		4
SAC L3+	Graduate Diploma Business	OP	7
SAC L3+	Graduate Diploma HR Management	OP	7
SAC L3+	Graduate Diploma Strategic Mgmt	OP	7
SAC L3+	Graduate Diploma Animation		4
SAC L3+	Graduate Diploma Fashion		7
SAC L3+	Graduate Diploma of Fine Arts		7
SAC L3+	Masters Computer Graphic Design		8
SAC L3+	NC Adult Literacy & Numeracy Education (Vocational/Workplace) L5	T4U	5
SAC L3+	NC Business Admin & Computing L3		3
SAC L3+	NC Business Admin L4		4
SAC L3+	NC Business Administration and Computing L3	T4U	3
SAC L3+	NC Early Childhood Education & Care L3 (Whanganui)	T4U	3
SAC L3+	NC Horticulture	OP	3/4
SAC L3+	NC Hospitality (Basic Cookery) L3		3
SAC L3+	NC Hospitality (Cookery) L4		4
SAC L3+	NC Mental Health Support Work L4		4
SAC L3+	NC Security L3	HLC	3
SAC L3+	ND Construction Management	OP	5
SAC L3+	Northland Polytechnic Cert Whakairo (Visual Arts)		3
SAC L3+	NZ Dip Business		6
SAC L3+	Postgrad Diploma Computer Graphic Design		8
STAR	STAR		1
TA	Trades Academy		3

Key:

CES	Community Education Service
HITO	New Zealand Hairdressing Industry Training Organisation
OP	The Open Polytechnic of New Zealand
T4U	Training for You
HLC	Horowhenua Learning Centre

APPENDIX THREE – WAIRARAPA UCOL

Wairarapa Profile

UCOL's Masterton campus services the Masterton, Carterton and South Wairarapa areas. These areas have experienced a 4.5% population growth in the last seven years, with most of this occurring in the Carterton district. This growth has been from the older demographic, with the average age increasing from 42 in 2006 to 44 in 2013.

The education profile of the Wairarapa population has changed significantly since the last census. There are significantly less people with no qualification, with an 11% improvement between 2006 and 2013 (down from 8,772 to 7,779 people). There has been significant improvement against the Better Public Service target that 85% of 18-year-olds having achieved NCEA level 2 or an equivalent qualification by 2017, with Masterton schools achieving 86.7% in 2013, and South Wairarapa improving to 75.7% (from 72.9% in 2012).

Economically the Wairarapa region is driven by agriculture and associated land-based industries (12.9% of regional GDP), and increasingly also by retail. The annual economic ranking report from BERL has two Wairarapa districts in the top ten economically performing local authorities – South Wairarapa and Carterton. South Wairarapa has recently experienced strong employment growth (2.6% a year in the five years until 2013) and GDP growth (4.3% over this period). Carterton's GDP growth has been even stronger – 5.1% - driven by agricultural output. Masterton district had not fared as well, with negative employment growth (-1%) between 2008 and 2013 (despite a population increase).

UCOL in Wairarapa

Nearly 280 equivalent full-time students (EFTS) studied at Wairarapa UCOL in 2013. The average age of these students was 26.6 years old, and 32% were Maori. The campus has an impressive 42% of its EFTS undertaking degree courses, with popular degrees including Nursing and Early Childhood Education (in partnership with the Open Polytechnic of New Zealand. Course completions at Wairarapa in 2013 were 77% - 1% higher than for the whole of UCOL.

In 2012 Wairarapa UCOL introduced the Bachelor of Teaching (Early Childhood Education) in collaboration with the Open Polytechnic of New Zealand (TOPNZ). This successful model sees students completing the TOPNZ qualification in a blended mode, with UCOL providing tutorial and student support. This model has seen high achievement rates and improved access for students. There were 30 students enrolled in this degree in 2013 and 42 in 2014.

2012 also saw the introduction of a charity house partnership at Wairarapa UCOL as part of the Certificate in Carpentry (Level 4) qualification. Run in conjunction with Mitre 10 Mega Masterton and the Dugdale Charitable Trust, the house builds have been an important point of industry engagement, with many local and national suppliers showing their support with services and products. It is also an effective way for students to become work-ready; particularly important given there has been a 27% increase in construction sector employment in the Masterton District since 2006 (now making up 8.2% of total employment in the area).

The Wairarapa campus has also recently begun two other collaborations to further extend educational opportunities for students. Wairarapa UCOL has put its support behind the Wairarapa Social Sector Trial that was announced in late 2013. Students are being engaged in foundation trades training at the Wairarapa campus, with wrap-around support by other agencies involved in the Social Sector Trial. The relationship with Kahungunu ki Wairarapa is also being strengthened with an agreement for iwi education staff to be located on the Wairarapa campus. This is one way that UCOL can support the broader *He Heke Tuna, He Heke Rangatira* strategy, and also work closely with iwi to identify tertiary education needs of local Maori.

Future developments

We plan to extend the collaboration with TOPNZ at Wairarapa UCOL with the introduction of a Bachelor of Social Work. This will be delivered in the same blended model as the Early Childhood Education degree, with the intention of providing the same successful educational outcomes. Given the Healthcare and Social Assistance sector now employs 11.7% of people in the Masterton District, an increase of 1.4% from 2006 numbers, we see the TOPNZ Bachelor of Social Work as being important to strengthen our offerings in this area in a sustainable way.

Three developments noted in section 2.3 of this Investment Plan have also been identified as important to meeting needs of the Wairarapa community. Over the next three years we will make the Bachelor of Applied Management (and the associated New Zealand Diploma in Business) available in a blended delivery format that will allow us to meet likely cohort sizes in Wairarapa. The NZIM Diploma in Practice Management (Health) Level 5 – developed in collaboration with Northland Polytechnic – will also be made available in Wairarapa in response to the growing healthcare sector as noted above. The extension of managed apprenticeships in the areas of engineering, joinery and carpentry will also include the Wairarapa region.

We expect our collaboration with local iwi (and Kahungunu ki Wairarapa in particular) to result in several new programmes relevant to Maori learners. Initially this will focus on building a suite of reo Maori programmes (from basic through to advanced), but over time this will extend to encompass vocational programmes that match iwi educational and economic development needs.

Ensuring an effective transition between secondary and tertiary education will also be a focus for further development in the Wairarapa. We will continue working with local schools to explore innovative models to keep learners engaged in education and training, and aim to extend our Trades Academy offerings in the region from 2015.