



## Ara Institute of Canterbury Limited

(the Company)

### MEETING OF THE BOARD OF DIRECTORS

**Date:** 25 August 2020

**Time:** 9.30am

**Venue:** Room G202, Te Kei, City Campus and via videoconference.

**Directors:** T Arseneau (Chair), M Taite-Pitama (Deputy Chair), M Bain, J Cartwright, M Geddes, N Lamont, A Leslie and B Thompson.

### OPEN AGENDA

Item	Subject
1.	<b>Karakia</b>
2.	<b>Welcome/Apologies/Notices</b>
3.	<b>Conflicts of interest</b>
4.	<b>Call for and discussion of minor items not on the Agenda</b>
5.	<b>Confirmation of Meeting Minutes (Public) - meeting 28 July 2020</b> 5.1 Approval of Meeting Minutes 5.2 Matters Arising 5.3 Action List
6.	<b>Discussion Items</b> 6.1 Chief Executive Report a Financials b COVID-19 c Health and Safety d Te Ōhaka 6.2 Deputy Chief Executive Reports 6.3 Kaiārahi Report 6.4 Pacific Strategy Report
7.	<b>Information Items</b> 7.1 Chair Report 7.2 Sub-Committee Reports a Campus Redevelopment Committee 7.3 Academic Committee Report 7.4 Ara Board Work Programme 7.5 Media Report
8.	<b>General Business</b>

## CLOSED AGENDA

PUBLIC EXCLUDED: *It will be moved that the public be excluded from the remainder of the meeting.*

*The general subject of the matters to be considered while the public is excluded is:*

Item	Subject	
9.	<b>Confirmation of Meeting Minutes (Public Excluded) - meeting held 28 July 2020</b>  9.1 Approval of Meeting Minutes 9.2 Matters Arising 9.3 Action List	[s9(2) (f), (i), (j)]
10.	<b>For Information</b>  10.1 Sub-Committee Reports a Campus Redevelopment Committee	[s9(2) (f), (i), (j)]
11.	<b>General Business</b>	
12.	<b>Strategy – Transition and Transformation</b>	[s9(2) (f), (i), (j)]

This resolution will be made in reliance on s48(1) of the Local Government Official Information and Meetings Act 1987 and the particular interests protected by s9 of the Official Information Act 1982 which would be prejudiced by the holding of the proceedings of the meeting in public. The section of the Official Information Act which applies is shown beside each item to be considered while the public is excluded:

- *Matters involving confidential information about an identifiable person*  
s9(2)(a) – Protect the privacy of natural persons, including that of deceased natural persons
- *Submissions to Parliament and other formal advice*  
s9(2)(f) – Maintain confidential conventions which protect political neutrality, and the confidentiality of communications and advice tendered by officials
- *Commercially sensitive financial data*  
s9(2)(i) – The Crown or any Department or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities
- *Negotiations in progress with other organisations*  
s9(2)(j) – Enable a Minister of the Crown or any Department or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations)

Ko te pae tawhiti  
Whāia kia tata.  
Ko te pae tata  
Whakamaua kia tina

Haere mai e te iti  
Haere mai e te rahi

Kia inu ai tātou  
I te puna Māori  
I te puna Wānaka

Hei tikitiki mōhou  
Mō tātou e

Haere mai kia kapohia  
ngā kai a ngā tīpuna

Kua tau tō waka ki Ara e

Seek distant horizon to reach  
your potential

Come one,  
Come all

So that you may drink  
from the nourishing  
spring that is Te Puna Wānaka

To strive for excellence  
for all

Come and take hold of  
the knowledge of our ancestors

You have arrived in our midst.

## 2020 Register of Disclosure of Conflicts of Interest

as at 13 August 2020

### Ara Board of Directors

<p><b>Thérèse Arseneau</b> <i>[Chair]</i></p>	<ul style="list-style-type: none"> <li>• ChristchurchNZ (Chair and Director)</li> <li>• Christchurch Symphony Orchestra (Chair and Trustee)</li> <li>• J Ballantyne and Company Ltd (Director)</li> <li>• Elder Family Trust (Trustee)</li> <li>• Open Polytechnic (Board Director)</li> </ul>	<ul style="list-style-type: none"> <li>• Therese Arseneau Consulting Ltd (Director and Shareholder)</li> </ul>
<p><b>Melanie Taite-Pitama</b> <i>[Deputy Chair]</i></p>	<ul style="list-style-type: none"> <li>• Tuahiwi Education Ltd (Director/Shareholder)</li> <li>• Tuahiwi School Board of Trustees (Member)</li> </ul>	<ul style="list-style-type: none"> <li>• Taite Family Trust (Trustee)</li> <li>• Rangjora High School (Advisor to Board of Trustees)</li> </ul>
<p><b>Murray Bain</b></p>	<ul style="list-style-type: none"> <li>• TSB Bank (Deputy Chair)</li> <li>• Northland Polytechnic Ltd (Deputy Chair)</li> <li>• CTAS (Chair)</li> <li>• Kerikeri Retirement Village Trust (Chair)</li> </ul>	<ul style="list-style-type: none"> <li>• Southern Institute of Technology Ltd (Director)</li> <li>• Optimum Services Ltd (Director/Owner)</li> <li>• Oryx Technology Ltd (Director/Owner)</li> <li>• ESA Ltd (Director)</li> </ul>
<p><b>Jane Cartwright</b></p>	<ul style="list-style-type: none"> <li>• Brackenridge Estate Limited (Chair)</li> <li>• Health Practitioners Disciplinary Tribunal (Member)</li> <li>• Nurse Maude Association (Chair – Clinical Quality &amp; Risk Committee).</li> <li>• Nurse Maude Association (Deputy Chair and Finance &amp; Audit Committee Member)</li> </ul>	<ul style="list-style-type: none"> <li>• Canterbury Clinical Network (Independent Advisor)</li> <li>• Cartwright-Newton Family Trust (Trustee)</li> <li>• JC Ltd (Director)</li> </ul>
<p><b>Maryann Geddes</b></p>	<ul style="list-style-type: none"> <li>• NZIST (Council member)</li> <li>• Southern Institute of Technology (Director)</li> <li>• Otago Polytechnic (Director)</li> </ul>	<ul style="list-style-type: none"> <li>• Service IQ (Director)</li> </ul>
<p><b>Nettles Lamont</b></p>	<ul style="list-style-type: none"> <li>• Quality New Zealand Limited (Chair, Director and shareholder)</li> <li>• Conquest Training Limited (Director and shareholder)</li> <li>• Alliance Services Limited (Chair, Director)</li> </ul>	<ul style="list-style-type: none"> <li>• Arinui Limited Chair (Director)</li> <li>• Hortus Limited (Director)</li> <li>• JFC Limited (Director)</li> <li>• Kidson Trust Advisory (Board member)</li> <li>• Dublin Street Charitable Trust (CEO)</li> </ul>
<p><b>Andrea Leslie</b></p>	<ul style="list-style-type: none"> <li>• Primary ITO (Employee)</li> <li>• Authentic Education Ltd (non-trading) (Director)</li> </ul>	<ul style="list-style-type: none"> <li>• Greenhill Farm Trust (Trustee))</li> </ul>
<p><b>Bryn Thompson</b></p>	<ul style="list-style-type: none"> <li>• Metalcraft Engineering Company Limited (Principal/Director)</li> <li>• Avid Group Limited (Share Holder/Director)</li> <li>• Cassem Holdings Limited (Principal/Director)</li> <li>• Competenz Trust (Director)</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;S Thompson Family Trust (Trustee)</li> <li>• NZMEA (Board/Director)</li> <li>• Mancan (Board/Director)</li> <li>• Canterbury Manufacturing Trust (Chairperson/Trustee)</li> </ul>

## Ara Board Officers

<b>Tony Gray</b> Chief Executive	<ul style="list-style-type: none"> <li>• Ara Foundation (Trustee)</li> <li>• Hurford Trust (Trustee)</li> <li>• NZIST COVID-19 Recovery Training and Skills Needs Working Group (Member)</li> <li>• NZIST Internationalisation Working Group (Chair)</li> <li>• Ōtautahi Education Development Trust (Trustee)</li> <li>• SANITI Advisory Board (Member)</li> <li>• TANZ Accord (Chair)</li> <li>• TANZ Ltd (Director)</li> </ul>
<b>Te Marino Lenihan</b> Kaiārahi	<ul style="list-style-type: none"> <li>• Ka Honua Momona (Traditional Fish Pond Non-Profit Organisation on Moloka'i, Hawai'i) (Board Member)</li> <li>• Kaiapoi Pā Trust (Trustee)</li> <li>• Ngā Aho (National Network of Māori Design Professionals) (Executive)</li> <li>• Ngāi Tahu (Whakapapa)</li> </ul>
<b>Christina Yeates</b> Executive Officer	<ul style="list-style-type: none"> <li>• Nil</li> </ul>



**Ara Institute of Canterbury Limited**  
(the Company)

**Minutes of a meeting of the Board of Directors**  
(Board)

**28 July 2020 at 9.30am**

**Minutes**

These are the minutes of a meeting of the board of the Company held on 28 July 2020 in Room G202, City Campus.

- 1 Karakia** Melanie Taite-Pitama opened the meeting with the following Karakia – pursue distant horizons to become close and never lose them, linking to the FMA vision “come, stay and succeed”.

*“Ka hikitia! Ka hikitia!  
Hiki, hikitia!  
Whakarewa ki runga rawa  
Herea kia kore e hoki whakamuri mai  
Poua atu Te Pūmanawa Māori  
He Mana Tikanga  
Me Te Uri o Māia  
Poipoia ngā mokopuna  
Ngā rangatira mo āpōpō  
Ka tihei! Tihei mauriora!  
Ka hikitia! Ka hikitia!*

*Encourage and support!  
And raise it to its highest level!  
Ensure that high achievement is maintained  
Hold fast to our Māori potential  
Our cultural advantage  
And our inherent capability  
Nurture our young generation  
The leaders of the future  
Behold, we move onwards and upwards!”*

**2 Welcome**

**Directors present:** Thérèse Arseneau, Murray Bain, Jane Cartwright, Maryann Geddes, Nettles Lamont, Andrea Leslie, Melanie Taite-Pitama and Bryn Thompson.

**Thérèse Arseneau** acted as chairperson of the meeting.

**Other attendees present:** Tony Gray (Ara Institute of Canterbury Ltd (Ara) Chief Executive), Darren Mitchell (Ara DCE COO), Te Marino Lenihan (Ara Kaiārahi) and Christina Yeates (Ara Executive Officer).

**Apologies** Nil.

**Quorum** The Chairperson noted that a quorum of Directors was present at the meeting and declared the meeting open.

### 3 Conflicts of interest

- a) No conflicts were declared in relation to the open agenda.
- b) Updates to the Conflict of Interest Register were recorded as follows:
  - Thérèse Arseneau [Chair]: Remove Regenerate Christchurch (Chair) and Greater Christchurch Partnership Governance Group (Board Member).
  - Maryann Geddes: Remove Queenstown Resort College (Member – Advisory Committee).

### 4 Items not on the Agenda Nil.

### 5 Confirmation of Meeting Minutes

#### 5.1 Minutes of Committee Meeting – 26 May 2020

It was **resolved** that the minutes of the ordinary meeting of the Ara Board held on 26 May 2020 (not being a meeting or part of a meeting from which the public was excluded) be confirmed as a correct record of proceedings of that meeting and be signed by the Chair accordingly.

J Cartwright/M Taite-Pitama

Carried

**5.2 Matters Arising** The Board noted that the workshop held in June was of great value and agreed it is important to not lose the momentum and to look at the “what now” as a result of the workshop.

#### 5.3 Action List

- a) AP3 - AIR Equity Report – the CE advised that a Māori performance dashboard will be provided for the next Board meeting. The Board noted this has been carried forward to 25 August.
- b) AP4 – Future Needs – “Supernodes” information has been distributed by the CE. Completed.
- c) AP5 – Unsuccessful applications – data analysis – this is included in the current information to the Board. Completed.
- d) AP6 – Financials – the addition of a variance column. Completed.
- e) AP7 Health and Safety – correction of the figures in the incident summary table. Completed.

### 6 Items for Discussion

#### 6.1 Chief Executive (CE) Report

The report was taken as read. The CE provided the following update:

- a) In general, Semester Two has started well and Ara is in a reasonably good position for most departments and is currently supporting new and returning students.

- b) The conversion of applications to enrolments in most areas is progressing well with the exception of EDI – this still remains a work in progress revisiting the products offered, as many require a major refresh. In terms of future thinking around EDI, weaving enterprise and digital innovation through everything we do rather than stand-alone qualifications was discussed. It was agreed this an example of an area that could potentially see collaboration across the South Island using the best of products and development done once and done well.
- c) Health Practice numbers are looking good; however, the CE advised that the employment numbers for Nursing graduates are lower than expected. Normally Ara has the highest employment numbers for Nursing graduates in the country but the lower numbers are likely due to an element of fiscal pressure on the CDHB and that the turnover of existing nursing staff leaving roles or going offshore is not happening due to COVID. Ara is working with the CDHB to look at new roles and opportunities e.g. in managed quarantine and fixed term roles as an alternative. It was noted that graduates might need to explore opportunities with other regional DHB's.
- d) International: Recruitment for 2021 is the area of main concern. The included international student numbers for Semester Two 2020 are those that have progressed from Semester One. The Board noted the CE's work leading the NZIST group focusing on Internationalisation. The CE advised that one of the first elements of this work is to ensure robust scenarios are in place for the potential opening of the borders in 2021. The sector is working alongside the MoE and Education NZ amongst others on this.
- e) Discussion on the strategies to capture the potential for upskilling in the domestic market. Work continues around engagement with industry, noting there is a big increase in numbers where there is very high unemployment already e.g. central Otago (including Queenstown), Rotorua and South Auckland
- f) The Board noted in the application summary that numbers were down for South Canterbury. The CE provided some background, confirming the numbers include Ashburton and Oamaru; provision in Timaru is still to recover after the CPIT/Aoraki merger. However, it is also a result of removing some programmes due to economic and educational reasons – low level provision that was not funded by TEC. The Board were advised that the relationship with the South Canterbury DHB is significantly better and programmes such as Nursing and Midwifery have a very good uptake. The Board noted that South Canterbury is a work in progress and different working delivery models have been trialled e.g. 'face and space' and note that Timaru has a decreased school roll and is one of the strongest ITO serviced areas in the country. As the next Board meeting is scheduled to be in Timaru, the Chair asked that the Board consider how best and effectively to use the time and to include some stakeholder engagement activity.
- g) Māori Student Achievement – the Board felt it is important we look to ensure we have the right resource within the Framework for Māori Achievement (FMA) and Pasifika strategies to ensure improvements and agreed targets are achieved. It was agreed it is a complex picture and more resource will be needed. Buy-in across some departments needs to be further improved around Māori learners, and lessening the discrepancies in levels of achievement has not yet achieved sufficient progress. The Board noted that Ara has introduced initiatives with schools through the Poha (STEAM) Academy and this is seen as an important development for future Ara Māori learners. Discussion around our partnership with Ngāi Tahu and the need for a collective approach across the sector. Need to grow awareness that better resourcing is needed for our Māori learners and that funding does not provide the additional resource for improving equity at a rate that is needed.
- h) The Board noted that Ara scores highly on course completion and in first year retention but are low on qualification completion and queried what is required to



improve Ara's performance in this EPI. The CE explained that this is due to the fact that the EPI system measures cohorts and whereas a cohort will start together it does not necessarily finish together; learners who finish a course but not the full qualification within a cohort will have an impact on overall qualification success rates under the present measurement. Therefore the recognised measure of success that institutions look at is successful course completion.

- i) It was noted that with the guaranteed SAC funding for the year, there is still a risk around student fees and therefore the forecast for domestic fee income is slightly reduced (\$800k on budget because of this).
- j) The DCE, COO provided a brief summary of the reforecast noting it is the first reforecast this Board will have seen. The forecasting result is better than budget for the year due to the benefit of the government guarantee and it is also quite conservative around the consumption of the government funding against the downside in international revenue. In terms of expenditure, the biggest cost is staffing but the budget is travelling well aside from annual leave consumption and the corresponding contingent liability. Due to the shutdown during COVID, the reduction in occupancy costs is supporting the improved outcome. The overall net impact is a slightly better projection for the year end.,
- k) Ara cash reserves were discussed. The insurance monies received were confirmed as full and final settlement. Capital expenditure is non-insurance monies and there is still capital work to be undertaken on all campuses; this is identified in the Capital Plan. Updates on campus environments will be presented to the Board after consideration by the Campus Redevelopment Committee, this includes significant capital development work in South Canterbury.
- l) The Board noted that the ringfencing outcome is due this week from NZIST – Ara had made strong representation for the ringfencing formula to be reviewed – this had been accepted by NZIST.
- m) The DCE COO confirmed that investment in technology is part of the capital budget discussion and the process is supported by an appropriate business case. The BAU annual capital budget runs at \$4.5 to \$5m per year, tagged to technology and driven off a three-year hardware replacement cycle; there is also a call for business cases for any new investment.
- n) Approval of budget assumptions were discussed and that this is not typically approved at Board level, more that the Board are informed how the NZIST assumptions are translated in terms of setting the Ara budget. The Board will be interested in the outcomes expected in the next 6-8 weeks.
- o) **Health and Safety:** the report was taken as read. The following items were noted:
  - i. A notifiable injury was reported to Worksafe, but it has been confirmed they are not investigating.
  - ii. Work continues in the context of Ara's workplace culture of health and safety – significant health, safety and wellbeing development including training opportunities is ongoing to ensure the minimisation of risk in all areas of the organisation.
  - iii. The planned retirement of the existing Health and Safety Manager was noted, along with the recruitment of a new Health, Safety and Wellbeing Manager and a Health and Safety Advisor.

- iv. The terminology in the performance table and the difference between a notifiable injury/illness and notifiable incident was discussed. **It was agreed there should be a third column to identify non-notifiable injury/illness.**  
[AP9 CE]
- v. The action for Board members to carry out health and safety walkarounds still needs to be planned. **The CE agreed to follow this up with the DCE P&C.**  
[AP10 CE]
- vi. Wellbeing – the Board noted that EAP services were busier and that this is reflective of the accumulation of events during 2019/2020. The next Wellbeing Survey is scheduled for August 2020.
- p) The Ministry of Awesome partnership report was taken as read. The CE advised the focus is now moving onto the impact for Ara learners and colleagues - micro-credentials, innovation, entrepreneurship, hackathons and a range of initiatives with ChristchurchNZ are all gaining momentum.

## 6.2 Deputy Chief Executive (DCE) Reports

The reports were taken as read. Discussion as follows:

- a) The Board would like to see **a future focus included in the DCE reports. This might include areas of innovation being investigated and/or implemented. It was agreed it would be helpful to look at how activities fit with the Minister's letter of expectations and mindful of NZIST's need for collaboration moving forward and with a Māori and equity lens over everything.** The Board agreed that the Kaiārahi role is critical to this across the organisation. [AP11 CE]

## 7 Information Items

### 7.1 Chair Report

The Chair advised that the first "in person" subsidiary Chairs' meeting is being held on 29 July 2020 with the Minister in attendance. The Chair asked that the Board inform her of any issues to be raised. It was noted that the NMIT meeting that had been scheduled for 31 July has been postponed and will be rescheduled at a future date.

### 7.2 Subcommittee Reports

- a) It was noted that the Ara Audit and Risk Committee met on 29 June 2020 and there were no substantive points from the public section of the meeting. The meeting minutes are currently in draft format.

### 7.3 Ara Board Work Programme

- a) The work programme was reviewed, and it was noted that the next meeting is to be held on the Timaru campus. **A schedule for the meeting and wraparound events need to be planned to include stakeholder events and board only time.**

[AP12 Chair/CE]

- b) The Board requested a calendar of Ara events be provided with invites to be extended to Board members where relevant. [AP13 CE]
- c) It was agreed that the timings of the Ara Board meetings from 9.30am to 1.30pm work for everyone.

**7.4 Media Report** The report was taken as read.

## **7.5 Correspondence**

The letter from the Minister of Education re. Ara Institute of Canterbury 2019 annual report was received and taken as read. The Board noted the positive comments from the Minister around Ara's achievements and successes in 2019 and on its' **solid** results.

## **8 General Business**

The two Spring Graduation Ceremonies on 18 September 2020 were noted.

## **Closure**

There being no further business the Chairperson declared the public meeting closed at 11.20am.

Dated: 25 August 2020

Signed as a correct record

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**Chairperson**

## Ara Board Minutes - Action List as of 28 July 2020

Number	Date When Action Arose	Agenda Item	Topic	Action	Board Responsibility	Status	Due Meeting date
AP3	28 April	6.1h	CE Report – AIR Equity Report	It was agreed that an equity report will be prepared to send to the Board to align with a future COVID update. Feedback is currently being co-ordinated through the AIR leadership team for all workstreams including equity. <i>26/5 Update – Māori performance dashboard to be provided for the next Board meeting.</i>	CE	Carried forward	25 August
AP9	28 July	6.1(O) iv	CE Report – Health and Safety	The terminology in the performance table was discussed and the difference between a notifiable injury/illness and notifiable incident was discussed. <i>It was agreed there should be a third column to identify non-notifiable injury/illness.</i>	CE	In progress	25 August
AP10	28 July	6.1(O) v	CE Report – Health and Safety	The action for Board members to carry out health and safety walkarounds still needs to be planned. <i>The CE agreed to follow this up with the DCE P&amp;C.</i>	CE	In progress	25 August
AP11	28 July	6.2a	DCE Reports	The Board would like to see <i>a future focus included in the DCE reports. This might include areas of innovation being investigated and/or implemented. It was agreed it would be helpful to look at how activities fit with the Minister's letter of expectations and mindful of NZIST's need for collaboration moving forward and with</i>	CE	In progress	25 August

Number	Date When Action Arose	Agenda Item	Topic	Action	Board Responsibility	Status	Due Meeting date
				a Māori and equity lens over everything.			
AP12	28 July	7.3a	Ara Work Programme	A schedule for the meeting and wraparound events need to be planned to include stakeholder events and board only time.	CE/Board Chair	In progress	25 August
AP13	28 July	7.3b	Ara Work Programme	The Board requested a calendar of Ara events be provided with invites to be extended to Board members where relevant.	CE	In progress	25 August

<b>Ara Board 25 August 2020</b>	<b>Agenda Item</b>		<b>6.1</b>
	Decision Item	Discussion Item	<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b>		Tony Gray

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	<b>Chief Executive's Report</b>
<b>BACKGROUND AND PURPOSE</b>	To provide the Board with key information and data that are important in Ara's development.
<b>RECOMMENDATION(S)</b>	That the Chief Executive's Report be received.
<b>LINK TO ARA STRATEGY</b>	
<b>KEY ISSUES IDENTIFIED</b>	
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	-
<b>RISK IMPLICATIONS FOR ARA</b>	-
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	NA

# Chief Executive's Report

## Public Meeting

### 1 General Update

Return to COVID-19 Alert Level 2 implementation went well with the Incident Management Team being reconvened and communications in place to all colleagues and learners across Ara - small changes made to our Alert Level 2 guidelines, but otherwise business as usual adoption. Alert Level 3 guidelines and planned escalation is in place should it be needed – we have agreed a 'one work-day shutdown' to ensure that implementation activity from Alert Levels 2 – 3 can be delivered effectively as possible.

Disappointingly, a number of learner events have had to be cancelled at Alert Level 2. In particular, these have impacted the Creative Industries, Hospitality and Service Industries, and Enterprise and Digital Innovation learner assessments, most being delivered through interface with the public, families and whānau.

Business travel for all colleagues has been suspended with the exception of in-region travel for learning and teaching purposes.

Finalising of (i) Mix of Provision and (ii) Budget 2021 work is underway across all divisions with (i) identifying conservative growth in EFTS and (ii) balancing the loss of international revenue, the need to retain staff capability and the intent of a balanced budget all present in our work.

We recognise the need to significantly support NZIST planning for the transformation and transition of subsidiaries expected to have been completed by 31 December 2022 and are in the early stages of developing an Ara Strategic Roadmap which strongly reflects the NZIST Charter, Letter of Expectation from the Minister of Education to the NZIST Council, and our own Ara Strategic Focus Areas and Priorities 2020-2022. We assess that two principles and four broad themes will form the key elements of this roadmap; the principles being collaboration and critical action regarding Te Tiriti o Waitangi and our delivery of the Ara Framework for Māori Achievement moving us to achieve equity for Māori; and the four themes being Learning and Teaching, Workforce Strategy, revisioning Learner Success, and lifting Capability in Cultural Competency.

## 2 Enrolment Performance Summary – as at 7 August 2020

This update focusses on the below aspects from the 2020 Performance Dashboard.

2020 Targets Summary			2019	2020	APS	CRE	EAS	EDI	HPR	HSI	HUM	TRA	ZTE	Other	Ara Institute of Canterbury Ara rau taumata rau
<b>Enrolments (EFTS)</b>			Actual	Target											
SAC Level 3+	5,522	5,458													
SAC Level 1-2	137	113													
ACE	50	87													
Trade Academy	151 (460 places)	138 (475 places)													
Youth Guarantee	98	89													
ITO	65	96													
Other	58	99													
<b>Total Domestic EFTS</b>	<b>6,082</b>	<b>6,080</b>													
<b>Total International EFTS</b>	<b>789</b>	<b>979</b>													
<b>Total EFTS (excluding eCampus)</b>	<b>6,870</b>	<b>7,059</b>													
Levels 1-2	418	481													
Levels 3-4	2,365	2,336													
Levels 5-6	851	940													
Level 7	3,163	3,240													
Levels 8-9	73	62													
<b>Participation</b>			Actual	Target											
<b>Māori Student Participation Rate</b>	<b>14.0%</b>	<b>13.1%</b>													
<b>Pacific Student Participation Rate</b>	<b>5.3%</b>	<b>4.8%</b>													
<b>Student Experience</b>			Actual	Target											
<b>Student Satisfaction, all learners</b>	<b>75.8%</b>	<b>84.0%</b>													
<b>Student Achievement</b>			Actual	Target											
<b>Successful Course Completion</b>															
All learners at levels 1-6	77.2%	83.5%													
All learners at levels 7-9	87.0%	93.5%													
Māori learners at all levels	73.4%	81.0%													
Pacific learners at all levels	69.9%	81.0%													
<b>Overall all learners at all levels</b>	<b>81.8%</b>	<b>87.5%</b>													
<b>Financial</b>			Actual YTD	Budget YTD	Budget FY										
YTD period ending Jun															
Teaching Revenue	\$49.6m	\$52.8m	\$108.6m												
Other Revenue	\$3.0m	\$3.5m	\$7.4m												
<b>Total Revenue</b>	<b>\$52.6m</b>	<b>\$56.4m</b>	<b>\$116.0m</b>												
Other Costs	\$18.4m	\$21.5m	\$44.0m												
Staffing Costs	\$35.8m	\$34.8m	\$71.6m												
<b>Total Expenses</b>	<b>\$54.5m</b>	<b>\$56.3m</b>	<b>\$115.5m</b>												
<b>Surplus (excluding abnormal items)</b>	<b>-\$1.9m</b>	<b>\$0.0m</b>	<b>\$0.4m</b>												

Enrolments exclude eCampus provision, and reflect the 2020 Ara Mix of Provision and Financial Budget. Participation targets are the EFTS-weighted proportion of domestic enrolments excluding eCampus. Student satisfaction is measured as the proportion of respondents that Strongly Agree or Agree with four benchmarked questions. Successful Course Completion is the EFTS-weighted proportion of successful completion of all assessed courses, with the level breakdown based the level of the programme. Financial targets exclude abnormal items, and Other Costs includes Depreciation.

Key points in this performance update include:

- 6,870 equivalent full-time students (EFTS) have enrolled in 2020 to date, compared to a full year target of 7,059 EFTS.
- The overall target for domestic enrolments has been reached (6,082 vs target: 6,080), as has the SAC 3+ specific one (5,522 vs target 5,458). Ara has grown on both these measures compared to final 2019 results.
- Overall Māori and Pacific participation rates for 2020 exceed the Canterbury population demographic. The conversion rates of Māori and Pacific learners are slightly below the average for domestic applicants. There continues to be proportionally differing numbers of Māori and Pacific applicants in different subjects, with higher numbers applying for lower-level programmes and lower numbers at degree/postgraduate level.
- 2021 application and enrolment activity are underway. Currently there are nearly twice as many (1,416 vs 739) domestic applications submitted as the same time last year, with growth being seen in many areas that have also grown in 2020 Semester 2, such as Level 3/4 Study and Career Preparation, Engineering, Construction, and several degree-level health programmes.



## 2.1 Application Summary – Ara Overall


	Pre App	Active App	Unsuccessf... App	Converted App	Re-enrolm... and Other	Other Unsuccessf...
Ara Overall	Est. req. Apps (Full Year)	Last Year (Full Year)	Current Tracking	Last Year Tracking	Req. EFTS Growth	Actual YTD App Growth
	<b>16,873</b>	<b>16,846</b>	<b>14,278</b>	<b>16,461</b>	<b>0.2%</b>	<b>-13.3%</b>
International/Domestic						
International	1,933	1,929	1,203	2,609	0.2%	-53.9%
Domestic	14,941	14,917	13,075	13,852	0.2%	-5.6%
Source of funding						
⊕ SAC 3+	9,889	9,737	9,982	9,561	1.6%	4.4%
⊕ Intl	1,933	1,929	1,203	2,609	0.2%	-53.9%
⊕ Other	1,526	1,655	706	1,404	-7.8%	-49.7%
⊕ ACE	1,385	1,681	923	1,247	-17.6%	-26.0%
⊕ ITO	800	870	506	672	-8.1%	-24.7%
⊕ TA	442	460	458	461	-4.1%	-0.7%
⊕ SAC 1-2	267	329	321	317	-19.0%	1.3%
⊕ YG	173	185	179	190	-6.6%	-5.8%
Location						
⊕ All Other	15,697	15,733	13,526	15,415	-0.2%	-12.3%
⊕ South Canterb...	1,196	1,113	752	1,046	7.4%	-28.1%

Department - Programme owning	Last Year (Full Year)	Current Tracking	Last Year Tracking
Applied Sciences and Social Practice, Te Hoe Ora	1,203	1,516	1,262
Creative Industries	853	859	846
Engineering & Architectural Studies	1,116	1,061	1,247
Enterprise and Digital Innovation	3,167	2,410	3,266
Health Practice	2,552	2,351	2,470
Hospitality & Service Industries	1,669	1,313	1,503
Humanities	2,777	2,223	2,684
Trades	3,509	2,545	3,183
<b>Total</b>	<b>16,846</b>	<b>14,278</b>	<b>16,461</b>

The above tables show the current number of programme enrolments (converted applications and re-enrolments/other) plus those applications that could convert into enrolments (Active Applications). This grouping indicates the total pool of 2020 possible or confirmed enrolments currently in the system.

Note: TANZ eCampus applications have been removed to show an indication of core Ara applications vs targets.

## 2.2 EFTS

	Active	Committed	Future	Potential		
						
<b>Ara Overall</b>	Target (Full year)	Last Year (Full year)	Current Tracking	Last Year Tracking	Req. Growth	Actual YTD Growth
	<b>7,058.7</b>	<b>7,047.1</b>	<b>6,870.1</b>	<b>6,859.1</b>	<b>0.2%</b>	<b>0.2%</b>
<b>International/Domestic</b>						
Domestic	6,079.9	6,070.5	6,081.5	5,980.6	0.2%	1.7%
International	978.8	976.7	788.6	878.5	0.2%	-10.2%
<b>Source of funding</b>						
⊕ SAC 3+	5,457.6	5,373.9	5,522.4	5,352.9	1.6%	3.2%
⊕ Intl	978.8	976.7	788.6	878.5	0.2%	-10.2%
⊕ TA	138.1	144.0	150.7	146.8	-4.1%	2.7%
⊕ SAC 1-2	113.2	139.8	137.0	137.2	-19.0%	-0.2%
⊕ Other	98.6	106.9	58.4	91.5	-7.8%	-36.2%
⊕ ITO	96.0	104.5	64.9	80.7	-8.1%	-19.6%
⊕ YG	88.9	95.2	97.9	97.5	-6.6%	0.3%
⊕ ACE	87.4	106.1	50.3	73.9	-17.6%	-32.0%
<b>Location</b>						
⊕ All Other	6,672.6	6,687.8	6,523.9	6,501.6	-0.2%	0.3%
⊕ South Canterb...	386.1	359.4	346.1	357.5	7.4%	-3.2%

Department - Programme owning	Target (Full year)	Last Year (Full year)	Current Tracking	Last Year Tracking	Req. Growth	Actual YTD Growth
Applied Sciences and Social Practice, Te ...	763.7	729.5	878.7	734.8	4.7%	19.6%
CAPL Dept		0.7		0.7		-100.0%
Creative Industries	703.1	703.1	716.5	701.1	0.0%	2.2%
Engineering & Architectural Studies	743.1	720.8	681.9	733.1	3.1%	-7.0%
Enterprise and Digital Innovation	1,112.8	1,151.7	1,034.0	1,110.3	-3.4%	-6.9%
Health Practice	1,145.3	1,140.1	1,129.1	1,101.5	0.5%	2.5%
Hospitality & Service Industries	623.6	627.1	650.0	623.6	-0.6%	4.2%
Humanities	887.3	888.9	784.1	825.6	-0.2%	-5.0%
Trades	1,079.7	1,085.3	995.7	1,028.4	-0.5%	-3.2%
<b>Total</b>	<b>7,058.7</b>	<b>7,047.1</b>	<b>6,870.1</b>	<b>6,859.1</b>	<b>0.2%</b>	<b>0.2%</b>

The above tables show ACTIVE, COMMITTED and FUTURE EFTS. These relate to those course enrolments that have either: been invoiced + paid (for fee-charging provision), been invoiced and past course start date (for fee-charging provision) or have been confirmed (for no-free provision). These categories reflect EFTS that are relatively confirmed enrolments (noting students can still withdraw up until the last withdrawal date of their courses).

Note: TANZ eCampus EFTS have been removed to show an indication of core Ara delivery vs. targets.

## 2.3 Summary

- a As at 6 August 2020, Ara has enrolled 6,870 EFTS out of a full year target of 7,059 EFTS. The current 6,870 EFTS compares to 6,859 EFTS at the same time last year. The total has increased by a net 347 EFTS since the last update on 24 July (new confirmed enrolments less withdrawals before last withdrawal date).
- b Ara has now exceeded the full year target for domestic EFTS (6,083 vs target of 6,080), as well as SAC 3+ (5,523 vs target 5,458 EFTS). There is also growth on final 2019 numbers in both these measures.
- c Noting the below-target international numbers due to COVID impacts, there are still 189 EFTS to enrol to reach the overall (domestic and international) full year target for 2020. There are currently 212 EFTS worth of potential enrolments, plus a further 340 active applications for 2020 intakes. If these are all confirmed the target would be well exceeded. However, based on prior years, there will be a number of withdrawals, so additional domestic applications and enrolments will likely be needed to close the gap to the overall target by year-end.
- d The table on the next page summarises the three-year enrolment trend, plus compares 2020 actuals to targets. Noting 2020 numbers will still fluctuate over the coming months, some trends and achievements are becoming clear:
- i If current EFTS are retained to 2020 year-end then five out of eight departments will exceed their domestic targets, in the case of APS by over 125 EFTS. Currently six out of eight departments are tracking to enrol more domestic students in 2020 than in 2019.
  - ii EDI (58 EFTS), TRA (31 EFTS) and EAS (8 EFTS) programmes still require additional numbers to achieve domestic enrolment targets.
  - iii HUM programmes are 72 EFTS short of their overall (domestic and international) full year target due to lower international numbers primarily in English Language courses. EAS programmes are also 44 EFTS short due to lower international numbers.
- e Enrolments at higher levels (Level 7 [Degree/Graduate Diploma] and Level 8-9 [Postgraduate/Masters]) are increasing. Enrolments at lower levels are decreasing.
- f The EFTS-weighted number of Māori and Pacific learners enrolling with Ara has steadily increased over the past three years.

	2018 Final	2019 Final	2020 Now*	3 year Trend	2020 Target	2020 Gap to Target
<b>Domestic</b>						
APS	603.7	695.5	854.8		729.6	-125.2
CRE	699.4	690.9	711.7		690.8	-20.9
EAS	521.4	488.1	489.5		497.9	8.4
EDI	978.7	860.7	749.0		806.9	57.9
HPR	1009.8	1049.9	1096.5		1070.2	-26.3
HSI	502.0	520.0	566.6		524.0	-42.6
HUM	617.0	682.9	715.8		681.3	-34.5
TRA	1129.6	1082.2	1048.2		1079.0	30.8
<b>Domestic + International</b>						
APS	643.9	729.5	895.6		763.7	-131.9
CRE	712.3	703.1	721.3		703.1	-18.2
EAS	680.3	720.8	699.6		743.1	43.5
EDI	1,229.6	1,152.2	1,064.0		1112.8	48.8
HPR	1,070.7	1,140.1	1,169.8		1145.3	-24.5
HSI	625.0	627.1	666.0		623.6	-42.4
HUM	816.6	888.9	815.1		887.3	72.2
TRA	1,131.6	1,085.3	1,050.9		1079.7	28.8
South Canterbury	397.8	359.4	352.4		386.0	33.6
Levels 1-6	1533.6	1529.7	1488.6		1446.1	-42.5
Level 4-6	2447.3	2308.5	2284		2310.7	26.7
Level 7	2906.5	3162.9	3233.7		3240.3	6.6
Level 8-9	28.8	46.5	73.9		61.6	-12.3
Māori	819.6	864.8	873.00			
Pasifika	293.7	305.7	330.1			

\*2020 Now is current 2020 EFTS, including potential EFTS. This figure will increase with additional 2020 enrolments, and decrease with withdrawals.

## 2.4 Māori and Pacific Update

2020 (as at 6 August 2020)							
	Māori Applicants	Māori applicants as proportion of all domestic applicants in department	Māori Converted Applicants	Māori applicants as proportion of all converted domestic applicants in department	Conversion rate (Māori applicants)	Conversion rate (all domestic applicants)	Māori enrolments as proportion of all domestic enrolments in dept. (EFTS-weighted)
HSI	342	24.2%	178	20.9%	52.0%	60.0%	20.6%
TRA	457	20.5%	244	18.0%	53.4%	60.7%	17.7%
APS	398	19.2%	193	17.2%	48.5%	54.1%	17.1%
HUM	337	19.5%	191	17.2%	56.7%	64.2%	14.9%
CRE	114	16.0%	54	13.0%	47.4%	58.1%	12.4%
EDI	176	14.0%	107	12.5%	60.8%	67.8%	10.8%
HPR	159	9.4%	90	9.0%	56.6%	58.8%	10.4%
EAS	47	7.1%	24	6.3%	51.1%	57.5%	7.2%
<b>Total</b>	<b>1834</b>	<b>17.0%</b>	<b>1078</b>	<b>15.8%</b>	<b>58.8%</b>	<b>63.2%</b>	<b>14.0%</b>
Below L7	1814	19.4%	951	17.2%	52.4%	59.4%	16.4%
L7+	350	10.6%	171	9.2%	48.9%	56.4%	11.0%

2020 (as at 6 August 2020)							
	Pacific Applicants	Pacific applicants as proportion of all domestic applicants in department	Pacific Converted Applicants	Pacific applicants as proportion of all converted domestic applicants in department	Conversion rate (Pacific applicants)	Conversion rate (all domestic applicants)	Pacific enrolments as proportion of all domestic enrolments in dept. (EFTS-weighted)
APS	148	7.1%	89	7.9%	60.1%	54.1%	7.7%
TRA	178	8.0%	101	7.5%	56.7%	60.7%	7.0%
HSI	82	5.8%	48	5.6%	58.5%	60.0%	5.7%
HUM	113	6.5%	73	6.6%	64.6%	64.2%	5.1%
EDI	70	5.6%	46	5.4%	65.7%	67.8%	4.6%
EAS	32	4.9%	17	4.5%	53.1%	57.5%	4.0%
CRE	38	5.3%	20	4.8%	52.6%	58.1%	3.9%
HPR	73	4.3%	29	2.9%	39.7%	58.8%	3.7%
<b>Total</b>	<b>644</b>	<b>6.0%</b>	<b>397</b>	<b>5.8%</b>	<b>61.6%</b>	<b>63.2%</b>	<b>5.3%</b>
Below L7	641	6.9%	368	6.6%	57.4%	59.4%	6.2%
L7+	158	4.8%	78	4.2%	49.4%	56.4%	4.2%

- a The table on the previous page relates to 2020 applications and enrolments by domestic students, focussing on how Māori and Pacific numbers compare across applications to enrolments.
- b These numbers will shift until the end of 2020. Noting this, although Māori and Pacific currently have a somewhat lower conversion rate, an initial challenge is earlier in the process - increasing the number of Māori and Pacific learners applying in a broader range of areas and at higher levels.
- c As a benchmark, compared with the Canterbury regional population (2018 census) the Ara student population has proportionally much higher numbers of Māori and Pacific.

	<b>Māori</b>	<b>Pacific</b>
Proportion of all Canterbury residents who are...	<b>9.2%</b> (56,799)	<b>3.2%</b> (19,338)
Proportion of Canterbury residents aged 15-29 who are...	<b>12.0%</b> (15,156)	<b>4.3%</b> (5,358)
Proportion of Canterbury residents aged 30-64 who are...	<b>7.3%</b> (20,367)	<b>2.3%</b> (6,543)
Proportion of current Ara domestic students who are...	<b>14.0%</b> (1,581)	<b>5.3%</b> (613)

## 2.5 2021 Activity

Applications and enrolments have already commenced for 2021. The below table compares the number of **domestic applications** for 2020 and 2021, as at 6 August 2019 and 6 August 2020 respectively, showing much higher numbers than the same time last year. The bottom table identifies specific programmes with significant increases. Many of the areas showing growth in 2021 are those where growth has occurred in 2020 Semester 2 (e.g. Study and Career prep at Levels 3 and 4, Engineering, Construction, and a range of health areas).

Dept - Programme owning	2020	2021
APS	113	260
CRE	56	118
EAS	36	213
EDI	35	43
HPR	191	343
HSI	134	224
HUM	74	129
TRA	100	86
<b>Total</b>	<b>739</b>	<b>1,416</b>

Selected Programmes	Domestic Applications	
	7 August 2019 (apps for 2020)	7 August 2020 (apps for 2021)
CH3730 Bachelor of Nursing	84	182
NZ2612 NZ Diploma in Engineering (L6)	3	86
NZ2860 NZ Cert in Study and Career Preparation (L4)	23	80
NZ2416 NZ Diploma in Architectural Technology (L6)	6	52
NZ2863 NZ Cert in Study and Career Preparation (L3)	33	70
CH3757 Bachelor of Medical Imaging	47	79
CH3714 Bachelor of Broadcasting Communications	10	41
NZ2834 NZ Cert in Construction Trade Skills (L3)	22	53
CH3991 Bachelor of Midwifery	37	66
CH4063 Bachelor of Musculoskeletal Health	18	44

## 3 Financial Performance Report

### 3.1 Financial Statements – July 2020

- a As of 31 July 2020, the reported Surplus excluding Abnormal Items is \$1.66m, compared to an expected surplus of \$2.95m. The year-to-date deficit after Abnormal Items (i.e. transformation and C Block demolition costs) is \$0.18m compared to an expected surplus of \$0.99m. The variance to budget is due to lower than budgeted income, partially offset by lower expenditure.
- b EFTS delivery overall is 4.6% below budget to date. This gap has narrowed since the prior month. Overall, enrolment for the full year is now 1.1% above expectation for the year-to-date, a similar movement to the delivered EFTS position. This is due to strong second semester domestic enrolments.
- c Overall Government Funding year-to-date is \$36.18m, \$0.91m under the year-to-date budget. As with EFTS numbers the gap in income has also narrowed compared to the prior month. The variances in government funding types are in line with the variance in EFTS delivery. As TEC has guaranteed SAC funding for the year, even if there are EFTS variances remaining at year-end, the forecast income will still be achieved.
- d International Fee Income has slipped behind budget as the impact of border closures begins to be reflected.
- e Overall, Student Tuition Fees income less related scholarships and discounts is under budget by \$0.62m, a marginal improvement on the level of variance at the prior month.
- f Other Teaching Income remains below budget year-to-date, as to be expected given the campus closure during Alert Levels 3 and 4 lockdown.
- g Interest Income is currently outperforming budget by \$82k. This positive variance has narrowed from the prior month as the cut to the OCR begins to impact available interest rates. There has been a delay between the movement in the rate and the impact being reflected in the interest income as the mix of term deposits took time to move from deposits locked in at pre-COVID-19 rates to those at the lower post-COVID-19 rates.
- h Other Revenue is \$0.88m below budget. Most of this variance occurred during the campus closure.
- i Teaching Personnel Costs are 2.2% over budget year-to-date, the same level of variance as the prior month. Variances for the most part are in departments where staff savings were required for 2020 and are still to be fully achieved.
- j Non-Teaching Personnel Costs is marginally below budget.



- k Both Teaching and Non-Teaching Annual Leave are a notable net expense at this stage, representing an accumulation of annual leave. This is higher than usual due to low levels of annual leave occurring this year around Easter. Teaching annual leave reduced during July due to leave taken during the mid-semester break; however, it remains a net expense at this stage. Non-Teaching Annual Leave is largely unchanged from the previous month. Managers are being kept aware of leave balances and the requirement for personnel to consume their leave entitlement.
- l Occupancy Costs are \$0.70m under budget year-to-date resulting from lower costs during the campus lockdown. This variance is similar to the prior month. Occupancy costs includes \$0.16m of costs related to the COVID-19 response.
- m General Operating Expenditure is \$2.52m below budget at present. The most significant savings are in sub-contracted delivery (\$356k), staff travel (\$321k), teaching materials (\$245k), printing (\$245k) and other services (\$425k). Costs include \$73k of expenditure related to Ara's COVID-19 response.
- n The Finance Lease Charge is in line with budget.
- o Depreciation costs are over budget. NZIST have specified new depreciation rates to be applied to assets. In some cases, the asset lives have shortened to a degree that has necessitated the write-off of the full remaining balances. The \$546k variance in depreciation reflects the one-off impact of the changes. This has no impact on cash flow. There is the potential for future change on other asset classes, but these are still in discussion. Some of these impacts would reduce depreciation so any further shift may be neutral or even an improvement.
- p Transformation Costs are \$325k below budget year-to-date while Demolition Costs are \$210k over budget. The latter is due to the higher costs associated with asbestos in the building which came to light after the 2020 budget had been prepared.
- q In Financial Position, Employee Benefit Liabilities are high for the month due to seven days of Payroll owing at month end as a result of the relative timing of the fortnightly payroll cycle and the calendar month-end.
- r There are no other items of note in the Financial Position or Cash Flows for July.

**Statement of Financial Performance**  
for the year to 31 July 2020

	2020 Year to date			Full Year		
	Actual	Budget	% var	2020 Budget	2020 Forecast	2019 Actual
<b>Government Funding</b>						
SAC Funding Level 3-7	31,467,080	32,633,683	-3.6%	53,851,021	53,645,330	52,194,906
SAC Funding Level 1-2	744,658	608,360	22.4%	1,020,917	1,906,808	1,351,157
ACE Funding	166,014	232,556	-28.6%	395,428	578,954	471,640
Youth Guarantee Funding	622,688	618,878	0.6%	1,137,359	2,671,776	1,341,690
CTC funding	1,126,418	1,385,887	-18.7%	2,237,954	2,448,650	2,126,447
Other Non-EFTS grants	2,055,528	1,608,742	27.8%	2,473,532	2,680,005	2,778,692
Total	36,182,385	37,088,107	-2.4%	61,116,211	63,931,522	60,264,531
<b>Student Tuition Fees</b>						
Domestic Fee Income	18,839,264	19,475,229	-3.3%	32,202,262	31,482,418	29,964,498
less Scholarships/Discounts	(1,306,325)	(2,024,670)	-35.5%	(2,370,950)	(1,623,106)	(1,598,728)
International Fee Income	9,927,842	10,328,729	-3.9%	17,067,052	13,335,140	16,957,644
less Commissions/Discounts	(1,249,281)	(950,031)	31.5%	(1,804,246)	(1,409,726)	(2,152,945)
Total	26,211,500	26,829,257	-2.3%	45,094,118	41,784,726	43,170,470
<b>Other Teaching Income</b>	607,141	1,223,271	-50.4%	2,341,608	1,839,524	2,395,624
<b>Other Income</b>						
Interest	1,057,207	975,368	8.4%	1,625,000	1,490,784	2,264,772
Other Revenue	2,343,515	3,225,621	-27.3%	5,812,149	5,186,121	6,070,910
Total	3,400,722	4,200,989	-19.0%	7,437,149	6,676,905	8,335,682
<b>Total Revenue</b>	<b>66,401,748</b>	<b>69,341,624</b>	<b>-4.2%</b>	<b>115,989,086</b>	<b>114,232,677</b>	<b>114,166,307</b>
<b>Personnel Costs</b>						
Teaching	20,629,846	20,114,954	2.6%	35,417,746	35,417,746	35,414,954
Net Annual Leave - Teaching	172,813	(96,278)	-279.5%	-	-	106,183
Non-Teaching	20,740,268	20,824,535	-0.4%	36,058,972	36,058,972	34,961,718
Net Annual Leave - Non-Teaching	302,745	(6,043)	-5109.8%	-	-	17,301
Total	41,845,672	40,837,168	2.5%	71,476,717	71,476,717	70,500,157
as % of Revenue	63.0%	58.9%		61.6%	62.6%	61.8%
<b>Other Costs (except Depreciation)</b>						
Occupancy/Property costs	5,504,681	6,199,938	-11.2%	10,244,983	9,688,811	9,884,995
Finance Lease Charge	812,483	812,483	0.0%	1,390,000	1,390,000	1,403,792
General Operating Expenditure	8,876,755	11,393,137	-22.1%	20,277,911	18,377,911	17,804,588
Total other costs	15,193,919	18,405,558	-17.4%	31,912,894	29,456,722	29,093,376
<b>Depreciation</b>						
All Depreciation	7,699,894	7,153,429	7.6%	12,150,000	12,150,000	11,783,245
<b>Total Expenses</b>	<b>64,739,486</b>	<b>66,396,155</b>	<b>-2.5%</b>	<b>115,539,611</b>	<b>113,083,439</b>	<b>111,376,777</b>
<b>Surplus/(Deficit) excl Abnormal</b>	<b>1,662,262</b>	<b>2,945,469</b>	<b>-43.6%</b>	<b>449,475</b>	<b>1,149,238</b>	<b>2,789,530</b>
as % of Revenue	2.5%	4.2%		0.4%	1.0%	2.4%
<b>Abnormal Items</b>						
Transformation Costs	(1,151,910)	(1,476,803)	-22.0%	(2,349,191)	(2,349,191)	(2,324,093)
Demolition Costs	(693,188)	(483,057)	43.5%	(483,057)	(984,555)	(378,938)
Share of Associate Surplus/(Deficit)	-	-		-	-	(58,228)
Total Abnormal Items	(1,845,098)	(1,959,860)	-5.9%	(2,832,248)	(3,333,746)	(2,761,259)
<b>Total Surplus/(Deficit)</b>	<b>(182,836)</b>	<b>985,609</b>	<b>-118.6%</b>	<b>(2,382,773)</b>	<b>(2,184,508)</b>	<b>28,270</b>
as % of Revenue	-0.3%	1.4%		-2.1%	-1.9%	0.0%

## Statement of Financial Position as at 31 July 2020

	Actual 31-Jul-20 \$000	Budget 31-Dec-20 \$000	Forecast 31-Dec-20 \$000	Actual 31-Dec-19 \$000
<b>ASSETS</b>				
<b>Current Assets</b>				
Cash and Cash Equivalents	8,443	5,132	4,231	12,438
Loans and Receivables	4,859	2,670	2,002	3,442
Inventories	766	1,321	1,027	1,027
Prepayments	1,241	1,794	2,291	2,291
Short Term Investments	48,019	27,135	35,135	32,419
Residual Insurance Proceeds	28,281	25,865	25,865	28,281
<b>Total Current Assets</b>	<b>91,609</b>	<b>63,917</b>	<b>70,552</b>	<b>79,898</b>
<b>Non-Current Assets</b>				
Property Plant and Equipment	306,176	311,435	310,001	311,053
Intangible Assets	2,037	1,952	1,867	2,348
Investment in Associate	1,151	1,209	1,151	1,151
<b>Total Non-Current Assets</b>	<b>309,364</b>	<b>314,596</b>	<b>313,019</b>	<b>314,553</b>
<b>TOTAL ASSETS</b>	<b>400,972</b>	<b>378,513</b>	<b>383,571</b>	<b>394,451</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Trade and other payables	4,273	5,000	5,000	6,831
Finance leases	757	1,239	1,239	763
Employee Benefit Liabilities	3,812	2,462	2,462	2,576
Revenue Received in Advance	27,514	9,149	11,800	19,245
<b>Total Current Liabilities</b>	<b>36,356</b>	<b>17,850</b>	<b>20,501</b>	<b>29,416</b>
<b>Non-Current Liabilities</b>				
Finance leases	25,048	25,402	25,402	25,266
Employee Benefit Liabilities	238	238	238	238
<b>Total Non-Current Liabilities</b>	<b>25,286</b>	<b>25,640</b>	<b>25,640</b>	<b>25,504</b>
<b>TOTAL LIABILITIES</b>	<b>61,642</b>	<b>43,490</b>	<b>46,141</b>	<b>54,919</b>
<b>NET ASSETS</b>	<b>339,331</b>	<b>335,023</b>	<b>337,430</b>	<b>339,532</b>
<b>EQUITY</b>				
Retained Earnings	235,549	231,241	233,648	235,750
Asset Revaluation Reserve	103,782	103,782	103,782	103,782
<b>TOTAL EQUITY</b>	<b>339,331</b>	<b>335,023</b>	<b>337,430</b>	<b>339,532</b>

## Statement of Cash Flows for the year to 31 July 2020

	Year to Jul 2020 \$000	2020 Budget \$000	2020 Forecast \$000	2019 Final \$000
<b>Cash Flows from Operating Activities</b>				
Cash was Provided from:				
Government Grants	35,715	61,116	63,932	63,357
Student Tuition Fees	34,209	45,094	35,780	50,501
Other Teaching Revenue	607	2,342	1,840	2,396
Other Revenue	1,590	5,812	5,136	5,020
Interest	1,089	1,625	1,491	2,165
Total	<u>73,210</u>	<u>115,989</u>	<u>108,179</u>	<u>123,438</u>
Cash was Applied to:				
Employees and Suppliers	56,256	101,530	101,489	99,690
Net Cash Effect of Abnormal Items	1,845	2,832	3,333	2,324
Total	<u>58,101</u>	<u>104,362</u>	<u>104,822</u>	<u>102,014</u>
<b>Net Cash Flows from Operating Activities</b>	<b>15,110</b>	<b>11,627</b>	<b>3,357</b>	<b>21,424</b>
<b>Cash Flows from Investing Activities</b>				
Cash was Provided from:				
Sale of Fixed Assets	19	-	50	53
Total	<u>19</u>	<u>-</u>	<u>50</u>	<u>53</u>
Cash was Applied to:				
Purchase of Other Financial Assets	-	-	-	-
Purchase of Fixed Assets	908	5,014	5,014	5,903
Campus Capital Plan Spending	1,311	6,376	3,950	3,761
Total	<u>2,219</u>	<u>11,390</u>	<u>8,964</u>	<u>9,664</u>
<b>Net Cash Flows from Investing Activities</b>	<b>(2,201)</b>	<b>(11,390)</b>	<b>(8,914)</b>	<b>(9,612)</b>
<b>Cash Flows from Financing Activities</b>				
Cash was Provided from:				
Equity	25	-	25	-
Total	<u>25</u>	<u>-</u>	<u>25</u>	<u>-</u>
Cash was Applied to:				
Finance Lease Payments	1,329	2,374	2,374	2,217
Total	<u>1,329</u>	<u>2,374</u>	<u>2,374</u>	<u>2,217</u>
<b>Net Cash Flows from Financing Activities</b>	<b>(1,304)</b>	<b>(2,374)</b>	<b>(2,349)</b>	<b>(2,217)</b>
<b>Total Net Cash Flows</b>	<b>11,605</b>	<b>(2,137)</b>	<b>(7,906)</b>	<b>9,595</b>
Opening Cash, Bank & Short Term Investments	73,138	60,269	73,138	63,543
Closing Cash, Bank & Short Term Investments	<u><u>84,743</u></u>	<u><u>58,132</u></u>	<u><u>65,231</u></u>	<u><u>73,138</u></u>

## 4 Health, Safety and Wellbeing – July 2020

### 4.1 Overview – Key Issues

- a With the New Zealand Government announcement of COVID-19 cases in the community putting Auckland into Alert Level 3 and the rest of New Zealand into Alert Level 2 from noon on 12 August 2020, the Incident Management Team was again convened. Operating Guidelines for Alert Level 2 were communicated to colleagues and students on that day and precautionary preparations have begun should we be required to move into Alert Level 3.
- b The remainder of this report covers activities until the end of July 2020.
- c A tutor conducting an evening class with apprentice joiners suffered an injury due to an incident that occurred on a spindle moulder in our Trades facility in Christchurch. The Health and Safety Manager was initially advised that the tutor had been admitted to hospital. On that basis, WorkSafe was notified; the machine had already been isolated; and an investigation was undertaken immediately. Whilst the tutor did receive hospital out-patient treatment, they were not admitted. He suffered a laceration to the end of his thumb requiring a few stitches. Based on the new information, the injury did not meet the threshold of a notifiable injury. WorkSafe have indicated they will not be following up on this incident. Even so, this was a significant incident, which could have resulted in more severe consequences. The Health and Safety Manager has arranged to meet with colleagues in Trades involved and will discuss factors which may have contributed to this injury. The machine involved has been released back into service as it has been determined that there were no faults with the equipment which contributed to this event.
- d Another colleague suffered an elbow strain injury while working in the gym. Although there was no abrasions or open wound, the elbow became infected. The infection did not respond to antibiotics and the colleague was admitted to hospital for 10 days. The source of the infection is unknown, and such a response following an injury is very rare. WorkSafe were notified since the infection resulted from an injury that occurred in the workplace. At the time of writing WorkSafe had not responded to our notification.
- e Twelve colleague injuries were reported in July including the two mentioned in (c) and (d) above. Other incidents involved a cut using a hand tool, three trips, two strains, one needle stick, one bumped head, one pinched finger, and one scratch received from a student having a seizure. Four were at the City/Madras campus and five at Woolston (Trades) and 1 each at Manawa, Timaru, and offsite.
- f Student incidents included two health related events, one cut, four bumps and knocks, one fall from a mountain bike, and one dog bite. All these incidents were minor. One event occurred at our Woolston campus, three at the City/Madras campus, two at the student accommodation facility, and one each at Timaru, Manawa, and offsite.
- g Five safety observations and near miss incidents were reported. These involved a forklift incident, incorrect set up of a table saw and thicknesser, slippery workshop floors, incorrect use of a platform trolley, and suggestions around training.
- h All bench and pedestal grinders have had the face guards reinstated or are locked out until parts can be supplied. This follows a change in advice from WorkSafe.

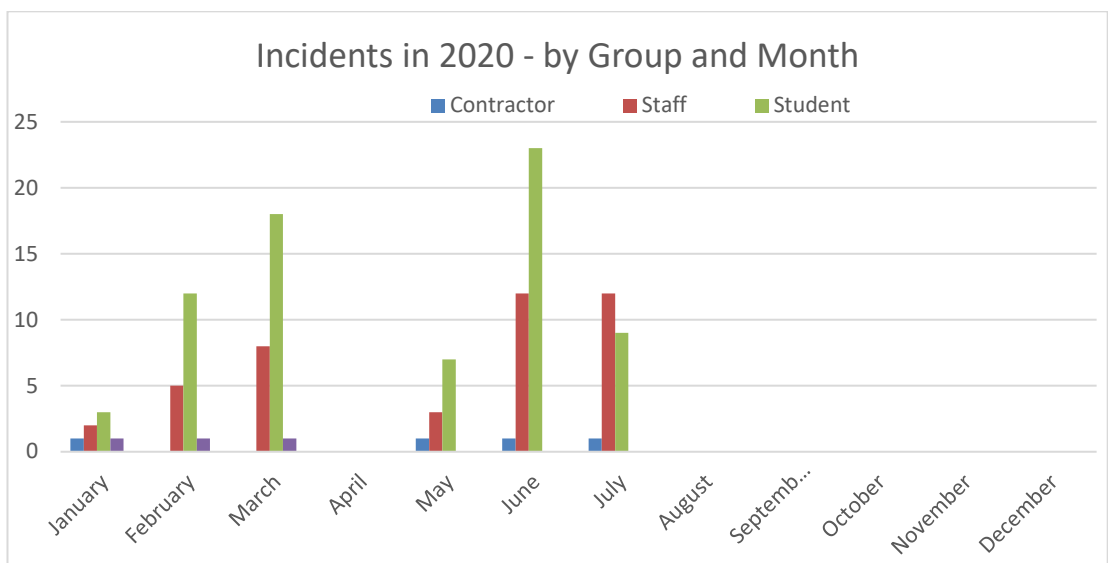
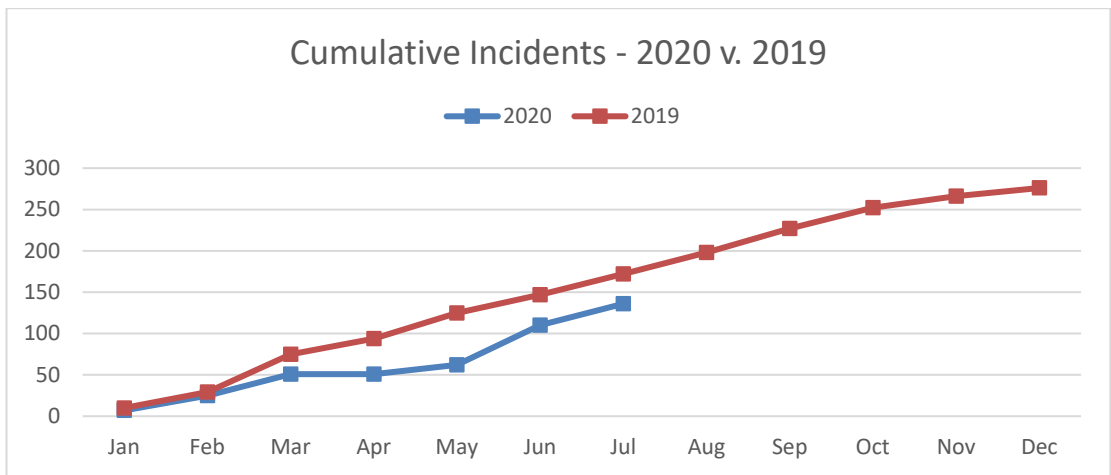
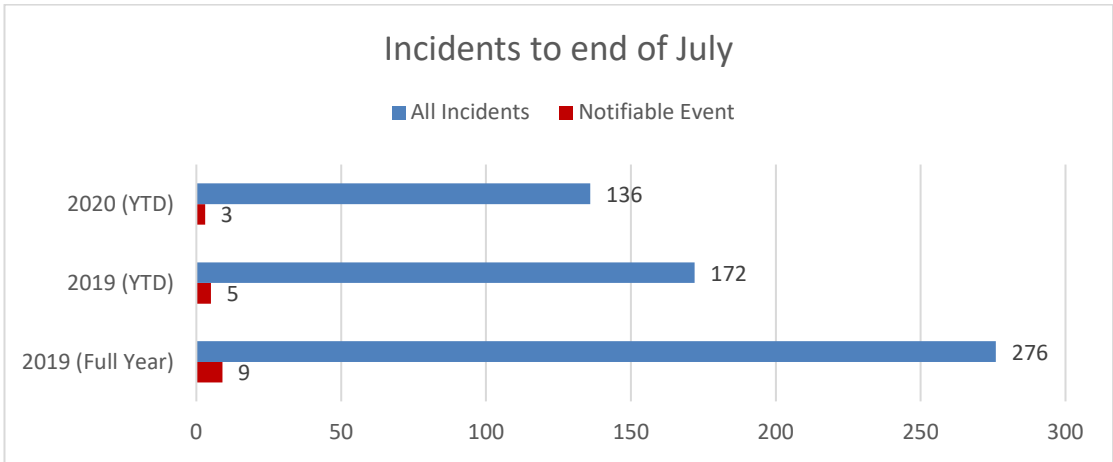
- i The Health and Safety Working Group (HSWG) met in July where they further discussed recommendations to the HSWLG regarding pedestrian safety on campuses.
- j Several members of the HSWG met with a Fire and Emergency representative to discuss improving process around the evacuation of persons with disabilities.
- k Running alongside the Engagement survey, Ara’s annual colleague Wellbeing survey went live on 11 August 2020 and will close on 25 August 2020. Results will be made available to various leadership groups, and to managers and their teams, throughout September. As this is the second time this survey has been run it will be interesting to see how wellbeing is trending.
- l Of note is the number of colleagues accessing Ara’s employee assistance programme (EAP), which is provided by OCP. The table provided below (section 3.3 b ii) shows the continuing increase in the number of colleagues accessing counselling support over the past few months. More information has been sourced from our provider to ascertain if we need to modify our wellbeing approach.
- m On 14 July 2020, Blueprint for Learning delivered their one-day MH101 workshop at the City/Madras campus. Twenty-one colleagues attended. MH101 is a workshop designed to better equip colleagues to respond to people experiencing mental health challenges – both at work and in everyday life. We are currently negotiating to run a second MH101 seminar before the end of the year.
- n On 21 July 2020 ANZ bank ran a ‘financial fitness’ seminar at City/Madras campus. A total of sixteen colleagues attended the seminar, and three then followed up with an on-stie one-to-one meeting with ANZ a week later.

## 4.2 Health and Safety

### a Performance

INCIDENT SUMMARY – MONTH AND YEAR TO DATE						
Person Type	Notifiable Injury or Illness		Notifiable Incident		All Incidents	
	This month	YTD	This Month	YTD	This Month	YTD
Colleagues	0	0	2	2	12	39
Learners	0	0	0	1	9	67
Contractors	0	0	0	0	0	3
Visitors	0	0	0	0	0	3
Capital Works	0	0	0	0	0	0
Safety observations	NA	NA	NA	NA	5	24
<b>Total</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>26</b>	<b>136</b>

**INCIDENT DETAIL (SINCE LAST REPORT)**



## b Leadership

Leadership training that covers the ‘why’ of health, safety and wellbeing leadership and the ‘how’ of leading investigations, risk assessment and hazard management has been designed. This leadership training will coincide with the implementation of ‘SafePlace’ which has inbuilt accountability to leaders in its workflow. Arrangements are being finalised for 120 leaders to undertake this training in the first week in September. DCEs are reinforcing messaging to leaders about their responsibilities around health, safety and wellbeing and the importance of this training.

## c Critical Risks

The HSWG has compiled a list of Ara’s critical risks and current controls. Funding has been approved to engage an external consultant to review these findings and provide additional advice as required. A consultant has been engaged to complete this work.

## d Health and Safety Systems

HEALTH AND SAFETY SYSTEMS AND PROCESSES		
Number of audits and inspections.	0	
Colleagues participating in Health and Safety Oversight	35	Health and Safety Coordinators
Number of new permanent colleagues that completed the online health and safety induction process in June.	0	YTD - 51 permanent colleagues started in 2020, outstanding inductions are followed up immediately until completion has occurred

1 fire alarm events occurred in July	13 – YTD
19 contractors were inducted during July	99 – YTD
2 workstation assessments completed in July	7 – YTD
9 colleagues received first aid training in July	20 –YTD

## e Health and Safety Auditing

### i Objective

Evolve our auditing approach to be “leader led” and include both internal and external auditing, in a planned way, which aims to continuously improve Ara health and safety systems but also our health and safety capability and engagement across all levels. An internal auditing questionnaire has been drafted by the Health and Safety Manager to provide a consistent approach. HSWG members have been invited to finalise this questionnaire and to assist with internal audits when they begin.

### ii External Auditing Schedule:

When	Topic	Status
August 2020	<b>Risk Management</b> <ul style="list-style-type: none"> <li>Critical Risks - How they are defined, and the rigor associated with their management.</li> <li>Tracking of risk management strategies into the frontline of the organisation – following risks and their controls into the business.</li> </ul>	Internal review complete. An external consultant with expertise in Critical Risks has been engaged.



When	Topic	Status
February/March 2020	<b>Incident Management</b> <ul style="list-style-type: none"> <li>Data collection and reporting via actionable insights.</li> <li>Approach taken to incident management.</li> </ul>	<b>Review:</b> originally timed with the view that SafePlace would be in place. Potentially shift to early 2021.
June/July 2020	<b>Investigation Practices</b> <ul style="list-style-type: none"> <li>Processes and quality.</li> <li>How learnings of investigations are shared across the organisation.</li> </ul>	<b>Complete:</b> covered in February - External audit of Trades.
September/October 2020	<b>Safety Culture</b> <ul style="list-style-type: none"> <li>Leadership</li> <li>Colleague and Learner Engagement</li> <li>Contractor Engagement</li> </ul>	<b>Complete:</b> covered in February – External audit of Trades (with the exception of contractor engagement).
February/March 2021	<b>Governance and Strategy</b> <ul style="list-style-type: none"> <li>Planning and Focus</li> <li>Strategy – context appropriate</li> </ul>	

- **Safety Culture / Investigation Practices – External Audit in Trades February 2020** –The insights and actions that resulted from the analysis of the audit against the health and safety actions for 2020 have been added below for tracking purposes.
- **Risk Management** – The Health and Safety Manager will work with a health and safety consultant to provide a proposal to review our internal critical risk audit and provide recommendations on implementation. The consultant has been engaged.

### iii **Internal Auditing Approach:**

- Shift from health and safety committees auditing departments to teams (led by their leader) ‘auditing’ other departments/teams. The team will consist of a manager from the department/area and 2-3 team members (revised each time). The ‘audit’ (we intend changing the name) would end with the visiting team debriefing the Manager and Health and Safety Coordinator with their findings.
- The audit has been drafted by the Health and Safety Manager and will be reviewed by members of the Health and Safety Working Group before being endorsed by the Health, Safety and Wellbeing Leadership Group. Items included will be safety behaviours, team member understanding and engagement in health and safety, and systems (eg risk registers, first aid kits, information on emergency procedures). An internal auditing questionnaire has been drafted by the Health and Safety Manager to provide a consistent approach. HSWG members will continue to assist with the internal audits.

## f Health and Safety Actions

HEALTH AND SAFETY ACTIONS UNDERWAY			
Action Description	Owner	Due Date	% Complete
External Audit of Department of Trades	H&S Manager HoD Trades	Mar 2020	100% The resulting findings and objectives are to be shared with our Trades colleagues.
<ul style="list-style-type: none"> <li>Identify top critical risks at Ara</li> <li>Report on controls and measure reduction in risk</li> </ul>	H&S Manager HSWG Subgroup	Mar 2020	90% HSWG subgroup review completed. Audit report tabled at HSWLG March 2020. An external consultant has been engaged to review Ara's findings.
Promote increased reporting of near miss incidents	H&S Manager	Ongoing	Near miss incidents and safety observations are distinct categories in SafePlace.
Develop and implement a Health and Safety Communications Plan	H&S Manager Internal Comms Lead	Sep 2020	80% Internal Comms Lead has met with H&S Manager. A draft plan has been developed.
Implement the new SafePlace health and safety management system	H&S Manager Project Team	16 Sep 2020 – colleagues  Students – mid-Oct 2020	90% Final configuration continuing. Populating with existing Ara data. Leadership and user training to be completed first week September 2020.
Review rehabilitation guidelines as they relate to experience rating	People & Culture Business Partner H&S Manager	Mar 2020	95% Final draft out for consultation.

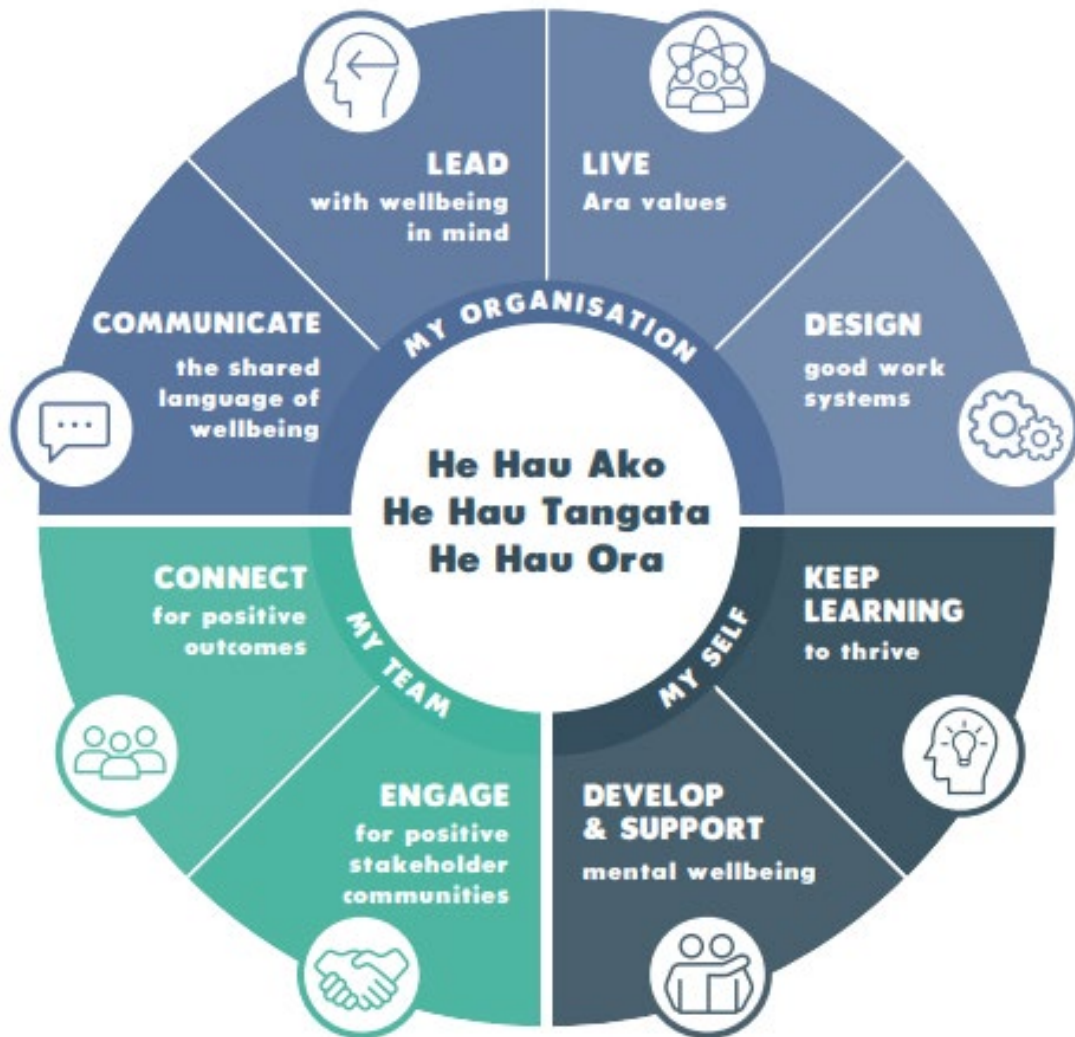
## g Trades External audit actions Summary

TRADES HEALTH AND SAFETY EXTERNAL AUDIT ACTIONS			
Action	Accountability	Priority	Status
Resourcing of the health and safety function. Business case for appropriate resourcing to be finalised by the DCE P&C. Recruitment to commence.	DCE P&C	High	<b>Complete</b> Business Case finalised and recruitment underway
Provide costing for health and safety leadership training for CE and DCE COO consideration.	DCE P&C Manager Capability	High	<b>Complete</b> Costing provided and approved by CE.
P&C Business Partner for Trades to interview tutors who have undergone new induction process to determine extent of health and safety training provided.	DCE P&C Manager Capability	Medium	Pending
Share findings of the health and safety audit and further considerations with Internal Communications Lead.	H&S Manager DCE P&C	High/Medium	<b>Complete</b>

<b>TRADES HEALTH AND SAFETY EXTERNAL AUDIT ACTIONS</b>			
<b>Action</b>	<b>Accountability</b>	<b>Priority</b>	<b>Status</b>
A technology solution for competency recording. Explore the possibility of a common tool (an App) that is adaptable to diverse needs.	DCE COO ICT Director	Low (but moving to Medium in 2021)	Pending
Instigate a cross department best practice sharing mechanism where teams 'host' other teams. Also look for Section Teams to instigate sharing as part of their teams' meeting agenda.	DCE AIR HoD Trades	Medium	Pending
Schedule of Ara Board health and safety walks to be reinstated. Suggest a shift to individual/pairs hosted by the Divisional Leader of that Department.	CE	High/Medium	Pending
Share findings of Health and Safety Audit to Recognition Project Team so they can consider health and safety recognition in their design.	DCE P&C	Medium	Pending
A communication to Trades colleagues reminding them of the opportunity to elevate health and safety concerns if they feel they cannot eliminate or mitigate the risk.	DCE AIR HoD Trades	Low	Pending
A review to be undertaken of how aggressive student misconduct process outcomes are linked back into managing health and safety risk.	DCE COO	Low	Pending
Communicate findings of Health and Safety Audit Report to teams/working groups.	HSWLG members	Medium	Underway (HSWG complete, AIR complete, P&C complete)
Present findings to the Department of Trades.	CE DCE P&C HoD Trades H&S Manager	High	Meeting scheduled

## 4.3 Wellbeing

# He Ara Hauora Pathways To Wellbeing



### a Introduction

Ara's focus on colleague health and wellbeing has moved from being a key element of the Transformation Programme to being embedded into our way of working in 2020. The focus and direction of the programme is based on the strategic framework, *He Ara Hauora – Pathways to Wellbeing*.

**b Performance**

The following graphs track lead and lag wellbeing metrics.

**i Infoweb Hits**

This information is currently unavailable as we transition to a new Infoweb platform.

**ii Employee Assistance Programme**

Ara’s EAP service is provided by OCP. Colleagues (and their immediate family members) can access up to three confidential counselling sessions for personal and/or work issues. This service continues to be regularly promoted via ‘Ara News’ emails to all colleagues. Numbers dropped markedly in April (during COVID-19 lockdown) but have since increased steadily month on month. The July 2020 figures are now above the peak we experienced in April 2019 (immediately following the Christchurch mosque attacks – see additional table below) which has prompted us to request more details from the provider on themes of usage. Managers continue to be encouraged to undertake wellbeing check-ins with their team members so they are better placed to identify and assist with mental health challenges.

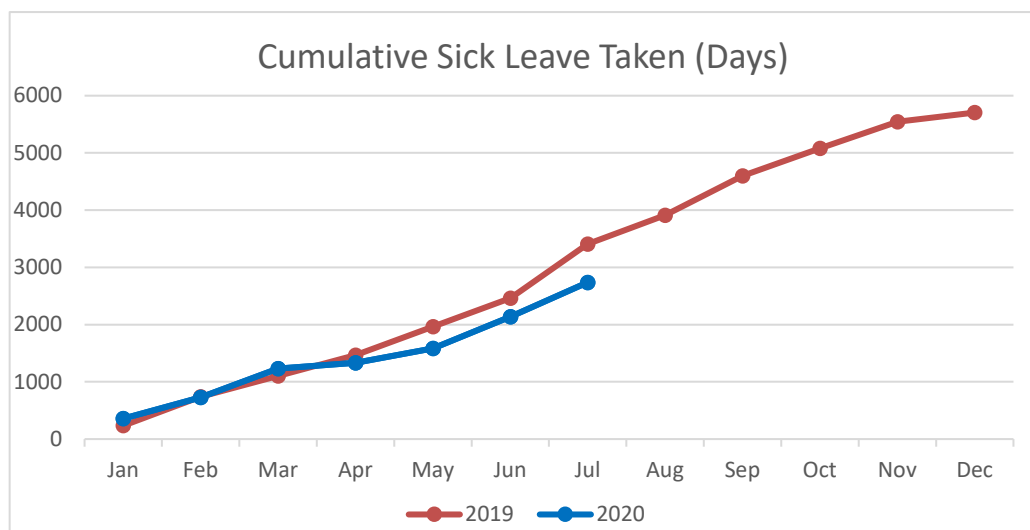
OCP Counselling

Year	2019					2020						
OCP	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Number of colleagues attending (new)	7	7	8	10	4	4	6	3	1	7	12	20
Total number of colleagues attending	12	10	10	15	8	4	8	8	1	8	18	28
Total number of sessions	27	17	23	27	15	8	14	15	3	15	37	47

Additional table below showing EAP usage after the March Mosque attacks 2019

Year	2019		
OCP	Apr	May	Jun
Number of colleagues attending (new)	15	9	11
Total number of colleagues attending	19	15	14
Total number of sessions	42	27	21

**iii Sick Leave**



COLLEAGUE WELLBEING		
Lost days due to sickness in July	471 days initiated in July <ul style="list-style-type: none"> <li>• 410 – City/Madras</li> <li>• 11 – Manawa</li> <li>• 32 – Woolston</li> <li>• 0 – Hornby</li> <li>• 0 – Rangiora</li> <li>• 1 – Ashburton</li> <li>• 15 – Timaru</li> <li>• 1 – Oamaru</li> </ul>	<ul style="list-style-type: none"> <li>• YTD – 2,738 days. Includes some in advance</li> <li>• YTD sick leave of more than 5 days – 792 by 54 people</li> </ul>
YTD ACC leave	112 days	<ul style="list-style-type: none"> <li>• YTD Work related ACC – 51 days</li> <li>• YTD Non-work related ACC – 61 days</li> </ul>
Number of colleagues on a return to work plan	2 colleague – shortened hours	Not related to a work injury

# TE ŌHAKA

CENTRE FOR  
GROWTH &  
INNOVATION

**PARTNERSHIP REPORT**

**17 JULY - 14 AUGUST 2020**



**Ara**  
Institute of Canterbury  
Ara rau, taumata rau

**MOA**  
Ministry  
of Awesome



# EXECUTIVE SUMMARY

17 August 2020

We've had an incredibly productive and exciting few weeks since our last report.

Last week ChristchurchNZ unveiled their best of city approach of which Te Ōhaka is a cornerstone. Under the partnership, Te Ōhaka - Centre for Growth & Innovation becomes the early stage startup and innovation hub for our region. This means that Ara - through Te Ōhaka - becomes central to our city's innovation and economic positioning. With this partnership and focus on developing local capability through incubation programmes and education, Te Ōhaka is clearly an Ara Advantage.

We also had a great deal of success working alongside Ara's engagement team with provincial campuses actively seeking our startup activation services.

South Canterbury Chamber of Commerce and Ashburton District Council were scheduled in as part of this 'roadshow'. We've had further interest from Oamaru and North Canterbury and are also working with Enterprise North Canterbury to take our programmes there.

The HealthTech Bootcamp is now in full swing with delivery to students from HPR and EDI where it is helping to drive capability and innovation with Ara students. The success of the Smart Christchurch Hackathon attracted interest from other departments as well so much so that we were invited to the HoD meeting where we are discussing new programmes and calendar for next year.

Finally, we are also working closely with the Kaiarahi to develop activities for Māori and Pasifika learners and to align our activities with Ara's Framework for Māori Achievement.

Ngā manaakitanga,

Marian Johnson, Chief Awesome Officer & Te Ōhaka Team

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# KPI #1: STUDENT IMPACT

## 245/800

learners have participated in startup and innovation programmes since Feb 2020

## 28

Applied learning opportunities and internships for Ara learners

### LEARNERS ENGAGED

We engaged with HPR students in Timaru and also supported Ara's high school engagement in Timaru

### LEARNER PROGRAMMES

July-August we are running a five week HealthTech Bootcamp with over 57 students.

The Bootcamp is a feeder to the New Zealand HealthTech Supernode Challenge.

### APPLIED LEARNING

In semester one we hosted one out of our ICT capstone projects at Ara.

We are currently interviewing and onboarding semester two students for their capstone projects.

# PROGRAMME DETAIL

## TE ŌHAKA GOES TO SOUTH CANTERBURY

Working with Ara Engagement team Te Ōhaka has started to take its services to Ara southern. In partnership with Ashburton District Council we delivered 6 startup clinics in Ashburton. Once COVID restrictions lift we will host clinics in Rangiora and Timaru in partnership with Enterprise North Canterbury and South Canterbury Chamber of Commerce.

### POWER YOUR VENTURE FORWARD

Startup Clinics @ Ara is coming to Ashburton in August 2020!

Powered by Ashburton District Council

TE ŌHAKA  
CENTRE FOR  
GROWTH &  
INNOVATION

Ara  
UNIVERSITY OF  
SOUTHERN  
ALBANY

Ashburton  
DISTRICT COUNCIL

## Jack Tran, Capstone Intern Sustainability 360 (Bachelor of ICT)



“Working with S360 was beyond exciting and rewarding. We learned new things every day – not just technical information but also insights into how to work as a team and the best way to execute projects in a real working environment. The S360 team was very welcoming; as startups often are. Plus, having the opportunity to learn from Vinay Varma (founder of SchoolBellchat) was a privilege,”

- Jack Tran

# KPI #2: STUDENT INCUBATOR

# 4/6

Student startups are being supported in The Nest

## THE NEST

The Nest is the student incubator at Te Ōhaka. Learners have bi-weekly 1:1's with startup mentors as well as peer support and inspiration from the Te Ōhaka startup community which includes experts such as EY, Wynn Williams., and BNZ.

## LEARNERS PARTICIPATING IN THE NEST

Term 4, 2019 to now

**1) Mia Hopping (Architecture):** Mia has launched an online opshop and is now working to grow her business.

**2) Douglas Donaldson (Construction Management):** Doug's Kicks is a specialty store for men and women with larger shoe sizes.

Term 1, 2, 2020 to now

**3) Moataz Kadada and Tom Rauto:** Both Moataz and Tom are working on developing sustainable and fire resistant acoustic insulation made using DNA from beer waste.

**4) FlowWatch Team (5 learners) :** Flowwatch has made an application for grant funding from Ara Foundation.

We are currently interviewing students for the next cohort.

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# KPI #3: STAFF IMPACT

9/9

Departments engaged

We are now working closely with all Ara Departments.

We are also working with Engagement, International and Ara Whakipiki Ako teams.

57/100

Staff engaged

## STAFF ENGAGEMENT

10 staff members participated in Startup Breakfast Club: Supernode, Kiwinet & HealthTech Challenge

### Planned activities for August-September

- Rescheduled Timaru Startup Clinic@Ara
  - Startup Clinic with Enterprise North Canterbury
  - Supporting Pūhoro STEAM initiative.
  - Design Dash for Ara colleagues as a professional development opportunity as part of Kickoff.
-

# KPI #4: DRIVING ARA'S PROFILE

9 / 6

National media features

## NATIONAL MEDIA FEATURES

We've had 1 new national media feature in July talking about Te Ōhaka - Centre for Growth & Innovation, the work that is taking place there, and our partnership with Ara Institute of Canterbury Limited.

4

High profile national sponsors

## NATIONAL PARTNERS

We have finalised negotiations with ChristchurchNZ to become co-partner in the Te Ōhaka startup hub.

646

Combined followers since May launch (Twitter, LinkedIn & Facebook combined)

## SOCIAL MEDIA FOLLOWERS (JULY- AUG)

7.900 post impressions (number of unique views of our posts on LinkedIn)

5952 post impressions (number of unique views of our posts on Facebook)

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Future Focus Features Future Impact Inclusive Education Sectors Industry Training Insights Inspiration & Innovative Practice News Tertiary

## Hon. James Shaw visits Ara Institute of Canterbury to talk sustainability

*Ara Institute of Canterbury hosted the Hon. James Shaw yesterday in an open-forum discussion at Te Ōhaka with students, staff and a group of founders of associated 'sustainable' start-ups.*

By Education Central - July 16, 2020 354 0

Ara Institute of Canterbury hosted the Hon. James Shaw yesterday in an open-forum discussion at Te Ōhaka with students, staff and a group of founders of associated 'sustainable' start-ups.

Mr Shaw was participating in an afternoon kōrero with Ara's Master's of Sustainability students and staff from the Sustainability & Outdoor Education programmes.

Also present were some of the founders of Te Ōhaka's sustainability-focused start-ups, including Andy Nurse and Graeme Pile from Fertigation Systems, PhD candidate Ngārie Scartozzi of EClean, Brendon McIntosh from Brothers Green, Caroline Thalund from Sustainability 360 and Fernando Gutierrez from Ananda Simply Wholefoods.

After a welcome from Jacob Varghese, Ministry of Awesome's resident start-up expert, Kaila Colbin, co-founder of MOA, spoke about Christchurch's place in the innovation ecosystem and how MOA is an integral part of this. She stated that Christchurch should not seek to be another Silicon Valley; rather the opportunity exists for the city to set a new standard that the global innovation community could aspire towards.

A highlight was the attendance of Ngārie Scartozzi from Eclean. Ngārie is doing her PhD at UC, combining indigenous science with microbiology to clean up NZ water sources, and is using space at Ara to develop her technology.

For more information, visit [https://www.ara.ac.nz/news-and-events/news/te-Ohaka-hon-james-shaw-talks-sustainability/\\_nc](https://www.ara.ac.nz/news-and-events/news/te-Ohaka-hon-james-shaw-talks-sustainability/_nc)

# KPI #5: DELIVERING NEW RECRUITMENT

## Entrepreneurship & Innovation Education

With Ara as the lead provider we are working to deliver two new educational offerings for ambitious learners around entrepreneurship and innovation to support their work and job readiness.

### **1) Graduate Diploma of Innovation & Entrepreneurship** (Bachelor of Applied Management)

Available from January 2021, this is an existing diploma at Ara which is being refreshed with a new component of applied learning. Each student's Capstone Project (300 hours) is the development of their own startup as part of Te Ōhaka accelerator programme.

### **2) Distributed Accelerator** (Level & Credits to be confirmed)

This is a key ambition and need for the city. This course will target professionals who are - post COVID-19-exploring future career opportunities and will be looking for end to end 'startup training' as well as one off courses based on areas of need.

<b>Ara Board 25 August 2020</b>	<b>Agenda Item</b>	<b>6.2</b>
		<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b>	Darren Mitchell

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	Corporate Services Division: August Report for the Ara Board
<b>BACKGROUND AND PURPOSE</b>	To provide the Ara Board with monthly insights and information pertaining to the Corporate Services Division for August 2020.
<b>RECOMMENDATION(S)</b>	Review and receive the information as provided in the report.
<b>LINK TO ARA STRATEGY</b>	<ul style="list-style-type: none"> <li>• Learners at the heart of everything we do</li> <li>• Dynamic delivery of contemporary programmes and research</li> <li>• High performing customer focused teams</li> <li>• Innovative and sustainable practice.</li> </ul>
<b>KEY ISSUES IDENTIFIED</b>	Nil.
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	Nil. Noting: <ul style="list-style-type: none"> <li>• Division is \$1.4m favourable to budget.</li> </ul>
<b>RISK IMPLICATIONS FOR ARA</b>	
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	N/A.





## CORPORATE SERVICES DIVISION – REPORT FOR ARA BOARD

### Executive Summary

#### Key focus areas this month

- Regional Master Plan – Organise and hold workshop with Campus Redevelopment Committee (CRC) to review RMP status and plans.
- The Planning team have been working on the development of a business case for the restoration of Te Aranga House.
- An updated proposal is being reviewed for the next stage of the Transformation Programme for TKM and the Board.
- A draft ‘lessons learned’ and closure report for the Ara Covid-19 response has been drafted and is being reviewed.
- The Planning team have been providing project management and business analysis support to the Transformation Programme:
  - People and Culture projects – Induction Refresh, Talent Growth Cycle, High performing teams and the health and safety system
  - Learner focused projects – Learner Retention & Achievement, Online Enrolments, Web re-platforming and Learner - Case Management Tool enhancements for learner support
  - High Performing Organisation projects – Transfer of Programme and Course Repository functionality to Tribal and replacement of InfoWeb (intranet and internal communications, reporting and staff productivity platform)
- Background task to develop a Strategic Capital Asset Management (CAM) Plan is progressing.
- DCE has been supporting NZIST on National CAM strategy.
- Finance and Organisational Performance (OP) commenced support for NMIT, with DCE COO overview.
- The Ara Disestablishment report was signed off by the auditors within the required statutory timeframes.
- The ICT team have been focusing on:
  - Transformation projects
  - Semester 2 start-up and orientation
  - A migration to Aruba core network driven by the desire to manage costs. Ara tendered for the replacement of the core components of its computer network in late 2019 and committed to HP Aruba as their partner. We have been undertaking learning, testing and implementing management systems and are now ready to embark on the replacement of the network core. This process has increased capability significantly and has a 5-year reduction in cost of \$2m.

<b>Learners at the heart of everything we do</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• Website re-platform completed UAT and implementation is underway.</li> <li>• The Finance and Registry teams have developed and operationalised the mechanism to process the Targeted Apprenticeship Fund (TTAF).</li> <li>• The eCampus and Ara 6-week marketing campaign in Auckland initiative concluded on the 6<sup>th</sup> August. The implementation of which required a cross department collaborative effort.</li> <li>• Alternative operational models are being considered for the Student Finance Office which focus on improving data quality and enhancing team engagement.</li> <li>• The demolition of C block was completed this month. Landscaping and tidy up of C block building to occur during August.</li> <li>•</li> <li>• Facilities Management have been undertaking ongoing investigations to help inform the business case for a possible Te Aranga House upgrade.</li> <li>• Te Puna Wanaka building upgrade continues, with programme completion in January 2021.</li> <li>• Facilities Management have been involved in the removal of Art Boxes (some small pre-fabricated buildings situated on the Madras St campus) to enable future Masterplan requirements.</li> <li>• The ICT team have been involved with the continued management and provision of student devices under the TAFL scheme.</li> <li>• ICT have supported a student device needs identification process, and a system has been developed for those students who are outside of the TAFL scope. The rollout of technology has commenced.</li> </ul>
<b>Dynamic delivery of contemporary programmes and research</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• ICT have been working on a Moodle Management project aimed at improving learner access to Moodle.</li> </ul>
<b>High performing customer focused teams</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• All product data now in Tribal SMS (programme &amp; course repository to be decommissioned).</li> <li>• The Ara MoP and additional funding requests for the 2021 period have been completed. This is also inclusive of the Ara Trades Academy funding request (2021).</li> <li>• All Facilities Management staff are completing the next session of 'valuable conversations' with a focus on services provision and looking at Facilities Management systems from a customer focused perspective.</li> </ul>

	<ul style="list-style-type: none"> <li>• Facilities Management will meet with all Department heads to discuss their facilities requirements to ensure alignment with their learning and teaching strategies.</li> <li>• ICT have implemented significant advancements in security practice to provide increased protection and awareness.</li> </ul>
<b>Innovative and sustainable practice</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• The planning team have delivered an options papers on potential common/social facilities for Ōtautahi House.</li> <li>• Significant progress has been made in the implementation of Ara’s new budgeting, forecasting and modelling software, Adaptive Insights. Budgeting for 2021 will commence shortly with Adaptive Insight being integral to the process.</li> <li>• The Finance and ICT teams are collaborating to develop and improve the integrations between the data warehouse and the finance system in-line with Microsoft best practices.</li> <li>• Organisational Performance reporting – unique to departmental audiences and the global Ara reports. This is completed on a fortnightly basis and shows enrolment application data.</li> <li>• The OP team has participated in the national development and implementation of the following fund: Targeted Training &amp; Apprenticeship Fund (TEC), The Apprenticeship Boost (MBIE) and the Maori and Pacific Trades Training 2021 funding implementations.</li> <li>• The OP team is continuing to work with subsidiary partners including NMIT &amp; EIT. This work has included optimisation of funding and supporting colleagues to develop their mix of provision for the 2021 periods.</li> <li>• Supporting Ara’s FMA, the OP team is reviewing the ability to report on development and progression associated with the FMA implementation. Early conversations indicate the potential development of a suite of reports that focus on Priority Learners.</li> <li>• Facilities Management are investigating ways of reducing water usage on-site including flow restrictors.</li> <li>• The ICT team have renegotiated the telephony service contracts with some added services and reduced costs.</li> <li>• ICT have undertaken a significant strategic review of software development practices resulting in: <ul style="list-style-type: none"> <li>○ Use of Kanban improving engagement with software development teams</li> <li>○ Implementation of Kubernetes environment for modern software deployment</li> <li>○ Introduction of DevOps role to improve quality and productivity, combined with Kubernetes for a highly productive software development team.</li> </ul> </li> </ul>

## Summary of financial performance

Transformation Programme is progressing within approved budget.

As at 31<sup>st</sup> July 2020, Corporate Services were \$1.4m favourable to budget.

At budget setting it was anticipated that the net deficit for the Division would be \$18.52m in comparison to the actual deficit of \$17.1m. Year – to – date revenue has fallen short of budget by \$78k, this is largely attributable to a reduced parking revenue resulting from Covid-19.

Staff Expenses tracked to budget, being 1% less than the year – to – date budget of \$4.83m.

General expenses and occupancy costs were underspent year – to date by \$561k and \$810k respectively. Favourable variances within general expenses continued most notable in software and printing costs. Savings within energy costs amounted to \$328k year – to date, however, there were favourable variances across most other occupancy expense lines.

Depreciation was in line with budget.

<b>Ara Board</b>	<b>Agenda Item</b>	<b>6.2</b>
		<b>For Information</b>
<b>PUBLIC</b>	<b>Presented by</b>	Karen Te Puke

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	Customer Experience and Engagement Division Board Report - July 2020.
<b>BACKGROUND AND PURPOSE</b>	To provide the Board with a monthly update on the progression of the Division towards achieving Ara's four strategic focus areas including financial performance.
<b>RECOMMENDATION(S)</b>	That the Board note the contents of the report.
<b>LINK TO ARA STRATEGY</b>	Division activity that links to the key focus areas of: <ul style="list-style-type: none"> <li>• learners at the heart of everything we do</li> <li>• dynamic delivery of contemporary programmes and research</li> <li>• high performing customer focused teams</li> <li>• innovative and sustainable practice</li> </ul>
<b>KEY ISSUES IDENTIFIED</b>	Nil.
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	Overall financial performance continues to exceed bottom-line target.
<b>RISK IMPLICATIONS FOR ARA</b>	Nil.
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	Not applicable.



## CUSTOMER EXPERIENCE AND ENGAGEMENT – REPORT FOR ARA BOARD

### Executive Summary

#### Key focus areas this month

- Orientation's, Whakatau's and Freshies learner events for new learners.
- Increased engagement and enquiries across the community, industry and secondary school markets in this reporting period.
- Supporting learners with increased number of scholarship and hardship applications.
- Trialling several new initiatives for learner support to inform a more future focused approach.
- S1 Result processing and finalising S2 Application processing.
- Significant increase in domestic applications for S2.
- Focus on the future processing of applications and enrolments to improve and enhance the experience for future learners.
- Focus on the future presentation and enhancements to the Ara website experience for stakeholders including potential learners.
- Disability Services have commenced the employment of mentors for the support of learners primarily with Autistic Spectrum Disorders.
- A n initiative that has come to fruition for the provisions of Disability Training for all Managers at Ara.
- Teams are using the knowledge gained through the lockdown period to enhance their future service delivery.
- Mental health remains a significant focus for the clinical team as demand for therapeutic support increases.
- Early Learning Centre acknowledge and recognise the challenges within the community and have been focused on a reset/refresh of behaviours.
- Pacific Study Plan developed. Use of appropriate imagery has increased.
- The establishment of an Ara WeChat account which is a new recruitment initiative for Ara. This is widely used by the youth community in China and, most significantly at this time, by the Chinese community in New Zealand.

<b>Learners at the heart of everything we do</b>	
<p>Outcomes delivered during current reporting period</p>	<p><b>International Services</b></p> <ul style="list-style-type: none"> <li>• Semester 2 international learners re-enrolled with some new learners enrolling from within New Zealand. Due to border closure there is a significant drop in the Semester 2 international EFTS forecast prior to the COVID-19 health crisis.</li> <li>• Information has been sent out to all our recruitment agents this week about the NZCEL scholarship for onshore learners for September intake. Successful learners will have the opportunity to pathway to a 2-year diploma or a 3-year bachelor degree in 2021.</li> <li>• Recruitment agents based in NZ are reporting a significant amount of interest from international learners studying at secondary school to stay in NZ for their tertiary education in 2021 and the team are following up on all these enquiries with applications for next year beginning to be received from onshore learners.</li> <li>• Canterbury international learners from secondary schools in the region have registered to visit Ara on 20 August to gain more information about our programmes and application and enrolment process.</li> <li>• The International recruitment team are participating in a NZIST branding and marketing webinar for all ENZRA recruitment agents this month.</li> <li>• Learner Exchange Approval document has been drafted for submission to the Ministry of Education for approval in September. Approvals take place every 10 years and Ara is one of the most active ITPs in the learner mobility area meeting the government goals in their strategy for international education.</li> </ul> <p><b>Learner Support</b></p> <ul style="list-style-type: none"> <li>• Increased volumes of work compared to 2019 supporting and advocating for learners - much of this is related to responses to the impacts of Covid-19.</li> <li>• Pacific Learner Semester Two Welcome - over 60 learners attended.</li> <li>• Korero and Kai – high numbers attended (over 40).</li> <li>• MPTT Induction session.</li> <li>• Women in Trades Induction.</li> <li>• Learner Wellbeing Stocktake completed.</li> <li>• Learner Wellbeing Newsletter produced.</li> <li>• New YG learners supported through Get Ready Conversations.</li> <li>• Support for International Learners with visas (complicated due to anomalies with attendance records).</li> </ul>

### Learner Transition, Accommodation and Activities

- New service engaged to do periodic checks and equipment repairs in the Gymnasium.
- Regular sports court facility hire agreements completed.
- Expansion of 'Ask Us Anything' (diversity and inclusion learner event) panels now involving department and course input.
- Learner events team support of Whakatau and He Toki/ Pasifika trades events across campuses.
- "Freshies Fortnight" (Semester two learner welcome and orientation) events delivered including Learner Services Expo with over 20 providers attending to support learners and significant learner engagement at all events and across campuses.
- International learner activities expanded to include domestic learners with examples of high demand resulting in additional activities being scheduled (e.g.: offsite ski trip).
- Learner Transition team met with, and brokered learner engagement with the following employers and stakeholders to help place MPTT learners into jobs and apprenticeships: CanStaff, Tech 5, Onestaff, MSD work brokers, Mana in Mahi.
- Follow up and inclusion of a wide range of individual job and apprenticeship vacancies on onsite job board at Woolston campus: Kiwirail, Hamilton Jet, Lyttelton Engineering, Tubefab, Vision Kitchens, Andrew Coombs Drain laying).
- Initiated a regular CV drop-in slot at Woolston campus with successful learner engagement to date.
- Planned and delivered activities for MPTT Wednesday Wananga events including end of semester celebration and induction for new semester 2 learners with excellent engagement.
- MPTT Learner Support Fund: Needs identification and allocation of fund. Total spend to date (at 31 July) = \$36,361.59.
- MPTT Driver Licensing: Total spend (at 31 July) = \$5,531.00.
- Coordinated very successful Bunnings / AEG BBQ at Woolston Campus. 400 learners attended. Bunnings sponsored the event including food, give-aways, and the option to register for a learner discount card.
- Significant increase in engagement with prospective learners seeking guidance for semester two enrolments with career counselling services compared to same period last year (2019: 138 / 2020: 246).
- Careers Team initiating CV & interview workshops for Mainland Driving as part of the Ara Training partnership. Will now provide this monthly onsite at Mainland Driving School.
- Resumption of face to face Careers workshops in class.



	<ul style="list-style-type: none"><li>• Planning &amp; coordination of Volunteer Expo with 25 agencies committed to attend (Aug 4th).</li><li>• Liaising / planning with Southern Campus for Employment Expo (13 Oct).</li><li>• Work underway with ICT and Facilities management to repurpose a room at Ōtautahi House as an office and reception area. To open approx. mid-August.</li><li>• Significant pastoral support needs evident and provided for in semester two at Ōtautahi House.</li></ul> <p><b>Registry</b></p> <ul style="list-style-type: none"><li>• The first phase of automating Ōtautahi House communications to is ready for presentation to O House colleagues for them to implement. This includes offering potential residents' placement, associated documentation and automated advisement to Student Finance. The second phase will include the development of on-line registration of interest and processing of applications on-line.</li><li>• Processing of Compassionate applications for semester 1.</li></ul> <p><b>Marketing</b></p> <ul style="list-style-type: none"><li>• Web re-platform: The web project is in the final stages of user acceptance testing and the team are finalising the go-live plan, with the website to be live by the end of August.</li><li>• Advertising: Recruitment advertising for Semester 2 has now concluded and the focus has now turned to end of year recruitment. We are also expanding the photographic suite of images, to supplement those created when the Advantage You campaign was developed. The new photography will further expand the number of images we have to use, providing more diversity and option.</li><li>• Graduation: Planning for Spring graduation has continued with the two parades and ceremonies being held on Friday 18 September.</li></ul> <p><b>Academic Support</b></p> <ul style="list-style-type: none"><li>• Learning Services are taking the learnings from lockdown to use the promotion of online Zoom appointments to provide alternative opportunities for engaging and supporting learners.</li><li>• The Library is co-creating, through the use of ICT learner projects, an app to locate physical resources in the library for those who cannot use the classification system and an alternative room booking system for the booking of group study rooms in the library.</li></ul>
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	<ul style="list-style-type: none"> <li>• Improvements to CMT functionality of email and text reminders are improving the ability for learners to reschedule appointments and staff to action efficiently.</li> </ul> <p><b>Health Centre</b></p> <ul style="list-style-type: none"> <li>• Learner mental health continues to be a key focus for the clinical team as demand for support increases both from learners and referrals via tutors and advisors. In addition to counselling support, the nurses and doctor have also been available for learners presenting with mental health concerns and initiated treatment plans or referred for internal/external support.</li> <li>• Timaru counsellor has introduced several learner wellbeing initiatives i.e a ‘traffic light system’ of mental health support numbers in each classroom and ‘Small Act of Kindness’ week.</li> <li>• COVID testing has continued of learners presenting at Health Centre with symptoms meeting the clinical case definition.</li> <li>• Uptake for influenza vaccination continues.</li> </ul> <p><b>Early Learning Centre</b></p> <ul style="list-style-type: none"> <li>• Internal evaluation is focused on Te Reo Māori being encouraged in the ELC setting as a living language and Kaimahi are developing an action plan to strengthen this in their practice. A highlight for this month was celebrating Matariki, preparing and providing kai for our whanau and sharing knowledge of Matariki within our community.</li> </ul> <p><b>Pacific Development</b></p> <ul style="list-style-type: none"> <li>• Pacific study plan has been developed and is now with our Creative Design team.</li> <li>• Ongoing plan to implement the Pacific Strategy and work with departments.</li> </ul>						
<b>Dynamic delivery of contemporary programmes and research</b>							
Outcomes delivered during current reporting period	<p><b>Engagement Team</b></p> <table border="1" data-bbox="633 1286 2033 1326"> <thead> <tr> <th data-bbox="633 1286 893 1326">Activity</th> <th data-bbox="893 1286 1202 1326">Engagement</th> <th data-bbox="1202 1286 2033 1326">Commentary</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Activity	Engagement	Commentary			
Activity	Engagement	Commentary					

## CUSTOMER EXPERIENCE AND ENGAGEMENT

	Maori and Pacific Activity	10 x targeted events 77 x prospective learners	<ul style="list-style-type: none"> <li>School visits</li> <li>Information Evenings – CHC and Timaru. Purapura Whetu, He Waka Tapu, Turanga Whatukura, Oranga Mareikura</li> </ul>
	Business Breakfast	31 July 20 x attendees	
	CAPL online information evenings	2 x information sessions 5 x prospective learners	Demand has decreased in the online space – team looking at onsite sessions for the coming month
	EDI Dept business workshops	1 x workshops 5 x attendees	<ul style="list-style-type: none"> <li>Agreements with Tangata Aumotu Turs for delivery of digiboost to 30 of their colleagues.</li> <li>Ongoing discussions with Timaru District Council for delivery of Te Reo introductory courses and Treaty of Waitangi course to TDC colleagues.</li> </ul>
	Learner referrals	70 prospective learners	Across a range of Ara programmes focused on 2 <sup>nd</sup> semester recruitment
	Campus Tours	29 tours 88 prospective learners	2 x CHC schools 1 x Waimate High School in CHC 1 x Community partner – Noaia 11 x individual tours 14 x as part of virtual open week City, Woolston, O House and Timaru
	School visits	10 school visits 67 prospective learners	5 x CHC 5 x Sth Canterbury
	Subject specific webinars	7 Webinars delivered	<ul style="list-style-type: none"> <li>Cookery L4 Workplace based training – 2 applications received</li> <li>Next Step for Women – 2 applications received</li> <li>EDI – 4 separate sessions, 5 applications received</li> <li>Maori information session – 2 applications received</li> </ul>

	<p>Sector Days</p>	<p><b>South Canterbury Sector Day 29 July</b></p> <p>123 attendees – Years 11 - 13</p>	<table border="1"> <thead> <tr> <th>Learners Attended</th> <th>Interest Area</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>Health</td> </tr> <tr> <td>14</td> <td>Business &amp; Computing (EDI)</td> </tr> <tr> <td>8</td> <td>Pacifica</td> </tr> <tr> <td>12</td> <td>Hospitality</td> </tr> <tr> <td>16</td> <td>Hairdressing &amp; Beauty Therapy</td> </tr> <tr> <td>47</td> <td>Trades</td> </tr> <tr> <td><b>Total 123</b></td> <td></td> </tr> </tbody> </table> <p>Participating schools:</p> <ul style="list-style-type: none"> <li>• Waimate High School</li> <li>• Roncalli College</li> <li>• Timaru Girls’ High School</li> <li>• Timaru Boys’ High School</li> <li>• Craighead Diocesan</li> <li>• Opihi College</li> <li>• Geraldine High School</li> </ul> <p>Supporting industry partners:</p> <p><b>Health Sector</b>- South Canterbury DHB and Kia ora Hauora  <b>Trades Sector</b> – Alpine Energy, Rooney Group, Scania NZ Smallbone ACL  <b>Business/ICT</b> – Farmside powered by Vodafone, <b>Crow’s Nest</b>, Rushton Marketing  Hospitality – Millie Rose  Aoraki Development  CATE – Careers &amp; Transition Educators  Ministry of Awesome</p>	Learners Attended	Interest Area	26	Health	14	Business & Computing (EDI)	8	Pacifica	12	Hospitality	16	Hairdressing & Beauty Therapy	47	Trades	<b>Total 123</b>		
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	<p>Experience Ara</p>	<p>1511 participants year to date</p>	<p>Activity has resumed as per schedule in semester 2</p>																	

## CUSTOMER EXPERIENCE AND ENGAGEMENT

	Application sessions	2 x sessions	1 x Mairehau High School – 5 attendees completing applications for 4 x EDI Offerings and 1 x Bachelor International Tourism & Hospitality Management
	Young Enterprise Scheme		<ul style="list-style-type: none"> <li>• Midyear pitches all completed</li> <li>• Fabulous stories about YES participants and their projects</li> </ul> <a href="https://www.yumpu.com/en/document/read/63580757/selwyn-times-july-01-2020">https://www.yumpu.com/en/document/read/63580757/selwyn-times-july-01-2020</a> <a href="https://www.yumpu.com/en/document/view/63794366/southern-view-august-06-2020">https://www.yumpu.com/en/document/view/63794366/southern-view-august-06-2020</a> <a href="https://gazette.education.govt.nz/articles/inspiring-rangatahi-initiatives/#jumpto-kaihanga-waiata">https://gazette.education.govt.nz/articles/inspiring-rangatahi-initiatives/#jumpto-kaihanga-waiata</a> <a href="https://www.yumpu.com/en/document/read/63749696/norwest-news-july-30-2020">https://www.yumpu.com/en/document/read/63749696/norwest-news-july-30-2020</a>
<p><b>Additional events</b></p> <ul style="list-style-type: none"> <li>• CATE Kaiārahi Visit – Ara hosted 35 Careers Advisors onsite at the City Campus for the CATE Kaiārahi visit.</li> </ul> <p><b>Academic Support</b></p> <ul style="list-style-type: none"> <li>• The Library has developed an online form for tutors to request Information Literacy workshop.</li> </ul> <p><b>Health Centre</b></p> <ul style="list-style-type: none"> <li>• The nursing team has attended a number of class orientations for new learners to advise of the health services available during their study and benefits of enrolment as a Health Centre patient.</li> <li>• Learner Services promotion attended by nursing team resulting in new patient enrolments and appointment bookings.</li> </ul>			
<b>High performing customer focused teams</b>			
Outcomes delivered during current reporting period	<p><b>International Services</b></p> <ul style="list-style-type: none"> <li>• Four English Language learners from Aspire 2 group have enrolled at Ara so they are able to continue their studies in NZ.</li> </ul>		

	<ul style="list-style-type: none"> <li>Year to date EFTS for international learners are 789. The target for 2020 was 979. Any expected additional EFTS generated this year will come from onshore learners enrolling in the September intake of the NZ Certificate in English Language programme or General English programme which has weekly intakes available. The recruitment team and admissions team are working hard together to achieve all additional enrolments possible.</li> </ul> <p><b>Engagement Team</b></p> <ul style="list-style-type: none"> <li>Several new opportunities for collaboration partnerships with industry and community agencies have been presented to the team, especially focused on increased participation of Women, Maori and Pacific learners into STEAM aligned provision. Discussions are ongoing with intent to present to TKM over the coming month.</li> </ul> <p><b>Learner Support</b></p> <ul style="list-style-type: none"> <li>Seeking new Independent Advocacy contract following notice of termination from ChchNZ.</li> <li>Supporting a staff member with a Domestic Violence safety plan.</li> <li>Learner Advisor Frontline role being recruited.</li> <li>Manager – Learner Advisors role being recruited.</li> </ul> <p><b>Learner Transition, Accommodation and Activities</b></p> <ul style="list-style-type: none"> <li>Work underway between Recreation Team and Marketing to direct customers to online information and promotion.</li> <li>Continual focus on O-House events and activities that contribute to social cohesion and wellbeing.</li> <li>Careers Community engagement: Have provided a strengths-based workshop for City Mission clients with very positive feedback from participants.</li> <li>Work underway with the Project Management Office to scope a proposal for a common room facility at Ōtautahi House.</li> </ul> <p><b>Central Administration</b></p> <ul style="list-style-type: none"> <li>Finalising of results for semester one across all programmes.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Programme end date changes (COVID related) delayed access to some semester one published results - this in turn delayed the processing of some semester two enrolments into pathway programmes.</li> <li>• Processing re-enrolments for semester two (domestic and international).</li> <li>• Managing enquiries, applications and enrolments for Semester 2,2020 start up (domestic and international).</li> <li>• Significant enrolment rework associated with deferred learners withdrawing (COVID related.)</li> <li>• Continuing to process deferrals to 2021 for international learners currently offshore.</li> <li>• Proposal finalised for proposed administration support for Department of Applied Sciences and Social Practice and the Department of Health Practice; now ready for consultation with affected colleagues to begin.</li> <li>• Further requests for flexible working arrangements received from Contact Centre colleagues are being considered; some temporary arrangements from other admin areas being discussed/considered.</li> </ul> <p><b>Registry</b></p> <ul style="list-style-type: none"> <li>• One arrangement for flexible working (1 day per week) approved.</li> <li>• Publishing results and communication to learners re Graduation underway.</li> </ul> <p><b>Marketing</b></p> <ul style="list-style-type: none"> <li>• Now that the Marketing team review is complete the recruitment of the new role of Marketing Promotions Manager role is being finalised.</li> </ul> <p><b>Academic Support</b></p> <ul style="list-style-type: none"> <li>• The development of PowerBI reporting gives us the ability to view trends in referrals and engagements for different cohorts (e.g. MPTT) and report learner referral and engagement data back to departments.</li> </ul> <p><b>Health Centre</b></p> <ul style="list-style-type: none"> <li>• Orientation and induction for the new full-time registered nurse.</li> <li>• Counsellor and manager attended South Island Tertiary Learner Wellbeing Forum held onsite.</li> </ul> <p><b>Early Learning Centre</b></p> <ul style="list-style-type: none"> <li>• A high number of enquiries has seen an increase in the waiting list, particularly for under two's.</li> <li>• New families and their children have joined our learning community and have been supported with a smooth transition.</li> </ul>
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	<p><b>Pacific Development</b></p> <ul style="list-style-type: none"> <li>• Pacific Artwork been created to support marketing purposes for Pacific merchandise, flyers and social media platforms.</li> </ul>
<p><b>Innovative and sustainable practice</b></p>	
<p>Outcomes delivered during current reporting period</p>	<p><b>International Services</b></p> <ul style="list-style-type: none"> <li>• Work continues with our institutional partner in China on the joint programme in Nursing. A Zoom meeting was held with academic staff from both institutions to agree on the courses to be delivered in the first year. Discussion included on-line delivery options for the Ara courses if staff are unable to travel to China next year.</li> <li>• Ara now has an institutional WeChat account in China, and we have been posting stories about successful Chinese learners and graduates in Chinese.</li> </ul> <p><b>Engagement Team</b></p> <ul style="list-style-type: none"> <li>• Commencement of planning for 2021 with schools and departments, ensuring evaluation of 2020 activities and looking to incorporate new innovative ideas trialled during lockdown to support recruitment plans.</li> </ul> <p><b>Learner Support</b></p> <ul style="list-style-type: none"> <li>• International Learners Critical Incident Processes reviewed and updated.</li> </ul> <p><b>Learner Transition, Accommodation and Activities</b></p> <ul style="list-style-type: none"> <li>• Use of myGPS to keep international learners engaged/warm before they start studying (promoted through EducationNZ) and exploring the use of it for Youth Enterprise Learners to gather evidence for their employability work.</li> <li>• Exploration underway to identify the possibility of using micro credentials to provide official recognition for the Employability Award currently running as a pilot with EDI.</li> <li>• New onsite office/reception at Ōtautahi House expected to be open within two weeks.</li> </ul>



	<p><b>Central Administration</b></p> <ul style="list-style-type: none"> <li>• On-Line Enrolment project: functional testing is underway with enrolment managers and SMS team.</li> <li>• International Admissions Manager actively involved in Workstream associated with International Opportunities.</li> </ul> <p><b>Registry</b></p> <ul style="list-style-type: none"> <li>• Testing of Tribal product upgrade underway.</li> </ul> <p><b>Health Centre</b></p> <ul style="list-style-type: none"> <li>• Manager commenced discussions with DCE and the Primary Health Organisation regarding opportunities and RFP process in relation to government funding announcement for Learner Health &amp; Wellbeing.</li> </ul> <p><b>Pacific Development</b></p> <ul style="list-style-type: none"> <li>• Ongoing PowerBI reporting.</li> <li>• NZIST Pacific Advisory Group – looking at short course that brings Pacific community into the tertiary space.</li> </ul>
<b>Summary of financial performance</b>	
<p>As at 31<sup>st</sup> July 2020, Customer Engagement and Experience were \$893k favourable to the overall year-to-date budget. At budget setting it was anticipated that the net deficit for the Division would be \$8.5m in comparison to the actual deficit of \$7.6m.</p> <p>Year-to-date revenue in the Division has exceeded the budgeted expectation by \$146k, which equates to 4% of the budgeted position. Within this category there are a number of off-setting items such as reduced learner accommodation income and decreased agent commission costs which are included within revenue, resulting from COVID-19.</p> <p>Staff Expenses are overspent by \$171k year-to-date, that being 2% of the budgeted \$8m, however, \$148,694 of this accounted for overspend is related to staff leave, the majority of which will be used within the current financial year.</p> <p>Savings have been achieved across a number of expense items in the remaining expense groups; general expenses \$758k, occupancy costs \$165k and depreciation \$4k. Some savings have occurred as a result of COVID-19, however, close management and monitoring of the budget is an on-going focus of the division.</p>	

<b>Ara Board 25 August 2020</b>	<b>Agenda Item</b>	<b>6.2</b>
		<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b>	Tony Gray

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	Academic, Innovation and Research
<b>BACKGROUND AND PURPOSE</b>	To provide the Ara Board with a summary of the AIR Division monthly activities and outcomes linked to the Ara Strategic focus areas.
<b>RECOMMENDATION(S)</b>	<ol style="list-style-type: none"> <li>1 That the Ara Board receive and note the contents of this report.</li> <li>2 That the Ara Board notes that the Kick-Off series has commenced; and</li> <li>3 That the Ara Board consider investment into the Creative Industries.</li> </ol>
<b>LINK TO ARA STRATEGY</b>	Full report linked to strategic focus areas.
<b>KEY ISSUES IDENTIFIED</b>	Impact of most recent COVID-19 developments.
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	Loss of learners with the potential for a further lockdown.
<b>RISK IMPLICATIONS FOR ARA</b>	Wellbeing of learners and colleagues, and potential disengagement of learners if a further period of lockdown is required with COVID-19 and its resurgence.
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	Nil.

## ACADEMIC, INNOVATION AND RESEARCH – REPORT FOR ARA BOARD



### Executive Summary

#### Key focus areas this month

- Commencement of Semester 2 learning and teaching activities
- Kick-Off series – building capability
- Planning and preparation for 2021
- COVID-19 response and preparation

Learners at the heart of everything we do	
Outcomes delivered during current reporting period	<p><b>Highlighting Student Work</b> Creative Industries - Several exhibitions and performances during July and August across the department: Contact, ReSet, Book of Everything, NASDA Sings, Year 1 Music Theatre Ensembles, Urinetown, Music Arts Concert Series and NZBS Project Presentations.</p> <p><b>JazzQuest</b> 1-2 August - 22 secondary school bands competed in the JazzQuest competition.</p> <p><b>Dual Enrolments Whanau Evening</b> Hosted at Woolston Campus - the evening offers an opportunity for parents, family, and supporters to be updated on progress, and to discuss options for future enrolments and career direction. At least five students submitted applications for 2021 on the night.</p> <p><b>Recognition of Prior (RPL) learning</b> Ongoing contribution to NZIST working group developing training strategy for RPL across the network.</p>

## Dynamic delivery of contemporary programmes and research

Outcomes delivered during current reporting period

### Recruitment

How to Smash your NASDA audition was held on Sunday 26 July, giving potential learners an opportunity to experience a 'mock audition'. A Question and Answer session was livestreamed and (to date) has been viewed by over 2,000 people.

Creative Industries are working with the Engagement, Marketing, and the Office of the Kaiārahi to prepare a Māori and Pacific Recruitment strategy for 2021.

### Future Focus

The department is looking to continue to work closely with industry and iwi in reviewing the Bachelor of Design, Broadcasting Communications, Performing Arts and Music Arts. The aim is to identify strong, seamless links between creative industries education and employment opportunities, and for Ara to be recognised as a key player driving the Creative Industries landscape in Christchurch.

Working with ChChNZ to develop a Christchurch Creative Industries Sector Education Strategy and forming a Creative Industries Iwi Advisory Group. This is an opportunity to rethink delivery and design alongside industry. A barrier to success is workload for colleagues. This initiative requires investment to get real movement in this space.

### Student Production Unit

The opportunity to create a 'student production unit' where current learners and graduates can gain skills and experience, while completing paid work for internal and external clients, is being developed. This could include video and editing, musician bookings, design work, photography and garment making. To set up operations and robust communication channels between potential clients and learners, Ara will need to invest in this concept. Our aim is for this unit to become self-funding.

### Research

#### Approved Research Provider Application

An application with the IRD for 'Approved Research Provider' status for Ara Institute of Canterbury Ltd has been lodged and is under review. Approval allows clients to claim the Research and Development tax credit in respect of activities Ara performs on their behalf. This application is presently under review.

	<p><b>PBRF ITP/NZIST Support Network</b> Ara is an active member of the ITP Research Directors' Group. This Group has formally adopted an institutional 'peer-support' approach for the 2018-2023 PBRF round. Ara is partnered with Otago Polytechnic and Southern Institute of Technology.</p> <p><b>Professorial Appointments</b> Work is commencing on implementing <i>APP810 Professorial Appointments</i> policy. A briefing paper is to be presented to Te Kāhui Manukura for recommendation on the process.</p> <p><b>Research Week</b> Research Week 2020 is scheduled for weeks of 19 and 26 October with a two-campus approach Madras Street - Week 1, Manawa - Week 2. There is diversified focus including research presentations from colleagues and postgraduate students. A panel session and keynote speaker are planned.</p> <p><b>Research Design Dash</b> A rescoping of the Ara Research Strategy in the form of a 'Design Dash' is in the planning stage, with expected outcomes of a strategic platform for research which is aligned more closely to the institutional strategy, an increased level of research in the institution, that has more identifiable outcomes for Ara stakeholders and communities of interest. The intended timeline for completion is Term 4, 2020, with the intended coverage of the strategy being 2021–2023.</p>
<b>High performing customer focused teams</b>	
Outcomes delivered during current reporting period	<p><b>Teaching Excellence Awards</b> Over 40 applications received for the 2020 Teaching Excellence Awards. Categories are: New to Teaching, Teaching Excellence, Innovative Learning Environment, Industry/Professional Connection, and a new category, the 'Lighthouse' Award to recognise those who have gone the 'extra mile' in support of their colleagues.</p> <p><b>Kick-Off Series</b> Kick-Off Day Semester 2, 2020 is a series of professional development events open to all colleagues and is delivered significantly online and recorded. Kick-Off will host three keynotes, followed by related workshops including a full day design dash. The series wraps up with colleagues choosing to participate in a professional learning group, or informal professional conversations.</p>

<b>Innovative and sustainable practice</b>	
Outcomes delivered during current reporting period	<p><b>Supply of sections of steel at a scrap value cost</b></p> <p>Through close industry connections between engineering colleagues and Taurus Engineering Ltd, Trades has accessed steel scrap at value cost. A great recycling of steel and a significant saving in materials costs (\$85/tonne compared to \$2k).</p>
<b>Summary of financial performance</b>	
<p>As at 31 July 2020, Academic, Research and Innovation were \$3.5m adverse to the overall year-to-date divisional budget. At budget setting it was anticipated that the net surplus for the Division would be \$34.3m in comparison to the actual surplus of \$30.1m.</p> <p>Year-to-date revenue in the Division fell short of the budgeted expectation by \$3.5m, which equates to 5% of the budgeted position. The extent of financial support provided by the funding guarantee will be reflected at the end of the year.</p> <p>Staff Expenses were overspent by \$1m year-to-date, that being 4% of the budgeted \$25.7m. \$267k of the variance related to the accumulated annual leave costs which will be reduced as leave is taken. Additionally, the division has yet to realise the full extent of the savings established during budget setting.</p> <p>Savings have been achieved across a few items in the remaining expense groups; general expenses \$1.5m, occupancy costs \$156k and depreciation \$1k. Most significant of these are within sub-contracted delivery (\$355k) which will partially offset the associated reduction in revenue and teaching materials (\$250k).</p>	
<b>Summary of EFTS as at 7 August 2020</b>	
<b>Department</b>	<b>Commentary</b>
<p><b>APS</b></p> <p>(Applied Sciences and Social Practice)</p>	<p>EFTS are tracking at 878.7 (against a full year target of 764). A growth of 19.6% on 2019. Significant increase in Pre-Health Pathway (NZ2860 Certificate in Study and Career Preparation Level 4) with 304 enrolments in Semester 2, 2020, compared with 175 in Semester 2 2019). Targeted Training and Apprenticeship Fund (TTAF) funding has contributed to this increase. Some non-starter withdrawals have been processed. Strong enrolments in Bachelor of Applied Science Semester 2, 2020 means Bachelor of Applied Science has exceeded its targets (95.5 versus 89.8). This is a pleasing reversal in trend for this programme. Appointments in the osteopathy clinic are fully booked for three weeks - supported by a limited offer of a free consultation for Ara students which will allow Bachelor of Musculoskeletal Health learners to make up clinic hours "lost" during lockdown earlier in the year.</p>
<p><b>CRE</b></p>	<p>EFTS are tracking at 717 (against target of 703.1). A small number of non-starter withdrawals which may slightly reduce overall. Applications for 2021 (155 Year To Date (YTD) versus 92 Semester Two Learning Year (STLY). Tracking over budget on staffing due to COVID-19 rearrangements and extended sick leave. Preparing to review all four Creative Industries degrees simultaneously to identify</p>

(Creative Industries)	opportunities for collaboration. A cross-Department Management meeting with Humanities established. Investigating the potential for a Graduate Diploma in Information Design for international (offshore) delivery. The student radio station is getting ready to launch. This will not achieve sales targets for 2020 due to COVID-19.
<b>EAS</b> (Engineering and Architectural Studies)	EFTS are tracking at 682, 92% of the full year target. The inability to enrol new international student in Semester 2, 2020 means we are 37 EFTS under the international target. Domestic EFTS have strengthened in Semester 2, 2020 and EAS is now at 97% of target. TTAF funded programmes (NZ Diplomas in Architectural Technology, Construction and Engineering) have supported this increase which has resulted in a mid-year intake in the Diploma in Architectural Technology. It is anticipated that the positive effect of TTAF will continue into 2021. Marketing is being developed to promote these programmes into schools. 2021 planning includes preparing for increased domestic enrolments from Semester 1 and preparing for a larger than usual intake of international students in Semester 2, 2021.
<b>EDI</b> (Enterprise and Digital Innovation)	EFTS tracking at 1,034, 93% of full year target. With a large International intake in Semester 1, 2020 and the work to keep in-market International learners, the department has achieved just over 100% (315.3 EFTS) of our International EFTS for 2020. A soft Semester 1, 2020 for domestic EFTS has led to the overall shortfall for the department. The domestic learner increase in other areas has not been realised. This may be explained by competition from the university sector (including a fees free programmes at Lincoln Uni) and other ITPs/PTEs in business/computing and other subject domains. The business programmes (including Bachelor of Applied Management) have tracked well and met domestic targets. The Graduate Diploma in ICT has also performed well. The biggest shortfall has been in the Bachelor of ICT programme. The department is exploring how to make the technology product set more attractive to achieve an increase in enrolments 2021. EDI has engaged an external consultancy (Assurity) to work on market intelligence for our products as we look to rely more heavily on domestic product for the immediate future. We have 3,385 course completions (81.7%) to date. EDI is working with Te Ōhaka on innovation and entrepreneurship short courses, and to re-establish the Graduate Diploma and Bachelor of Applied Management pathway in innovation and entrepreneurship for 2021.
<b>HPR</b> (Health Practice)	EFTS are tracking well at 1,129.1 (against target of 1,145.3). A marketing campaign for CAP is intended to generate domestic enrolments as this programme is heavily reliant on international learners. Interest for 2021 across most of our programmes is higher than usual, including 53 international applications for the Bachelor of Nursing (including eight offers). HRP is finalising the curriculum for the Liaoning University joint venture following feedback from colleagues in China.
<b>HSI</b> (Hospitality and Service Industries)	Overall Department EFTS exceed target (650 versus 624) with notable growth in Hairdressing, Barbering and Beauty Therapy. Cookery and Bakery have now met target by exceeding international enrolments (68.4 versus 58), however domestic and international Hospitality EFTS remain below. External income achieved through Visions and The Pantry continues to be behind budget due to COVID-19 (-63K). Currently 82.1% successful course completion for Semester 1, 2020. Some COVID-19 based extensions are still to be completed. Applications for 2021 have increased 76% (242 YTD, 147 STLY). NZQA Consistency Reviews for three Cookery programmes gained 'satisfactory' results. Tourism and Hairdressing results are yet to be received. The Department is collaborating with Maui Te Taurira colleagues to pilot a mentoring programme for 2021 focussing on equipping learners with the skills and tools that support positive outcomes. This will focus programme where Māori are significant participants.

<b>HUM</b>  (Humanities)	EFTS are currently tracking at 784 (against target of 887). Domestic EFTS have exceeded target currently at 701.5 (672.6 STLY). Full year target 681. Inclusion of potential EFTS suggests domestic target maybe exceeded by around 30 EFTS. International recruitment remains a challenge resulting in a shortfall in the EFTS target. International is tracking at 86.8 EFTS (against target of 206). High enrolments in NZ2860 Study and career Preparation have provided some of the additional domestic EFTS with Humanities delivering into this programme.
<b>TRA</b>  (Trades)	The department is tracking at 995.7 (against target of 1,079). There is an overall increase of +93 EFTS since last reporting period. This includes 81 SAC 3+. All mid-year pre-employment programmes have commenced. There is still an anticipated small increase from continuing managed apprenticeship sign ups, and the on-going catch up of ITO delivery due to lockdown. Sub-contracted delivery through Mainland Driving School (Road Transport) has experienced growth (including Potential) of 20.5 EFTS compared to 12.5 STLY. Additional growth is also forecast in this product with monthly intakes in Christchurch region. Trades Academy has seen a decrease of one over the reporting period, but overall is tracking ahead of target. A proportion of learner withdrawals from Trades Academy are learners leaving school and transitioning into mid-year programmes with Ara.



<b>Ara Board 25 AUGUST 2020</b>	<b>Agenda Item</b> <b>6.2</b>
	<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b> Belinda de Zwart

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	People and Culture Division – Report for the Ara Board
<b>BACKGROUND AND PURPOSE</b>	<ul style="list-style-type: none"> <li>To provide the Ara Board with data and information as to how we are ensuring our colleagues are engaged, capable, safe, feel good and are functioning well.</li> <li>To highlight to the Ara Board areas of opportunity in relating to people and culture (including change leadership) that need to be optimised or addressed and provide recommendations.</li> </ul>
<b>RECOMMENDATION(S)</b>	That the Ara Council note the contents of this report, in particular the notifiable safety injuries, the continuing rise in EAP counselling and the transformation project work being supported by capability development and communications.
<b>LINK TO ARA STRATEGY</b>	<p>Across all four focus areas:</p> <ul style="list-style-type: none"> <li>Learners at the heart of everything we do</li> <li>Dynamic delivery of contemporary programmes and research</li> <li>High performing customer focused teams</li> <li>Innovative and sustainable practice.</li> </ul>
<b>KEY ISSUES IDENTIFIED</b>	<ul style="list-style-type: none"> <li>The current Covid-19 uncertain world context that continually requires our people and leadership to be agile and resilient.</li> </ul>
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	<ul style="list-style-type: none"> <li>No significant or immediate financial risks to Ara. However, ongoing capability lifts for leadership and people around building adaptability, resilience and change leadership are not part of BAU budgeting.</li> </ul>
<b>RISK IMPLICATIONS FOR ARA</b>	<ul style="list-style-type: none"> <li>Ongoing internal change (eg Transformation, NZIST etc) layered on a Covid-19 change context without a focus on capability and change leadership could potentially impact on service outcomes.</li> </ul>
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	N/A



## PEOPLE AND CULTURE – REPORT FOR ARA BOARD

### Executive Summary

#### Key focus areas this month

- Building our agile planning capability, our third 90 day planning workshop was held where the whole P&C team reviewed progress on goals from the last quarter, heard feedback from our internal customers on our impact, and drafted goals for the August to October 2020 period.
- Our 90-day planning included team goals of focussing on our Tikanga and Te Reo – and modelling these in all delivery and in meeting interactions with colleagues. A second goal is to be increasingly future focused; to act as influencers and change catalysts in the organisation by modelling these behaviours: Collaborative, Courageous, Culturally Competent, Critical Thinking and Creative.
- The recruitment of a Safety and Wellbeing Manager is underway.
- Implementation of Mahi Tahi (recruitment workflow tool) continues with the Employee Experience teams' attention turning to system refinements and to build solutions for contracts relating to fixed term, casual and contracts for service arrangements.
- Preparation for the annual Engagement and Wellbeing surveys has been undertaken. These surveys run in parallel for two weeks from Monday 10<sup>th</sup> August through to the 24<sup>th</sup> August. Results will be available in late September.
- Divisional and departmental leaders were presented with an update on the flexible work/distributed teams working arrangements. Guidelines have been disseminated and an application form provided for discussion with interested colleagues.
- Preparation for collective bargaining with NZEI, E'tu and TIASA consistent with NZIST bargaining parameters continues.
- As a number of key transformation programme initiatives are coming to the stage of being launched, change communication and capability support activity is ramping up. We are focused on being more strategic in our efforts - leveraging collaboration, organisational expertise and ensuring we are developing sustainable solutions.

Health Safety and Wellbeing	
Performance during current reporting period	<ul style="list-style-type: none"> <li>• With the New Zealand wide change in status to the Covid-19 response, the Ara Incident Management Team has been reinstated and Level 2 operating guidelines provided to colleagues and students.</li> <li>• Two significant incidents involving colleagues were reported to Worksafe: one involving an infection following a strain to a colleague in our Ara gym and the second involving a tutor receiving a cut to his thumb from a spindle moulder in the Department of Trades.</li> </ul>

	<ul style="list-style-type: none"> <li>• The number of colleagues engaging in confidential counselling via our EAP programme rose again and is higher than April 2019 (where numbers were high after the March Mosque attacks). More information has been sought from our provider so that we can more readily understand this trend.</li> </ul>
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• The Health and Safety Working Group met during July with the main topic of discussion being vehicle and people interaction on the Madras Street campus.</li> <li>• A communications plan for SafePlace rollout in September was endorsed by the TKM. The executive will engage with the divisional leaders in their role in leading safety and wellbeing at Ara.</li> <li>• The “Leading Safety and Wellbeing at Ara” training is booked for delivery on September 2-4<sup>th</sup>. This workshop will be supported with a 1-hour SafePlace tool training and the provision of online resources for leaders on incident management.</li> </ul>
<b>Learners at the heart of everything we do</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• Aligning of colleague and student communications around Covid-19 is again being assured through collaborative relationships.</li> <li>• P&amp;C Capability support continues for the learner related transformation projects of On-Line Enrolments, Diagnostic Analytics and CRT (phase 2).The team are designing training sessions and training resources for implementing and lifting digital skills in the use of these tools.</li> </ul>
<b>Dynamic delivery of contemporary programmes and research</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• <b>Assessment Review:</b> Following completion of the review work, P&amp;C Capability are working with the Assessment Project Steering Group to support the design of a sustainable and impactful assessment capability strategy for improving the quality of assessment practice across all AIR teams. This high-level work will inform the planning, collaborative approaches, resource and delivery decisions for 2020-2021.</li> <li>• P&amp;C Capability has supported the design and plan of the <b>AIR Kick-off Series</b> - a zoom-based professional development series for August - October.</li> <li>• Following the handover from the Eureka Challenge group, P&amp;C leaders have been working on an interim solution for 2020 Academic Promotions that will be available in August.</li> <li>• A Capability Advisor (0.6) has been appointed for the remainder of 2020, working with AIR teams to lead the implementation of <b>teaching improvement initiative</b>. This transformation funded role is targeting efforts with individuals and teams where a lift in teaching capability will result in a significant lift in learner outcomes.</li> </ul>

## High performing customer focused teams

Outcomes delivered during current reporting period

- The P&C Employee Experience team are working through new employment request processing in Mahi Tahi. System refinements and fixes are part of the implementation plan with a goal to ensure smooth efficient processing and reporting. New workflows for fixed term, casual and contracts for service agreements are to be built into the system which will assist with reporting and optimizing processes.
- P&C team supported the CEE leadership team (CEELT) by facilitating a value alignment workshop. The outcome was the CEELT collectively arriving at a clear and united vision and agreeing value statements and ways of working.
- Across the P&C teams, quarterly Valuable Conversations are occurring, ensuring we are role modelling this important approach to goal alignment and capability development. There is an informal 'audit' underway to determine further training needs.
- Preparation for the annual Gallup Engagement and Wellbeing surveys was undertaken with participant data being reviewed for accuracy and the TKM being engaged in approving the approach and questions.
- The Marketing Review was finalised during the reporting period and the implementation phase of the new structure is occurring, including the internal appointment of a Marketing Promotions Manager.
- The Campus Connect Review was also finalised with no changes to staffing levels but changes to workplaces occurring for some colleagues
- **Systems Design & Training:** As well as providing support for the learner transformation projects described above, the P&C Capability trainers are also providing significant support to other Ara digital initiatives such as Waituhi and SafePlace.
- **Cultural Intelligence & capability:** A P&C Cultural Intelligence draft plan is underway – identifying activity for the next 12 months work to support the implementation of the Framework for Maori Achievement. This will include a capability plan for P&C team competency in Tikanga and Te Reo. Other activities include working with the Kaiārahi and team to align the Cultural Competencies with the Ara Capability frameworks.
- There has been increased communication support for the Kairahi office around a communications plan with the launch of the **Framework for Maori Achievement** being scheduled for August 2020.
- **Talent Growth:** Progress continues on the design of our key **talent mapping** and **succession planning tools**. A group of leaders are working with a P&C Advisor to test the ideas and concepts and to inform the design of how and where these tools might be deployed in the Ara context.
- The P&C Capability team continue to support P&C Business Partners and teams with **enhancing team culture workshops** – an area our leaders are much more deliberately planning. Over the last month we have worked with the CEE Leadership Team, Trades Leadership team, Social Work and AWA.

	<ul style="list-style-type: none"> <li>• <b>Leadership:</b> Preparation for stream 10 workshop of the Growing Inspiring Leadership is underway. Group coaching sessions post workshops have now been completed. The leadership coaches' feedback was that there has been great commitment and positive growth coming from these. Our leadership consultation group has focussed on what types of 'community of practice' embedding activities would leaders like to see provided going forward. The group have consulted widely and will make recommendations this month.</li> <li>• <b>Diversity and Inclusion:</b> An external contractor has delivered <b>disability awareness training</b> for 100 leaders in 3-hour workshops. These have been very well received and position leaders well to be prepared for working with some legislation requirements that are signalled later in the year. A workshop for the Health Practice team is under development.</li> <li>• A <b>review of induction</b> (6 months into the new process) has identified some opportunities for improvement in communications, consistency and streamlining of administration. A new manager for the induction programme – a series of strategic context workshops - is planned for August through to October.</li> <li>• Business Support functions' 'Performance Recognition' process continues with the first application being received and submissions closing in September. The Custodians 'Performance Recognition' process is also now live.</li> </ul>
<b>Innovative and sustainable practice</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• The transformation project to introduce technology which supports increased internal communications and collaboration (Waituhi) has passed the initial planning stage and is now into the training and content building stage.</li> <li>• Presentations of interim solutions around flexible work/distributed teams have occurred with divisional and departmental (level 300 and 400) leadership. Planning continues about next steps with the Innovation Manager and P&amp;C Business Partner co-leading work that engages an Advisory Group to set the direction after considering the future of learning and teaching and the future world of work.</li> <li>• An analysis of HRIS version upgrades has been undertaken through the lens of legislative compliance, product support, cost effectiveness and the user experience.</li> <li>• E-personnel files transformation project continues with hard copy files being scanned. Investigation work is underway between P&amp;C, ICT and the scanner supplier for an even faster, higher resolution scanner to complete the project.</li> <li>• A discovery piece of work has commenced to investigate a solution called RealME. It is a digital ID verification tool which has the potential to obtain ID for new colleagues without them having to physically come to the office.</li> <li>• Attendance at an online Communications conference has extended our thinking about our ongoing approach to internal communications.</li> </ul>

**Summary of financial performance**

- As at 31<sup>st</sup> July 2020, People and Culture were \$60k adverse to the overall year-to-date budget. At budget setting it was anticipated that the net deficit for the division would be \$1.28m in comparison to the actual deficit of \$1.34m.
- Of the total overspend, staff costs contributed \$37k (approximately half being leave liability), that being 3% of the budgeted \$1.12m. The adverse variance in fixed term staffing costs has been partially offset by savings in casual and permanent costs.
- The remaining \$23k occurred within general expenses as a result of minor differences across a number of expenses items.

# KAIĀRAHI, DIRECTOR MĀORI DEVELOPMENT

## MONTHLY REPORT – AUGUST 2020



### SNAP SHOT

- **Framework for Māori Achievement (FMA) Update**
  - Launched on 12<sup>th</sup> August
  - Sizing the Resource Required (in progress)
  - Learning & Teaching Framework (enabling the progressive integration of kaupapa and mātauranga Māori into all programmes of study)
- **Semester 2 Whakatau**
  - Madras Street, Timaru, Woolston, Manawa Campus
- **NZIST**
  - COVID-19 Skills & Training Recovery Group
  - Kaiwhakahaere Māori Leadership Group
- **Significant Other**
  - Tackling Conscious and Unconscious Bias at Ara

### FMA Update

#### 'New Look'

- See Appendix A for the 'new-look' FMA. Some content change had to occur to allow each part to fit within the new design (e.g. the reference to Pae Tata and Pae Tawhiti has been removed because it did not fit within the 'Vision' triangle).
- Other changes:
  - **Language** in General → to help encourage more of a 'call to action' feel to the FMA
  - **Order** First Principles → to be more cohesive and compelling (reading left to right)

- **Content** of First Principles → to include a focus on (a) measuring our efforts << What Gets Measured Matters >> and (b) investing appropriately to leverage changes sooner than later << Equity is the Process. Equality is the Outcome >>
- **Update** to Strategic Alignment → to ensure we focus on (a) the latest national Māori Education Strategy Ka Hikitia 2020, and (b) the most relevant NZIST 'directional' document, the Charter (not Te Taumata Aronui, as it was previously).

### FMA Launch

- The launch of the FMA was the opening event in the AIR "Kick-Off" series this semester ("Kick-Off" is a series of PLD workshops for academic colleagues to help keep them connected and inspired).
- HIGHLIGHTS:
  - Powerful contributions from Melanie (our keynote) and Maryann (who provided national context for Māori Achievement), supported by Tony and myself at either end.
  - Significant attendance (~150) including Ngāi Tahu and Mata-a-waka community, education and social wellbeing leaders and doers.

### Maui Te Taura (Māori Student Mentoring Programme)

- Recently launched in Christchurch (22 July) and Timaru (6 August) attracting up to 60 students from 8 different programmes.
- In total, 43 students registered as teina (mentees) to become tuakana (mentors) via this pilot round.
- The Christchurch cohort are specifically Māori (coming from a range of programmes of study), and the Timaru cohort are a mix of both Māori and non-Māori (coming from just one cohort – ECE L3/4). This allows us to unpack and begin to determine how ALL STUDENTS can engage with this kaupapa Māori programme over time. For now, of course, we are focused as much as possible on Māori learner success.
- Very positive engagement from both cohorts. Check out:
  - Highlights video Christchurch:  
<https://tewaka.sharepoint.com/:v:/t/MauiTeTaura/EVyomcSUI1JHtSwoOHNPhZcBd7QkYCdO33ZyLHOrM8ggMg?e=D6gg7j>
  - Highlights video Timāru:  
<https://tewaka.sharepoint.com/:v:/t/MauiTeTaura/EVyomcSUI1JHtSwoOHNPhZcBd7QkYCdO33ZyLHOrM8ggMg?e=7GkoNL>
  - Wānanga 1 – Programme Content  
[https://tewaka.sharepoint.com/:p:/t/MauiTeTaura/EUtec5TkA0RkKjYbV\\_G6rcMB2KtIsz13yDdyvG4EgVInVw?e=N1BgGU](https://tewaka.sharepoint.com/:p:/t/MauiTeTaura/EUtec5TkA0RkKjYbV_G6rcMB2KtIsz13yDdyvG4EgVInVw?e=N1BgGU)
  - Wānanga 2 (upcoming) – Programme Content  
[https://tewaka.sharepoint.com/:p:/t/MauiTeTaura/ET-Ye3sjUI5BpTPNKOW31KMBsgb\\_8JwfulZjpvuz3e4D5w?e=sLmxVi](https://tewaka.sharepoint.com/:p:/t/MauiTeTaura/ET-Ye3sjUI5BpTPNKOW31KMBsgb_8JwfulZjpvuz3e4D5w?e=sLmxVi)



### Ara Learning & Teaching Framework (July 2020)

- The first Learning & Teaching Framework for Ara that was developed in collaboration with my Office (many others too) and reflects both:
  - a) the feedback received from our engagement with the local Māori community at the end of 2018 in regards to what they wished to see embedded / woven into Ara Degrees; and
  - b) the central mission of the Framework for Māori Achievement (i.e. deliver positive experiences through kaupapa and Mātauranga Māori)
- The Learning & Teaching Framework is the focus of this semester’s “Kick-Off” series and facilitates the progressive integration of kaupapa and Mātauranga Māori into all programmes of study over time. It is a key strategic document and will help all those responsible for learning design and delivery see and accept that the integration of kaupapa and Mātauranga Māori will be B.A.U. at Ara moving forward

### NEXT STEPS

- **Resourcing Required to implement the FMA** → << 101 for all, Experts on call >>
  - As requested last month, I have begun working on a bespoke report for TKM and the Board focussed on the longer term resource requirements to implement the FMA successfully, noting our particular focus on:
    - a) embedding kaupapa and Mātauranga Māori into all programmes of study (AIR) and across all of our ‘business support’ areas (CEE, P&C, CS); and
    - b) the need to establish and grow baseline cultural competencies and confidence across our workforce (“101 for all”) and anchor kaupapa and Mātauranga Māori experts in key positions.
- **Re-positioning Te Puna Wānaka** → << Experts on call >>
  - I have been meeting with the Manager of Te Puna Wānaka and his line manager (Head of Department, Humanities) to consider how best to re-position, re-prioritise and resource Te Puna Wānaka as Ara’s Centre of Kaupapa and Mātauranga Excellence in light of the FMA. Tony and I continue to believe that this is the strongest move we can make in order to lead the authentic integration and understanding kaupapa and Mātauranga Māori across the institution sustainably, efficiently and effectively.
    - I have held two strategic planning sessions this year with TPW and wider Ara Māori colleagues to help them recognise, understand and support this shift in focus. One more is planned for later this semester.
    - It is likely that this will require new capability and capacity within Te Puna Wānaka.

## Learners at the Heart of Everything We Do

Outcomes delivered during current reporting period

### Semester 2 Whakataau

- Significant weight lifted off my Office to project manage this event due to:
  - **Support** from CEE DCE and leadership team to extend the brief of our new Events Coordinator (Talei Howell-Price) to formally include Whakataau.
  - Significant **collaboration** with and **contribution** from Student Events coordinator (Tim Bain) who took responsibility for food.
  - Increasing **understanding** and **familiarity** from other collaborators (e.g. marketing team, HoDs and tutors).
  - Growing **acknowledgement** from Level 300 and 400 leaders that the Whakataau is a significant Ara event (not just a Māori event!) and that it is appropriate to encourage and allow their team members – especially if they are Māori – to be present at these events.
- This growing understanding/familiarity/collaboration/acknowledgement resulted this Semester in three well organised and attended Whakataau Welcome Ceremonies, each of which included:
  - a) a new formal element (5-10 minute speech related to a topical aspect of Te Ao Māori).
  - b) a precautionary approach (in light of COVID-19) to the application of tikanga by just inviting a representative or two of the new student cohort to come across and hongī with just the front line of the Ara welcoming party. Both students and colleagues were briefed beforehand.
- Unfortunately, the fourth Whakataau at Manawa on the 12<sup>th</sup> of August was cancelled due to the return to Alert Level 2 in Christchurch.

### Student Communications (COVID-19)

- I and my EA are both members of the COVID-19 Student Communications Group, established to help ensure that we (Ara) are clear and consistent in our communications to students during this time, and able to also be responsive to the particular realities and needs of priority learners (Maori and Pacific).
- **NB** → Ideally, it would not be me nor my EA that sits on this group, but a member of our Student Support Division or Comms Team with particular kaupapa Māori insights, expertise and responsibilities.

	<ul style="list-style-type: none"> <li>○ At this point in time, there is no-one in the Ara Comms Team and only one member of the Student Support Services Team with all of these attributes.</li> <li>○ That one member of the Student Support Services team is currently unable to commit to participating on the COVID-19 Student Comms Group as she only has the capacity to focus on engaging with individual Māori learners who need her support.</li> <li>○ She has advised me of her situation and I have asked her to ensure that her line manager is also appraised of this situation.</li> <li>○ I will include this area of need in my report to the Board on Resourcing Kaupapa and Mātauranga Māori at Ara.</li> </ul>
<b>Dynamic Delivery of Contemporary Programmes and Research</b>	
<p>Outcomes delivered during current reporting period</p>	<p><b><u>Learning &amp; Teaching Framework (July 2020)</u></b></p> <ul style="list-style-type: none"> <li>• As noted above in the FMA Update</li> </ul> <p><b><u>Bachelor of Social Work</u></b></p> <ul style="list-style-type: none"> <li>• This programme of study will be prioritised in our plan to embed kaupapa and Mātauranga Māori.</li> <li>• It was due to be reviewed this year, but that has been delayed till 2021 due to COVID-19.</li> <li>• Other NZIST subsidiaries teach our Bachelor of Social Work and I can see how a concerted effort to align with our FMA will support the need to reform this sector as highlighted by the current review of Oranga Tamariki by the Government and Waitangi Tribunal.</li> </ul> <p><b><u>NZ Certificate in Health &amp; Wellbeing (Social &amp; Community Services)</u></b></p> <ul style="list-style-type: none"> <li>• Collaboration with Te Pūtahitanga o Te Wai Pounamu (South Island Whanau Ora Commissioning Agent) to deliver this programme to approx. 100 Whānau Ora Navigators from Semester 1 2021.</li> <li>• A prime opportunity to strengthen the integration of kaupapa and Mātauranga Māori within this programme.</li> </ul>

High Performing Customer Focused Teams	
Outcomes delivered during current reporting period	<p><b><u>Communications Plan for Office of the Kaiārahi</u></b></p> <ul style="list-style-type: none"> <li>• With support from our Internal Comms Lead (Warren Rosser), we now have a communications plan for my office.</li> <li>• Part of this plan has been to rename, refocus and redesign our Ara Māori Pānui Newsletter to align with the all other internal communications channels and, in doing so, broaden its reach and potential impact.</li> <li>• The new suite of internal comms channels now also includes an Ara Māori Student Update (to be managed by kaupapa Māori staff within the Student Services Division).</li> </ul>
Innovative and Sustainable Practice	
Outcomes delivered during current reporting period	<p><b><u>(Interim) Deputy Director, Māori Development</u></b></p> <ul style="list-style-type: none"> <li>• The Deputy Director – Māori Development has begun in this role (0.6FTE).</li> <li>• The Maui Te Taurira Project Lead will come with Hemi, giving me greater insight and oversight of this project (which has, to date, been managed by Hemi).</li> </ul> <p><b><u>NZIST Kaiwhakahaere Māori Leadership Group</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing meetings over the past month focussing on: <ul style="list-style-type: none"> <li>○ Workload management (supporting NZIST understand and plan for equitable outcomes for Māori and realising Te Tiriti excellence);</li> <li>○ Supporting TEC ensure that all WDCs and RSLGs are also focused on equitable outcomes for Māori and realising Te Tiriti excellence.</li> </ul> </li> </ul> <p><b><u>NZIST COVID-19 Skills &amp; Training Recovery Group</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing meetings over the past month.</li> </ul>

- My particular focus has been to guide and support all sub-groups (each one is aligned to one of the six WDCs) to understand the clear equity and Te Tiriti outcomes that NZIST has and to consider how they each might be able to align their own thinking and doing to also give effect to these objectives.

#### **NZIST DCE Equity**

- The six NZIST DCEs were announced recently ([https://vocationaleducation.ac.nz/news/category/news/nzist-appoints-six-deputy-chief-executives?fbclid=IwAR21BsPmh-TpQ9iKRnwpEdogmA3MuLj7zpLb-xMt\\_X\\_7ElfLuWoH46rgF0](https://vocationaleducation.ac.nz/news/category/news/nzist-appoints-six-deputy-chief-executives?fbclid=IwAR21BsPmh-TpQ9iKRnwpEdogmA3MuLj7zpLb-xMt_X_7ElfLuWoH46rgF0)) including
- The DCE Equity role has been appointed to Ana Morrison who has been the Kaiārahi equivalent for Toi Oho Mai over the last 18-24 months. I know Ana well and have seen her commitment and leadership amongst the NZIST Kaiwhakahaere Māori collective where she is valued as a key strategic thinker and an astute operator.
- Three of the six DCEs are Māori (Ana, Tania Winslade and Vaughan Payne).

#### **Addressing Bias (Unconscious & Conscious) and Institutional Racism at Ara**

- Tony and I have identified the need to bring in external expertise to better understand issues, knowing that racism has many forms and that it will be an uncomfortable issue for us to address.
- Most importantly, we know that Māori students have reported experiencing racism in the classroom from fellow students following course curriculum that has focussed on kaupapa and mātauranga Māori.
- We accept the likelihood that more 'racist' behaviours will be triggered as we progressively integrate kaupapa and Mātauranga Māori into all of our programmes of study at Ara.
- We can see the need to support our colleagues understand 'racism' better so that they can respond appropriately to it if/when it arises.

## **APPENDIX A – UPDATED FMA [see attached files]**

# FRAMEWORK FOR MĀORI ACHIEVEMENT



## FIRST PRINCIPLES

<p><b>What's good for Māori is good for NZ</b> When we weave kaupapa &amp; mātauranga Māori into all we do, we leverage Māori achievement and help future proof NZ's socio-economic prosperity.</p>	<p><b>Relationships First</b> Connecting with others in culturally attuned ways helps open minds, hearts and hands, inspiring enterprise and agency.  <b>First Impressions Count.</b></p>	<p><b>'101' for All Experts on Call</b> <i>(Trevor Moeke)</i> To embed and grow kaupapa &amp; mātauranga Māori we need to build baseline cultural capabilities across Ara and anchor experts in key positions.</p>	<p><b>Teatowel-tanga Cultural Intelligence (CQ)</b> CQ is best learned in situ through rich experiences &amp; informed instruction.</p>	<p><b>The Key is Authenticity</b> Teach through culture, not about culture.</p>	<p><b>In the Doing Comes the Learning</b> Be prepared to do things differently to achieve the step changes we need.  <b>It's OK to not always know, as long as you give it a go.</b></p>	<p><b>What Gets Measured Matters</b> Measuring our efforts and sharing our insights enables continuous learning and makes collective impact possible.</p>	<p><b>Teina Tuakana</b> <i>(younger sibling - elder sibling)</i> Māori learners love peer-to-peer, senior-with-junior teaching and learning.  <b>You teach me, I teach you.</b></p>	<p><b>Education, Industry &amp; Iwi</b> Equitable outcomes for Māori will require the commitment and collaboration of all three.</p>	<p><b>Equity is the process Equality is the outcome</b> Unequal socio-economic backgrounds will often require unequal distribution of resources to redress disadvantage.</p>
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## STRATEGIC ALIGNMENT

<p><b>Ara</b> <b>OUR PURPOSE</b> Ngāi Tātou ki te whai ao: Transforming lives through education  <b>OUR VALUES</b> Hono – Connect Hihiri – Inspire Aroha – Respect</p>	<p><b>Ara</b> <b>FOCUS AREAS 2020-2022</b> 1. Learners at the heart of everything we do 2. Dynamic delivery of contemporary programmes &amp; research 3. High performing customer-focussed teams 4. Innovative &amp; sustainable practice</p>	<p><b>MoE</b> <b>KA HIKITIA 2020 Māori Education Strategy</b> • Excellent Outcomes • Belonging • Strengths-based • Productive Partnerships • Te Tiriti o Waitangi</p>	<p><b>NZQA</b> <b>TE HONO O TE KAHURANGI</b> • Kaupapa Māori quality assurance framework to support TEOs boost Māori learner achievement through the deliver of qualifications and programmes based on Mātauranga Māori</p>	<p><b>NZIST</b> <b>CHARTER</b> "work towards equity for learners and staff of different genders, ethnicities, cultures, and abilities"  "have culturally responsive delivery approaches"</p>	<p><b>Iwi</b> <b>TE RAUTAKI MĀTAURANGA Ngāi Tahu Education Strategy</b> • Create Pathways • Prioritise Success • Provide Leadership • Promote Innovation</p>	<p><b>Iwi</b> <b>TOKONA TE RAKI Ngāi Tahu Workforce Development Strategy</b> "Equitable education, employment &amp; income levels for all Ngāi Tahu &amp; Māori in the Ngāi Tahu takiwā by 2040"</p>
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# FMA FOCUS AREAS 2020-2021

## DEPARTMENTS & DIVISIONS

### ACADEMIC INNOVATION & RESEARCH

#### Priority Focus Areas

- **Participation & Success:** kaupapa & mātauranga Māori is progressively integrated into programmes & products
- **Cultural Experts** are progressively engaged to facilitate and fast-track the integration of Kaupapa & Mātauranga Māori into programmes and products
- **Professional Development** is aligned to building and maintaining culturally responsive teaching and learning practices
- **Performance Evaluations** are (re)designed to ensure that all departments are focussed on, and accountable against, Māori learner success.

### CUSTOMER EXPERIENCE & ENGAGEMENT

#### Priority Focus Areas

- Participation & Success:** kaupapa and mātauranga Māori informs and shapes how we engage Māori students and support their ongoing participation and success
- Cultural Experts/Advisors** are progressively and strategically engaged to facilitate the integration of kaupapa & mātauranga Māori into workstreams
- Events & Celebrations:** An annual programme of kaupapa Māori initiatives, events & celebrations is developed, resourced and managed to help ensure clarity and consistency

### CORPORATE SERVICES

#### Priority Focus Areas

- Māori data analytics:** Support all departments & divisions integrate Māori data analytics within their “business as usual”
- I.C.T.** Infrastructure supports the development and growth of a cultural competent and confident organisation (staff & students)
- Strategic Investment** through annual plans and budgets to support the progressive implementation and growth of the FMA over time
- Campus Environments** meaningfully reflect local culture and nature, helping build a strong sense of belonging for Māori learners and their whānau

### OFFICE OF THE KAIĀRAHI

#### Priority Focus Areas

- FMA:** Grow understanding, champion & guide the implementation of the FMA
- Iwi-Māori Relationships:** Align Ara with Iwi and industry needs and aspirations through connecting & collaborating with Mana Whenua and Mata-a-waka
- Māori Staff:** Grow solidarity & spirit

### PEOPLE & CULTURE

#### Priority Focus Areas

- Organisational Capability Development** is informed and shaped by kaupapa and mātauranga Māori in order to develop a culturally competent and confident workforce
- Recruitment Policies & Processes** are reviewed and updated in order to facilitate and fast-track the development of a culturally competent and confident workforce
- Health, Safety & Wellbeing** strategies, plans & practices reflect the holistic nature of Te Ao Māori and respond to the realities of Māori learners and colleagues



POUHINE

POUTAMA

<b>Ara Board</b>	<b>Agenda Item</b>	<b>6.4</b>
		<b>For Information</b>
<b>PUBLIC</b>	<b>Presented by</b>	Sua Tauti - Pacific Lead Karen Te Puke - DCE CEE

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	<b>Pacific Strategy 2020 - 2022</b>
<b>BACKGROUND AND PURPOSE</b>	<ul style="list-style-type: none"> <li>To provide an update on Pacific Strategy 2017 - 2019 achievements.</li> <li>Highlight achievement and implementation of Outcomes 1 – 4 from the Pacific Strategy 2020 -2022.</li> </ul>
<b>RECOMMENDATION(S)</b>	That the Board note the contents of the report.
<b>KEY ISSUES IDENTIFIED</b>	<ul style="list-style-type: none"> <li>Further support required to increase course completions at Level 4 – 6 across the Ara portfolio.</li> <li>Increase Pacific learner participation rates</li> </ul>
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	N/A
<b>RISK IMPLICATIONS FOR ARA</b>	Continued inequity in achievement rates for Pacific learners.
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	N/A.



## Pacific Strategy 2017 – 2019 Achievements

Ara has had great success in raising the participation rates of Pacific learners at Ara through a targeted Engagement plan in collaboration with Departments and the Engagement Team. The Pacific, Youth & Community Development Representative has implemented a targeted approach in working with secondary schools throughout the Pacific community resulting in strong relationships and Ara becoming the first point of contact from key influencers when looking for tertiary training solutions for clients.

Ara is part of the Specifically Pacific series of events held in the Canterbury region using identity, language, and culture to raise Pacific learners' aspirations and achievement levels in secondary schools to pathway learners confidently into Ara programmes of study. A key annual event, Pasifika Rise, is a great platform for all Pacific students across the Canterbury region to participate in experiencing what learning at Ara is like and to support tertiary training decision making. The key focus is to increase participation rates in level 4 and above programmes, numbers are steadily increasing in our diploma and degree level provision year on year.

Ara has made steps to increase engagement and build relationships within the Pacific community throughout the region. With the support of the Pacific Advisory Group (PAG) & Pacific Trades Training (PTT) Governance groups, Ara has a partnership with the Pacific Series which host the biggest community Pacific event in the South Island. Ara work closely with the Tongan Fijian, Cook Island, Niuean, PNG, and Samoan communities through this event. Ara has been the key Tertiary provider supporting this event for the last three years, raising the Ara brand profile throughout the region within the Pacific community.

Ara is privileged that our Pacific students are strongly committed to supporting and enhancing the learner experience for Pacific learners at Ara. The Pacific Island Students of Ara (PISA) committee has been running now at Ara for three years. The work the group has achieved during this time has evolved during this period and the team are now leading all the Ara Pacific Language Week activities and supporting the Pacific Welcome Days throughout the year. PISA is the most active student group across the Ara network and support learners at our City, Manawa, and Trades campuses. It is intended that the group will extend to the Timaru campus.

PISA is supported by Pacific colleagues from multiple teams, such as Student Support, Engagement Team, Learning Support and Department colleagues.

The Pacific Study Space on the City campus has been a great success with a high number of Pacific learners using the space, the space is regularly at maximum capacity. The designated space has provided learners with a place of belonging, and they have been able to connect with learners from different departments to share ideas and support one another.

Ara colleagues do regular check-ups on learner wellbeing and study progress with extra support from the Learning Support Team who base themselves in the Pacific Study Space at various times for learners to connect with should they require extra support.

We have found that the increase in Pacific Learners at the Degree level provision, has increased the ability to connect and influence key influencers throughout the Pacific community. This has raised the profile of Ara as a first-choice tertiary provider. As well as increased participation rates in level 2 & 3 programmes we are seeing increased engagement and interest in our Diploma and Degree provision with secondary school learners who hold key roles within their school communities i.e. Head Boy/Girl supporting Ara to shift the mind sets throughout the Pacific community. Ara are pleased to see the increase in Pacific learner participation numbers at level 6+, this is a testament to the work the departments have put into better support for Pacific learners to achieve their aspirations.

<b>Pacific Participation Rates @ L6+</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
<b>Pacific Students</b>	111	120	136	156

### Pacific Learner Participation, Progress, and Achievement Data

	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020 (YTD)</b>
<b>Pacific Learners</b>	682	636	647	618
Full - Time learners	266	287	338	315
Part – time learners	416	349	309	303
<b>EFTS – Pacific</b>	<b>310.9</b>	<b>309.5</b>	<b>320.5</b>	<b>335.0</b>
EFTS – Maori	828.5	826.2	737	873.4

<b>Successful Course Completion</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Pacific Learners</b>	<b>72.3%</b>	<b>72.6%</b>	<b>74.2%</b>
Maori Learners	77.4%	75.8%	75.36%
All Learners	85.5%	84.8%	85.1%

<b>Student Retention</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Pacific Learners</b>	<b>72.2%</b>	<b>70.5%</b>	<b>66.5%</b>
Maori Learners	64.4%	67.9%	66.3%
All Learners	76.8%	77.3%	77.3%

In 2020 there has been a decline in the total number of Pacific learners' year to date, however, the number of EFTS has increased, this indicates that there are more fulltime learners participating in 2020 than in previous years.

Course completion rates for Pacific learners have increased year on year from 2017 to 2019, however, Pacific learner course completion rates are still lower than the total organisation rates. The focus will now be on supporting learner success enrolled in programmes at level 4 and above as these rates for learner success are static. Pacific learner achievement rates across all levels of provision at Ara are the lowest in comparison to all other cohorts of learners. Several departments have requested additional support for their Pacific learners to improve this statistic.

The success for Pacific learners in online delivery and through the TANZ eCampus is also at disappointing levels and is an area where Ara will focus on to provide more targeted support for Pacific learners.

Successful Course Complete level 4 - 6	2017	2018	2019
Pacific Learners	68.8%	69.5%	68.7%

### Ara Pacific Strategy 2020 – 2022

Ara would like to thank the PAG for their support in the development of the the new Pacific Strategy 2020 – 2022. This essential piece of work has been six months in the making with indepth consultation and collaboration with Ara colleagues, Ara learners and community stakeholders to ensure that the needs of the wider Pacific community are captured.

Unfortunately Ara were not able to have the planned launch due to the COVID-19 lockdown. Consequently, the Ara Pacific Lead presented the Pacific Strategy 2020 – 2022 at the Ara Leaders Forum, AIR Leadership Team and has shared it across the Pacific community and with Secondary schools throughout the region.

As part of the consultation process and development of the Pacific Strategy 2020 - 2022, the decision was made to retain the four main outcomes from the previous strategy and to include clear objectives within each outcome with a focus on enabling Ara colleagues to build cultural capabitiy and become more culturally diverse in order to support Pacific learners and the Pacific community to realise their aspirations

The Pacific Lead is now developing an Implementation Plan, which will provide guidance to all Ara colleagues on how to achieve the expected outcomes of the Pacific Strategy 2020 - 2022. The Implementation Plan will provide extra context to what interventions need to be developed in order to ensure success for our Pacific learners and colleagues.

### Pacific Strategy Progress

#### **Pacific Strategy Outcome 1**

##### **Pacific students participate, progress, and achieve qualifications:**

- *Identify Pacific learners in need of support as early as possible and provide a circle of support – maufatanga tala noa to enable them to build confidence.*

A Pacific Student Support Plan has been developed which is intended to support Departments to have a greater understanding on the strengths that Pacific leaners can share throughout their learning journey and also the challenges that learners may encounter during their study to support learners.

Within the Student Support Plan there are examples of common themes that Pacific learners may face every-day, including poor attendance, failed assessment, financial hardship or conflicting priorities with their learning, home and community commitments. The Student Support plan will provide strategies and interventions ensuring cultural appropriateness and guidance to build confidence for academic colleagues and support teams when working with Pacific learners to minimise the impact of these things on learner

success. The Student Support Plan will also include all the Pacific initiatives across the organisation including multiple events throughout the year which help inform Departments how to support learner success. Each event has a description on what it is and why it will be useful in supporting the learner journey.

- *Champion Pacific success through events, awards, mainstream and social media, and profile Pacific staff and students.*

Marketing have created Pacific graphic artwork that will be used on the Ara website, collateral and through other channels to showcase the commitment of Ara to represent and support Pacific learners through the Ara brand bringing a Pacific feel across the organisation. A key focus area for this piece of work will be on using Pacific graduates to tell their story of their learner experience at Ara.

### **Pacific Strategy Outcome 2**

#### **The learning environment at Ara incorporates Pacific values:**

- *Ara colleagues with professional development opportunities will be supported to increase their awareness of Pacific perspectives and their effectiveness as culturally responsive practitioners.*

The last six months we have been working on a new Pacific Culture Awareness workshop for delivery to colleagues. This workshop will provide samples of Pacific languages, appropriate ways to engage with Pacific people and the history around the Pacific cultures, this is the first of one of three workshops that will be created to support non Pacific colleagues to have a better understanding of the Pacific culture.

The Chief Executive has indicated that TKM and the AIR Leadership will be the first to take part in the workshop during 2020. The workshops will then be rolled out across the organisation.

### **Pacific Strategy Outcome 3**

#### **Increase Pacific graduate employment rates:**

- *Actively promote student roles, internship opportunities and placements at Ara to Pacific students.*

Since 2017 - 2019 Ara has had only 1 or 2 Pacific Student Ambassadors. To increase the number of learners to become Student Ambassadors the process for recruitment of Student Ambassadors has been reviewed and altered. A key benefit for current learners in being Student Ambassadors is that this helps to build confidence when engaging with others, learning new skills, building strong connections both with those within the Ara community and those throughout the wider community, building connections with possible future employers and gain leadership capability. Consequently, there has been an increase to 20 Pacific Student Ambassadors now engaged to support recruitment and current learner events.

### **Pacific Strategy Outcome 4**

#### **Pacific colleagues participate and progress within the organisation across management, teaching, research, administration, and support roles:**

- *grow the connection between PAG and the Pacific staff network*

PAG members have been included in Ara Welcome events at the City, Woolston, Manawa and Timaru campuses providing an opportunity for Ara colleagues and new learners to build connections. Going forward PAG members will be invited to other key events including Pacific language weeks.

The appointment of a Pacific Lead is a new appointment in 2020. In-line with the commitment to participation at management level and progression for our Pacific colleagues; TKM determined that recruitment for this important strategic position would come from within our current Ara team.

Sua Tauti, a member of the Engagement team, was appointed to the role in early March - just before New Zealand moved into full lockdown. The role is highly valued and appreciated by PISA, Ara colleagues, PAG and many community groups. Sua is to be highly commended as the role is a 0.2 position equating to one-day per week. He is already making a significant impact across all of Ara.

Meet the Pacific Team at Ara:



<b>Ara Committee</b> <b>25 August 2020</b>	<b>Agenda Item</b>	Ara Board/ 25 August 2020/ Page 73
		<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b>	T Gray

<b>ARA COMMITTEE REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	<b>Ara Academic Committee</b>
<b>BACKGROUND AND PURPOSE</b>	<p><i>A summary report to Ara Board from Academic Quality of:</i></p> <ul style="list-style-type: none"> <li><i>The Ara Academic Committee meetings held on 2 July and 30 July 2020.</i></li> </ul> <p><i>The Ara Academic Committee role is to:</i></p> <ul style="list-style-type: none"> <li><i>Advise Ara Board, and recommend where appropriate, on the academic strategic direction and practices of the institution.</i></li> <li><i>Develop, monitor, review and maintain policies on academic matters including research conducted by staff.</i></li> <li><i>Consider proposals for new programmes.</i></li> <li><i>Approve programmes.</i></li> <li><i>Manage sub-committees as required, including:</i> <ul style="list-style-type: none"> <li><i>Defining delegations, roles, Terms of Reference (ToR) and membership.</i></li> <li><i>Receiving and acting on reports.</i></li> <li><i>Reviewing performance and effectiveness.</i></li> </ul> </li> <li><i>Consider and report on any other academic matters which are referred to it by the Ara Board or CE, or which the Board believes are of significant importance.</i></li> </ul>
<b>RECOMMENDATION(S)</b>	1. That the Ara Academic Committee report be received.
<b>LINK TO ARA STRATEGY</b>	High Performing Organisation.
<b>KEY ISSUES IDENTIFIED</b>	Nil.
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	
<b>RISK IMPLICATIONS FOR ARA</b>	
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	N/A

## 1 Academic Policy Update

- All Academic Polices have been reviewed and updated to reflect Ara being a subsidiary of NZIST
- APP515 Class Session Recording and Release
- APP516 Bring Your Own Device (BYOD)

As previously reported these two new policies were presented to Academic Committee in May for approval, at which time it was agreed that both required further work to provide clarity, reduce ambiguity and be more of a guide. This work was completed under the guidance of two consultation groups of which some Academic Committee members were involved in. Both policies were re-presented and approved.

- Disability and Impairment Policy

Academic Quality received a request to develop the above policy due to a number of queries that fall outside current policies. There are additional assessment arrangements included in the APP504 Assessment Policy that are predominantly for learners with a disability, however, it is felt a separate policy would be better to cover the rights and responsibilities for learners with disabilities. The above policy was approved for development.

## 2 Extensions to Programme Review/Reapproval dates

All Level 7 and above programmes have a standard five-year review cycle as per policy. Any extensions to that review period must be approved by Academic Committee. A number of programmes were intended to be ready for review, however Covid-19 has delayed that work. The following programmes were extended through until 31 December 2021:

- Bachelor of Social Work
- Bachelor of Music Arts
- Bachelor of Design
- Bachelor of Broadcasting Communications
- Bachelor of Engineering Technology
- Graduate Diploma in Health
- Bachelor of Medical Imaging

The following programmes were not approved for extension due to previous extensions being approved and no progress being made by the respective departments. These programmes have been referred to Te Kahui Manukura for further action:

- Graduate Diploma in Computer Aided Design
- Bachelor of Language (Japanese)
- Bachelor of Māori Language and Indigenous Studies

## 3 Self-Assessment

Academic Committee received a report on recent and future activity:

- Survey activity that had been postponed during Covid-19 was now re-instated. This includes course evaluations, the Graduate Alumni Survey and the May Student Experience Survey. Ara also took part in an i-graduate Covid-19 survey which was administered by an external

source. This data has just been released and will be available in a readable format within the next month.

- Targeted Review – NZQA have indicated that Ara will be included in upcoming reviews as an interim replacement for an External Evaluation and Review (due 2020/21). This review will be developmental in nature and concentrate on three focus areas
  - How effectively are learners supported?
  - How effectively is learning assessed?
  - What are the subsidiary's areas of strength?

Ara will be required to submit a report outlining our self-assessment of these focus areas including relevant evidence in support. This will be followed by NZQA finalising a plan of enquiry with fieldwork being completed in early March. NZQA will provide a report mid May 2021.

#### **4 Research**

The Academic Committee received a report from the Research and Knowledge Transfer Committee outlining the current research activity. It was noted that research activity was lower than expected for this time of year due to the effect of Covid-19. Ara have also experienced a reduction in the number of research activity colleagues. It was reported that a new research strategy is being devised using a design dash approach in an endeavour to reset and recalibrate research at Ara.

The 2020 Research Week will run for two weeks commencing 19 October at both Manawa and Madras campuses.

#### **5 Teaching and Learning**

The Learning and Teaching Framework (2020-2022) was presented and approved. This had originally been presented to Academic Committee in September 2019 at which time the committee provided feedback and suggested improvements. The Teaching and Learning Sub-Committee will be responsible for the socialisation of the new document, in collaboration with each Teaching and Learning department group.



# Ara Institute of Canterbury Ltd

## Board of Directors

### 2020 Work Programme

**as at 18 August 2020**

Month	Topics	Notified Non-availability
January	28 <b>Council Meeting (Christchurch)</b>	
February	11 RoVE Response Programme Committee (RRPC)	
	13 Graduation (Timaru – Parade 12 noon, Ceremony 2 pm)	
	17 Council Audit and Risk Committee	
	18 Chief Executive Remuneration and Performance Review Committee	
	24 RoVE Response Programme Committee (RRPC)	
	25 <b>Council Meeting (Christchurch)</b>	
March	9 Council Audit and Risk Committee	
	17 Council Campus Redevelopment Committee	
	24 Council Audit and Risk Committee	
	27 Christchurch Autumn Graduation (10.00 am and 2.00 pm ceremonies) CANCELLED	
	31 <b>Council Meeting (Christchurch)</b>	
April	2 <b>Ara Institute of Canterbury Ltd inaugural Board Meeting (via Zoom)</b>	
	17 <b>Ara Board Interim Catch-up Meeting (via Zoom)</b>	
	28 <b>Board Meeting (via Zoom)</b> • Regional Master Plan Presentation	
May	7 Full Academic Board	
	26 <b>Board Meeting (Christchurch)</b> • Tribal Group : Performance Benchmarking Presentation • Report on Affixing of Common Seal	
June	29 Audit and Risk Committee Meeting	
	30 <b>BOARD WORKSHOP – “FUTURE OF THE SECTOR”</b>	
July	24 Chief Executive Remuneration Committee	
	28 <b>Board Meeting (Christchurch)</b> • Board Orientation (City Campus) • Fee Setting	
August	5 Campus Redevelopment Committee Meeting	
	25 <b>Board Meeting (Christchurch)</b> • Pacific Strategy Report • NZIST Council Policies	
September	Audit and Risk Committee Meeting	
	Campus Redevelopment Committee Workshop	
	18 Spring Graduation Ceremony (10am and 2pm)	
	29 <b>Board WORKSHOP – note: 28 Sept S Canterbury Anniversary Day</b>	

October		Chief Executive Remuneration and Performance Review Committee	
		Campus Redevelopment Committee Meeting	
	27	<b>Board Meeting (Timaru) note: 26 October Labour Day</b> <ul style="list-style-type: none"> <li>• Report on Affixing of Common Seal</li> <li>• Annual Report 2019 – content/format</li> <li>• Board Campus Tour (Timaru Campus)</li> </ul>	
November		Full Academic Board	
		Audit and Risk Committee Meeting	
	24	<b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• <b>2019 Budget sign-off</b></li> <li>• Pasifika Strategy Report</li> </ul>	
December		Audit and Risk Committee Meeting (if required)	
	15	<b>Board Meeting (Christchurch) (if required)</b> 2019 Budget – Sign off	

**Ara Board meeting timings**

9.00am – 9.30 am Board only time

9.30 am – 1.30 pm Board meeting

**Ara Board and Committee meeting venues**

Christchurch – Room G202, Council Room, Te Kei, Christchurch City Campus

Timaru – Room TA210, Council Room, Timaru Campus

Waitangi Day – Thursday 6 February  
 Otago Anniversary – Monday 23 March  
 Good Friday – 10 April  
 Easter Monday – 13 April  
 Easter Tuesday – 23 April  
 ANZAC Day observance – Monday 27 April  
 Queen's Birthday – Monday 1 June  
 South Canterbury Anniversary Day (Timaru campus closed) – Monday 28 September  
 Labour Day – Monday 26 October  
 Canterbury Anniversary/Show Day (Christchurch campuses closed) – Friday 13 November

## **Ara Media Report July 2020**

### EXTERNAL / INDEPENDENT MEDIA:

31 July

#### **Te Ōhaka's latest startup brings corporate sustainability one step closer**

[http:// foreignaffairs.co.nz/2020/07/31/mil-osi-new-zealand-te-ohakas-latest-startup-brings-corporate](http://foreignaffairs.co.nz/2020/07/31/mil-osi-new-zealand-te-ohakas-latest-startup-brings-corporate)

31 July

#### **School camp reboot**

<http://gazette.education.govt.nz/articles/school-camp-reboot/>

30 July

#### **Trainee tradies lured into study by free Covid-19 recovery courses**

<https://www.stuff.co.nz/national/education/122180415/trainee-tradies-lured-into-study-by-free-covid19-recovery-courses>

29 July

#### **Survivor City: I live on \$246 a week in Christchurch. Friends in Auckland pay more in rent**

<https://www.stuff.co.nz/life-style/homed/renting/122186440/survivor-city-i-live-on-246-a-week-in-christchurch-friends-in-auckland-pay-more-in-rent>

28 July

#### **Robots To Be Deployed For New Zealand Government Work**

<http://opengovasia.com/robots-to-be-deployed-for-new-zealand-government-work/>

27 July

#### **Tertiary enrolments rise in New Zealand as job opportunities fall**

- <https://www.tvnz.co.nz/one-news/new-zealand/tertiary-enrolments-rise-in-new-zealand-job-opportunities-fall>
- <https://www.scoop.co.nz/stories/HL2007/S00108/tertiary-enrolments-rise-as-job-opportunities-fall.htm>
- <https://www.indiannewslink.co.nz/unemployment-free-training-lift-student-numbers-at-institutions/>
- <https://www.newshub.co.nz/home/new-zealand/2020/07/coronavirus-new-zealand-tertiary-enrolments-rise-as-job-opportunities-fall.html>
- [https://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=12349352](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=12349352)
- <https://www.msn.com/en-nz/money/news/tertiary-enrolments-rise-as-job-opportunities-fall/ar-BB16W6bS?li=AAFzsuA>

25 July

**Survivor City: Christchurch jobseekers face uncertain road as Covid crisis stretches on**

<https://www.stuff.co.nz/the-press/news/300062890/survivor-city-christchurch-jobseekers-face-uncertain-road-as-covid-crisis-stretches-on>

24 July

**Sessions offer help with dementia**

<http://www.oamarumail.co.nz/community/sessions-offer-help-with-dementia/>

24 July

**NASDA students perform at The Piano**

- [thebigidea.nz/stories/media-releases/227617-ara-institute-of-canterbury-nasda-students-perform-at-the-piano](http://thebigidea.nz/stories/media-releases/227617-ara-institute-of-canterbury-nasda-students-perform-at-the-piano)
- [foreignaffairs.co.nz/2020/07/25/mil-osi-new-zealand-showtunes-galore-nasda-performs-at-the-piano/](http://foreignaffairs.co.nz/2020/07/25/mil-osi-new-zealand-showtunes-galore-nasda-performs-at-the-piano/)

21 July

**Govt. Minister Speaks To Ara Students And Start-Ups About Sustainability**

- <https://www.scoop.co.nz/stories/ED2007/S00019/govt-minister-speaks-to-ara-students-and-start-ups-about-sustainability.htm>
- <https://foreignaffairs.co.nz/2020/07/16/mil-osi-new-zealand-education-te-ohaka-hon-james-shaw-talks-sustainability/>
- <https://educationcentral.co.nz/hon-james-shaw-visits-ara-institute-of-canterbury-to-talk-sustainability/>

20 July

**Christchurch director thankful election dramedy doesn't feature real politicians**

<https://www.stuff.co.nz/entertainment/tv-radio/122151645/christchurch-director-thankful-election-dramedy-doesnt-feature-real-politicians>

20 July

**Coronavirus fast-tracked plans to reform NZ healthcare**

[stuff.co.nz/science/300057913/coronavirus-fasttracked-plans-to-reform-nz-healthcare](http://www.stuff.co.nz/science/300057913/coronavirus-fasttracked-plans-to-reform-nz-healthcare)

14 July

**Jobseekers Gain New Computing Skills For Free At Ara Connect**

- <http://www.voxy.co.nz/business/5/369085>
- <https://www.scoop.co.nz/stories/ED2007/S00013/jobseekers-gain-new-computing-skills-for-free-at-ara-connect.htm>

13 July

**Illustrator's daily cartoons document our 49 days on 'lockdown island'**

<https://www.stuff.co.nz/entertainment/arts/122097717/illustrators-daily-cartoons-document-our-49-days-on-lockdown-island>

08 July

**New HOD of Health Practice at Ara now in place and gathering pace - ARA**

<http://www.voxy.co.nz/business/5/368771>

02 July

**Students design app to monitor clinical hours in osteopathy programme**

<http://www.voxy.co.nz/national/5/366798>

**ARA MAIN SITE:**

31 July

**Te Ōhaka's latest startup brings corporate sustainability one step closer**

<https://www.ara.ac.nz/news-and-events/news/te-Ohakas-latest-startup-brings-corporate-sustainability-one-step-closer>

31 July

**Ara Information and Computer Technology Students Show Their Skills At Emerge Exhibition**

<https://www.ara.ac.nz/news-and-events/news/Ara-Information-and-Computer-Technology-Students-Show-Their-Skills-At-Emerge-Exhibition>

24 July

**Showtunes galore: NASDA performs at The Piano**

<https://www.ara.ac.nz/news-and-events/news/showtunes-galore-nasda-performs-at-the-piano>

21 July

**Photography students help City Mission**

<https://www.ara.ac.nz/news-and-events/news/photography-students-help-city-mission>

21 July

**Te Ōhaka Hon James Shaw Talks Sustainability**

<https://www.ara.ac.nz/news-and-events/news/te-Ohaka-hon-james-shaw-talks-sustainability>

16 July

**Jobseekers Gain New Computing Skills For Free at Ara Connect**

<https://www.ara.ac.nz/news-and-events/news/jobseekers-gain-new-computing-skills-for-free-at-ara-connect>

14 July

### **Graduate Certificate in Information Design – Now Fees Free At Ara**

<https://www.ara.ac.nz/news-and-events/news/graduate-certificate-in-information-design-now-fees-free-at-ara>

13 July

### **Ara Visual Communications degree helped Emma Cameron get creative – and entrepreneurial**

<https://www.ara.ac.nz/news-and-events/news/ara-visual-communications-degree-helped-emma-cameron-get-creative-and-entrepreneurial>

09 July

### **Ara B.AppSci student wows Christchurch Netball Centre with outstanding contribution**

<https://www.ara.ac.nz/news-and-events/news/ara-b.appsci-student-wows-christchurch-netball-centre-with-outstanding-contribution>

08 July

### **New HOD Of Health Practice At Ara Now In Place And Gathering Pace**

<https://www.ara.ac.nz/news-and-events/news/new-hod-of-health-practice-at-ara-now-in-place-and-gathering-pace>

03 July

### **Elegant three-course dinner served at Visions on Campus**

<https://www.ara.ac.nz/news-and-events/news/elegant-three-course-dinner-served-at-visions-on-campus>

03 July

### **Creative cocktails wow tutors and industry**

<https://www.ara.ac.nz/news-and-events/news/creative-cocktails-wow-tutors-and-industry>

02 July

### **Students Design App to Monitor Clinical Hours in Osteopathy programme**

<https://www.ara.ac.nz/news-and-events/news/students-design-app-to-monitor-clinical-hours-in-osteopathy-programme>

02 July

### **Ara students positioned to re-imagine the health tech sector**

<https://www.ara.ac.nz/news-and-events/news/ara-students-positioned-to-re-imagine-the-health-tech-sector>