



## Ara Institute of Canterbury Limited

(the Company)

### MEETING OF THE BOARD OF DIRECTORS

**Date:** 24 November 2020

**Time:** 9.30am

**Venue:** Room G202, Te Kei, City Campus

**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 27 October 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 Health and Safety 6.2 Deputy Chief Executive Reports 6.3 Kaiārahi Report 6.4 Tertiary Education Strategy
7.	<b>Information Items</b> 7.1 Chair Report 7.2 Trusts 7.3 Sub-Committee Reports (Verbal) 7.4 Academic Committee Report 7.5 Ara Board Work Programme 7.6 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>STRATEGY SESSION – 11am</b>  9.1 eCampus Presentation: Pamela Simpson – Chief Executive 9.2 Strategy Roadmap and Transformation Agenda – for discussion	[s9(2) (f), (i), (j)]
10.	<b>Confirmation of Meeting Minutes (Public Excluded) - meeting held 27 October 2020</b>  10.1 Approval of Meeting Minutes 10.2 Matters Arising 10.3 Action List	[s9(2) (f), (i), (j)]
11.	<b>For Discussion</b>  11.1 CE Report a Ara Budget 2021 b Transformation Programme Update	[s9(2) (f), (i), (j)]
12.	<b>For Information</b>  12.1 Sub-Committee Reports (Verbal updates) a Audit and Risk Committee b Campus Redevelopment Committee c Remuneration Committee d Health, Safety, Wellbeing Leadership Group (Minutes)	[s9(2) (f), (i), (j)]
13.	<b>General Business</b>	

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)

## 2020 Register of Disclosure of Conflicts of Interest

as at 27 October 2020

### Ara Board of Directors

<b>Thérèse Arseneau</b> <i>[Chair]</i>	<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>
<b>Melanie Taite-Pitama</b> <i>[Deputy Chair]</i>	<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>
<b>Murray Bain</b>	<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>
<b>Jane Cartwright</b>	<ul style="list-style-type: none"> <li>• Brackenridge Estate Limited (Chair)</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>
<b>Maryann Geddes</b>	<ul style="list-style-type: none"> <li>• Te Pūkenga (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>
<b>Nettles Lamont</b>	<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>
<b>Andrea Leslie</b>	<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>
<b>Bryn Thompson</b>	<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 (President/Director)</li> <li>• Mancan (Chairperson/Director)</li> <li>• Canterbury Manufacturing Trust (Chairperson/Trustee)</li> </ul>

## Ara Board Officers

<p><b>Tony Gray</b> Chief Executive</p>	<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>
<p><b>Te Marino Lenihan</b> Kaiārahi</p>	<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> <li>• Canterbury Communications Trust (CCT) (Trustee)</li> </ul>
<p><b>Darren Mitchell</b> Deputy Chief Executive Chief Operating Officer</p>	<ul style="list-style-type: none"> <li>• Ōtautahi Education Development Trust (Trustee)</li> <li>• Public Sector Consultation Group – CAANZ</li> <li>• WorldSkills NZ (Director)</li> </ul>
<p><b>Christina Yeates</b> Executive Officer</p>	<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)

**27 October 2020 at 9.30am**

**Minutes**

These are the minutes of a meeting of the board of the Company held on 27 October 2020 in Room G202, Te Kei, City Campus.

**1 Karakia** The Deputy Chair opened the meeting with a Karakia.

**2 Welcome**

**Directors present:** Thérèse Arseneau (Chair), Murray Bain, Jane Cartwright, Maryann Geddes, Nettles Lamont, Andrea Leslie, Melanie Taite-Pitama (Deputy Chair) 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 and Christina Yeates (Ara Executive Officer).

**Public attendee:** Drucilla Kingi-Patterson.

**Apologies** Te Marino Lenihan (Ara Kaiārahi).

**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 post-meeting as follows:
  - Maryann Geddes – amend Council member details from NZIST to Te Pūkenga
  - Bryn Thompson – amend details of NZMEA to President/Director and Mancan to Chairperson/Director.

**4 Items not on the Agenda** Nil.

## 5 Confirmation of Meeting Minutes

### 5.1 Minutes of Committee Meeting – 29 September 2020

It was **resolved** that the minutes of the ordinary meeting of the Ara Board held on 29 September 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.

N Lamont/J Cartwright

Carried

### 5.2 Matters Arising Nil.

### 5.3 Action List

- a) AP11 DCE reports – review ongoing in preparation for 2021.
- b) AP18 - the CE confirmed that this has definitely shifted to a Targeted Review (TR) – due end March 2021. Focus is on three areas of activity which includes support for learners and picks up on a variety of different areas of Ara's learner and learning support functions; will also likely include implementation of interim codes of practise that are being reviewed by NZQA/TEC. Some concern that the TR scope could expand to be the equivalent of an EER – this would be managed by CE and Quality Manager; otherwise in good shape.
- c) AP20 and AP21 – Te Pūkenga visit and discussion on CoVEs. The visit went well and positive feedback has been received from the CE and Chair of Council of Te Pūkenga. There was a good turnout for the colleague and learner sessions. An overview of CoVEs has been provided to the Board via separate cover (email) and it was noted Ara's involvement in the developmental stages of both Construction and Food and Fibre CoVEs. Action completed.
- d) AP22 and AP23 – CE Reporting - as per AP11, review is ongoing with the development of a new template - dashboard reporting will be incorporated for 2021 as will reporting by exception. The Ara Board Chair suggested looking at Open Polytechnic dashboard reports to the Board as one possible example.
- e) AP24 – Health and Safety formal statements of confidence – the Ara CE provided verbal sign off on the health and safety reporting for the October meeting papers and is looking at best practise for written sign off in the future.
- f) AP25 – Marae visit - work in progress. The Deputy Chair advised she had received all survey responses helping to inform the offsite session at the Marae.

## 6 Items for Discussion

### 6.1 Chief Executive (CE) Report

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

- a) Predominantly focused on financial and EFTS performance. In general, Ara is performing ahead of budget forecast with some residual EFTS consumption to be achieved particularly in areas like ACE (Adult Community Education). There is a government guarantee on total EFTS funding for 2020 Aside from International, Targeted Training and Apprenticeship Funding (TTAF) and SAC Level 3+ provision for Semester 2 is going well.

- b) Expenditure is tracking under budget and will perform better than last year.
- c) Standouts in terms of additional enrolment to courses included very strong Pre Health activity and other provision in both Health Practice and Applied Sciences programmes. Trades provision has strengthened during Semester 2 Humanities numbers have improved but there is still the downside of English Language provision. **The Board requested to see reporting on Trades broken down by programme.** [AP29 CE]
- d) 2020 Targets Summary data - Student Satisfaction for all learners – the Board queried how this score compared to last year and the CE advised that results to date were on par with 2019; there appeared at this stage to be a slightly lower response rate for 2020 compared to 2019; as a result of the COVID lockdown there was still more time for increased responses. It was agreed that the response rate is part of Ara's KPI's.
- e) COVID influence – initial feedback would suggest the learner experience has not been as good as previous years however, outcomes for learner satisfaction are at a good level. Overall, Ara is ytd tracking 1.6% behind successful course completion rates for 2019.
- f) Annual Leave increased contingent liability remains likely as a result of leave not taken between Semester break. The challenge for Ara is that contracts fall within employment anniversary dates and not necessarily "in-calendar year". It was agreed this is a Te Pūkenga wide matter and could be raised as a national issue.
- g) eCampus – the Board would like to see greater transparency around reporting on eCampus with an overview of provision at the next Board meeting. The CE advised that the business model on work with eCampus has just been changed. **CE to arrange eCampus presentation at November Board meeting.** [AP30 CE]
- h) Network wide digital platform to be considered as a **strategic topic for early next year.** [AP31 CE]
- i) Enrolment summary going forwards – the Board would like to see what Ara is actively doing to go out and attract and plan for growth. **It was agreed to work on an annual plan that has potential for the next 12 months - progression/pathway and new developments included.** [AP32 CE]
- j) Māori and Pacific participation data was discussed, noting the significant increase in Māori and Pacific applications, **the Board are keen to see how we are leveraging across this, particularly at degree level.** [AP33 CE]
- k) The number of unsuccessful applications are comparatively higher and the Board were reminded this is due to the nature of how some applications turn into other applications as learners change path. The predictive analytic element is part of the key for a better conversion rate from application to enrolment.
- l) The shift from online application to online enrolment aligns to the SMS and progress is being made. There is a trade off in terms of resourcing. This is a sector wide issue understanding where the barriers are.
- m) South Canterbury – acknowledgement that growth in 2021 is likely to be different to other parts of Canterbury as a result of less unemployment in areas like Rangitata. The CE provided feedback on the session held last week at the Timaru Campus for South Canterbury and North Otago local stakeholders which supported the likely go forward for the area in 2021.

- n) The mix of provision identifies some key areas of possible growth in EFTS for 2021 (nursing, outdoor education and sustainability and Trades). Ara South Canterbury is similar to other local tertiary authorities in terms of the proportion of learners' the ITP subsidiary recruits at 30%, with ITO's at 60% and the remainder made up of PTE's.
- o) **Health and Safety:** the report was taken as read. The following items were noted:
- i. Health, Safety and Wellbeing Leadership Group (HSWLG) is working well as a leadership group as is the developmental work in leading safety and wellbeing amongst key leaders of the organisation which includes the SafePlace tool. Working to apply the benefits of the reporting elements of SafePlace – this is on track but some delays due to the COVID lockdown
  - ii. The Ara Incident Management System has been stood down; the CE noted the incident team had been working since 23 January 2020 in relation to COVID.
  - iii. The rationale around the internal auditing schedule was explained. Immediate investigations always take place after an incident - there was a need to have continuous review of this process– this would include a focus on key issues/themes that have come out of reporting. The visibility and lessons learned from these reports across the organisation will flow from the HSWLG to the Board. This will include actions and the completion of these actions.
  - iv. Defibrillators – the Board requested feedback on whether a defibrillator has been moved closer to the electrical teaching space. This had been noted at a recent Board health and safety walkabout. The Board also requested that an additional one be purchased if necessary. **The CE will check and advise.**  
[AP34 CE]
  - v. **The Board requested that an induction to SafePlace and reporting be added to the Ara Board work programme.**  
[AP35 CE]
  - vi. The Board noted that the development of SafePlace creates a series of opportunities and is a positive shift in the culture of the organisation. It ensures consistency and follow up in terms of reporting on incidents and near misses. It was noted that Health and Safety is a lead agenda item for all meetings across the organisation.
- p) **Te Ōhaka:** the report was taken as read and the schedule for 2021 noted. The CE advised that a brief visit to Te Ōhaka with Stephen Town, CE, Te Pūkenga took place on 22 October and Stephen was interested in the options and opportunities it presents.

## 6.2 Deputy Chief Executive (DCE) Reports

The reports were taken as read. Specific comment as follows:

- a) The balance of blending governance and operational matters is a work in progress and preparation is underway for 2021.
- b) The Board are keen to see a focus on the FMA in all of the DCE reporting.

## 6.3 Kaiārahi Report

The report was taken as read.

- a) Discussion on financial and resourcing implications if the Ara Kaiārahi leads the Senior Māori Leadership Collective for Te Pūkenga.
- b) It was agreed that the FMA has momentum and started well but needs to be rigorous to constantly ensure intended outcomes are being achieved and that accountabilities are being managed; the next stage of development will really define in terms of the framework.
- c) The need for hard targets for the required ongoing change was discussed.

## **7 Information Items**

### **7.1 Chair Report**

- a) The Chair provided feedback from the Board meeting with the CE and Chair of Te Pūkenga on 22 October 2020. There was some insight around the journey going forward and both spoke highly of their meeting with Ara learners and colleagues.

### **7.2 Subcommittee Reports**

- a) The confirmed meeting minutes from the Ara Board Audit and Risk Committee meeting held on 29 June 2020 were received and contents noted.
- b) Trusts – the Board requested an update report on the Ara Trusts for the November meeting. [AP36 CE]

### **7.3 Academic Committee Report**

The Board noted that the Academic Committee have not met since 10 September 2020.

### **7.4 Common Seal Report**

- a) The Common Seal report was taken as read and contents noted for the period 27 May to 27 October 2020.
- b) Some discussion on the graduation events that took place across the departments in the absence of a formal graduation ceremony due to COVID.

### **7.5 Ara Board Work Programme**

- a) It was agreed to keep to the same schedule of meeting times and dates for the Board meetings for 2021 (last Tuesday of the month from 9.30am). The Board Secretary will diarise these dates for the Board post-meeting. [AP37 Board Secretary]

### **7.6 Media Report** The report was taken as read.

## **8 General Business**

Nil.

## **Closure**

There being no further business the Chairperson declared the public meeting closed at 11.00am.

Dated: 24 November 2020

Signed as a correct record

---

**Chairperson**

*[note: signed via electronic signature]*

DRAFT

## Ara Board Minutes - Action List as of 27 October 2020

Number	Date When Action Arose	Agenda Item	Topic	Action	Board Responsibility	Status	Due Meeting date
AP11	28 July Updated 25 Aug	6.2a	DCE Reports	The Board would like to see a future focus included in the DCE reports. Agreed to review format and content – reporting by exception and BAU bimonthly.	CE	In progress	Jan 2021
AP22	29 Sept	6.1c	CE Report – Dashboards	Review of dashboards in CE reporting and include reporting by exception.	CE	In progress	Jan 2021
AP25	29 Sept	6.4d	Kaiārahi Report	A meeting offsite at a Marae be arranged	Kaiārahi	In progress	Jan 2021
AP29	27 Oct	6.1d	CE Report	Reporting on Trades to be broken down by programme	CE/DCE COO	Refer to Agenda item 6.1c – for information	Nov 24
AP30	27 Oct	6.1h	CE Report	eCampus update presentation to be arranged for November meeting	CE		Nov 24
AP31	27 Oct	6.1i	CE Report	Network wide digital platform to be considered as a strategic topic for early 2021	CE/Chair		Early 2021
AP32	27 Oct	6.1j	CE Report	Enrolments – It was agreed to work on an annual plan that has potential for the next 12 months - progression/pathway and new developments included.	CE	Refer to Agenda item 6.1d – for information on 2021 school activity plan	Jan 2021
AP33	27 Oct	6.1k	CE Report	Maori and Pacific participation data – the Board are keen to see how we are leveraging across this, particularly at degree level.	Kaiārahi/DCE CEE		Jan 2021

Number	Date When Action Arose	Agenda Item	Topic	Action	Board Responsibility	Status	Due Meeting date
AP34	27 Oct	6.1p (iv)	CE Report – Health and Safety	Check in regard to whether the defibrillator has been moved closer to the electrical teaching space at the Woolston campus.	CE		Nov 24
AP35	27 Oct	6.1p (v)	CE Report – Health and Safety	Induction to SafePlace and reporting to be added to the Ara Board work programme	CE/Board Secretary		Early 2021
AP36	27 Oct	7.2b	Trusts	Reports required for the November meeting.	CE		Nov 24
AP37	27 Oct	7.5a	Ara Board Work Programme	2021 dates to be diarised for Board members.	Board Secretary	Completed post-meeting.	

<b>Ara Board 24 November 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 Financial Performance Report

#### 1.1 Financial Performance as at 31 October 2020

- a As of 31 October 2020, the year-to-date reported surplus before Abnormal Items is \$6.4m, compared to an expected surplus of \$5.2m. The surplus after Abnormal Items (the Transformation Programme and C Block demolition costs) is \$3.9m compared to an expected surplus of \$2.7m. The variance to budget is due to higher than budgeted income combined with lower expenditure.
- b There has been an improvement in equivalent full-time student (EFTS) numbers delivered year-to-date. Domestic EFTS delivered to date and for the full year are now ahead of budget while International EFTS remain behind budget.
- c Government Funding year-to-date is \$55.03m, a \$1.14m favourable variance against budget in comparison to a \$0.39m favourable variance against budget in the previous month. The variances in Government Funding types are due to variances in the associated EFTS delivery.
- d Domestic Fee Income is currently in line with the year-to-date budget. Scholarships/ Discounts are a favourable variance to budget as we continue to track towards under consumption of the available and allocated funds. The year-end position for Domestic Fee Income net of Scholarships/Discounts is expected to outperform the budget.
- e International Fee Income has fallen further behind budget as the border closures continue to impact income. Net of Commissions/Discounts, International Fee Income is 7.5% below the budgeted expectation of \$13.3m year-to-date.
- f Overall, Student Tuition Fees income less associated scholarships, commissions and discounts is on budget.
- g Other Teaching Income remains below budget year-to-date. As noted in previous reports this is expected given the campus closure during Levels 3 and 4 lockdowns.
- h Interest Income is adverse to budget by \$19k in comparison to a favourable variance of \$20k in the previous month. The cut to the OCR is impacting available interest rates.
- i Other Revenue is \$0.99m below budget compared to a \$0.85m variance in the previous month. Most of the variance occurred during the campus closure. A number of areas have been impacted, most significant of which are Student Accommodation (Ōtautahi House \$0.14m) and Facilities (\$0.39m).

- j Teaching Personnel Costs exceed budget year-to-date by 2.1%. This variance has decreased marginally from the prior period. Variances for the most part are in departments where savings were required for 2020 and have not been fully achieved.
- k Non-Teaching Personnel Costs are marginally above budget.
- l Both Teaching and Non-Teaching Annual Leave are an increased net expense at this stage representing an accumulation of annual leave. Lower levels of leave were taken during both semester and term breaks. The annual leave liability is being actively managed, but it is anticipated that leave balances will be higher at year-end than anticipated.
- m Occupancy Costs are \$0.56m under budget year-to-date resulting from lower costs during the campus lockdown. Occupancy costs include \$0.44m of costs related to the COVID-19 response.
- n General Operating Expenditure is \$2.92m below budget year-to-date. The most significant savings are in sub-contracted delivery (\$332k), staff travel (\$502k), teaching materials (\$137k), printing (\$273k) and other services (\$662k). Costs include \$101k of unbudgeted expenditure related to Ara's COVID-19 response.
- o Finance Lease charges are in line with budget.
- p Depreciation costs exceed budgeted expectations. As noted last month, Te Pūkenga has specified the useful lives to be applied to assets. In some cases, asset lives have shortened to an extent that has necessitated the write off of the full remaining balances. The variance in depreciation in 2020 reflects the one-off impact of those changes. There is no impact on cash flow as a result of the changes.
- q Transformation costs are \$609k below budget year-to-date.
- r Demolition costs are \$596k over budget. No movement from the previous month.
- s In the Statement of Financial Position Employee Benefit Liabilities are high for the month due to eight days of payroll owing at month end. This is the result of the relative timing of the fortnightly payroll cycle and the calendar month-end.
- t There are no other items of note in the Financial Position or Cash Flows for October.

**Statement of Financial Performance  
for the year to 31 October 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	48,154,199	47,581,530	1.2%	53,851,021	53,645,330	52,194,906
SAC Funding Level 1-2	1,053,011	899,858	17.0%	1,020,917	1,906,808	1,351,157
ACE Funding	267,876	330,047	-18.8%	395,428	578,954	471,640
Youth Guarantee Funding	1,051,112	1,037,047	1.4%	1,137,359	2,671,776	1,341,690
CTC funding	1,903,247	1,985,801	-4.2%	2,237,954	2,448,650	2,126,447
Other Non-EFTS grants	2,601,736	2,056,216	26.5%	2,473,532	3,812,000	2,778,692
<b>Total</b>	<b>55,031,180</b>	<b>53,890,500</b>	<b>2.1%</b>	<b>61,116,211</b>	<b>65,063,517</b>	<b>60,264,531</b>
<b>Student Tuition Fees</b>						
Domestic Fee Income	28,523,316	28,515,564	0.0%	32,202,262	32,445,083	29,964,498
less Scholarships/Discounts	(1,430,273)	(2,334,555)	-38.7%	(2,370,950)	(1,500,000)	(1,598,728)
International Fee Income	13,681,989	14,809,902	-7.6%	17,067,052	15,326,984	16,957,644
less Commissions/Discounts	(1,384,858)	(1,515,609)	-8.6%	(1,804,246)	(1,450,000)	(2,152,945)
<b>Total</b>	<b>39,390,174</b>	<b>39,475,303</b>	<b>-0.2%</b>	<b>45,094,118</b>	<b>44,822,067</b>	<b>43,170,470</b>
<b>Other Teaching Income</b>	1,322,205	1,937,423	-31.8%	2,341,608	1,716,608	2,395,624
<b>Other Income</b>						
Interest	1,355,402	1,374,434	-1.4%	1,625,000	1,490,784	2,264,772
Other Revenue	3,799,389	4,793,990	-20.7%	5,812,149	4,500,000	6,070,910
<b>Total</b>	<b>5,154,790</b>	<b>6,168,424</b>	<b>-16.4%</b>	<b>7,437,149</b>	<b>5,990,784</b>	<b>8,335,682</b>
<b>Total Revenue</b>	<b>100,898,349</b>	<b>101,471,650</b>	<b>-0.6%</b>	<b>115,989,086</b>	<b>117,592,976</b>	<b>114,166,307</b>
<b>Personnel Costs</b>						
Teaching	29,903,818	29,286,640	2.1%	35,417,746	35,917,746	35,414,954
Net Annual Leave - Teaching	537,434	305,668	75.8%	-	200,000	106,183
Non-Teaching	29,981,180	29,883,012	0.3%	36,058,972	36,058,972	34,961,718
Net Annual Leave - Non-Teaching	450,138	154,534	191.3%	-	200,000	17,301
<b>Total</b>	<b>60,872,570</b>	<b>59,629,854</b>	<b>2.1%</b>	<b>71,476,717</b>	<b>72,376,717</b>	<b>70,500,157</b>
as % of Revenue	60.3%	58.8%		61.6%	61.5%	61.8%
<b>Other Costs (except Depreciation)</b>						
Occupancy/Property costs	8,185,487	8,752,736	-6.5%	10,244,983	9,584,983	9,884,995
Finance Lease Charge	1,159,114	1,159,114	0.0%	1,390,000	1,390,000	1,403,792
General Operating Expenditure	13,605,911	16,530,899	-17.7%	20,277,911	18,103,554	17,804,588
<b>Total other costs</b>	<b>22,950,512</b>	<b>26,442,749</b>	<b>-13.2%</b>	<b>31,912,894</b>	<b>29,078,537</b>	<b>29,093,376</b>
<b>Depreciation</b>						
All Depreciation	10,648,650	10,189,369	4.5%	12,150,000	12,450,000	11,783,245
<b>Total Expenses</b>	<b>94,471,731</b>	<b>96,261,972</b>	<b>-1.9%</b>	<b>115,539,611</b>	<b>113,905,254</b>	<b>111,376,777</b>
<b>Surplus/(Deficit) excl Abnormal</b>	<b>6,426,618</b>	<b>5,209,678</b>	<b>23.4%</b>	<b>449,475</b>	<b>3,687,722</b>	<b>2,789,530</b>
as % of Revenue	6.4%	5.1%		0.4%	3.1%	2.4%
<b>Abnormal Items</b>						
Transformation Costs	(1,447,578)	(2,057,043)	-29.6%	(2,349,191)	(1,900,000)	(2,324,093)
Demolition Costs	(1,079,766)	(483,057)	123.5%	(483,057)	(1,080,254)	(378,938)
Share of Associate Surplus/(Deficit)	-	-		-	-	(58,228)
<b>Total Abnormal Items</b>	<b>(2,527,344)</b>	<b>(2,540,100)</b>	<b>-0.5%</b>	<b>(2,832,248)</b>	<b>(2,980,254)</b>	<b>(2,761,259)</b>
<b>Total Surplus/(Deficit)</b>	<b>3,899,274</b>	<b>2,669,578</b>	<b>46.1%</b>	<b>(2,382,773)</b>	<b>707,468</b>	<b>28,270</b>
as % of Revenue	3.9%	2.6%		-2.1%	0.6%	0.0%

## Statement of Financial Position as at 31 October 2020

	Actual 31-Oct-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	8,123	5,132	8,392	12,438
Loans and Receivables	1,765	2,670	2,002	3,442
Inventories	577	1,321	1,027	1,027
Prepayments	830	1,794	2,291	2,291
Short Term Investments	42,519	27,135	35,135	32,419
Residual Insurance Proceeds	28,281	25,865	25,865	28,281
<b>Total Current Assets</b>	<b>82,095</b>	<b>63,917</b>	<b>74,713</b>	<b>79,898</b>
<b>Non-Current Assets</b>				
Property Plant and Equipment	306,479	311,435	309,374	311,053
Intangible Assets	1,275	1,952	1,225	2,348
Investment in Associate	1,151	1,209	1,151	1,151
<b>Total Non-Current Assets</b>	<b>308,906</b>	<b>314,596</b>	<b>311,750</b>	<b>314,553</b>
<b>TOTAL ASSETS</b>	<b>391,001</b>	<b>378,513</b>	<b>386,463</b>	<b>394,451</b>
<b>LIABILITIES</b>				
<b>Current Liabilities</b>				
Trade and other payables	3,069	5,000	5,000	6,831
Finance leases	767	1,239	1,239	763
Employee Benefit Liabilities	5,795	2,462	2,462	2,576
Revenue Received in Advance	12,764	9,149	11,800	19,245
<b>Total Current Liabilities</b>	<b>22,395</b>	<b>17,850</b>	<b>20,501</b>	<b>29,416</b>
<b>Non-Current Liabilities</b>				
Finance leases	24,965	25,402	25,402	25,266
Employee Benefit Liabilities	238	238	238	238
<b>Total Non-Current Liabilities</b>	<b>25,203</b>	<b>25,640</b>	<b>25,640</b>	<b>25,504</b>
<b>TOTAL LIABILITIES</b>	<b>47,598</b>	<b>43,490</b>	<b>46,141</b>	<b>54,919</b>
<b>NET ASSETS</b>	<b>343,403</b>	<b>335,023</b>	<b>340,322</b>	<b>339,532</b>
<b>EQUITY</b>				
Retained Earnings	239,621	231,241	236,540	235,750
Asset Revaluation Reserve	103,782	103,782	103,782	103,782
<b>TOTAL EQUITY</b>	<b>343,403</b>	<b>335,023</b>	<b>340,322</b>	<b>339,532</b>

**Statement of Cash Flows**  
for the year to 31 October 2020

	Year to Oct 2020 \$000	2020 Budget \$000	2020 Forecast \$000	2019 Final \$000
<b>Cash Flows from Operating Activities</b>				
Cash was Provided from:				
Government Grants	52,115	61,116	65,064	63,357
Student Tuition Fees	35,538	45,094	38,817	50,501
Other Teaching Revenue	1,322	2,342	1,717	2,396
Other Revenue	5,541	5,812	4,450	5,020
Interest	1,524	1,625	1,491	2,165
Total	<u>96,040</u>	<u>115,989</u>	<u>111,539</u>	<u>123,438</u>
Cash was Applied to:				
Employees and Suppliers	81,323	101,530	102,011	99,690
Net Cash Effect of Abnormal Items	2,527	2,832	2,980	2,324
Total	<u>83,850</u>	<u>104,362</u>	<u>104,991</u>	<u>102,014</u>
<b>Net Cash Flows from Operating Activities</b>	<b>12,189</b>	<b>11,627</b>	<b>6,548</b>	<b>21,424</b>
<b>Cash Flows from Investing Activities</b>				
Cash was Provided from:				
Sale of Fixed Assets	30	-	50	53
Total	<u>30</u>	<u>-</u>	<u>50</u>	<u>53</u>
Cash was Applied to:				
Purchase of Other Financial Assets	-	-	-	-
Purchase of Fixed Assets	1,421	5,014	4,045	5,903
Campus Capital Plan Spending	3,121	6,376	3,950	3,761
Total	<u>4,542</u>	<u>11,390</u>	<u>7,995</u>	<u>9,664</u>
<b>Net Cash Flows from Investing Activities</b>	<b>(4,512)</b>	<b>(11,390)</b>	<b>(7,945)</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	1,916	2,374	2,374	2,217
Total	<u>1,916</u>	<u>2,374</u>	<u>2,374</u>	<u>2,217</u>
<b>Net Cash Flows from Financing Activities</b>	<b>(1,891)</b>	<b>(2,374)</b>	<b>(2,349)</b>	<b>(2,217)</b>
<b>Total Net Cash Flows</b>	<b>5,786</b>	<b>(2,137)</b>	<b>(3,746)</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>78,923</u>	<u>58,132</u>	<u>69,392</u>	<u>73,138</u>

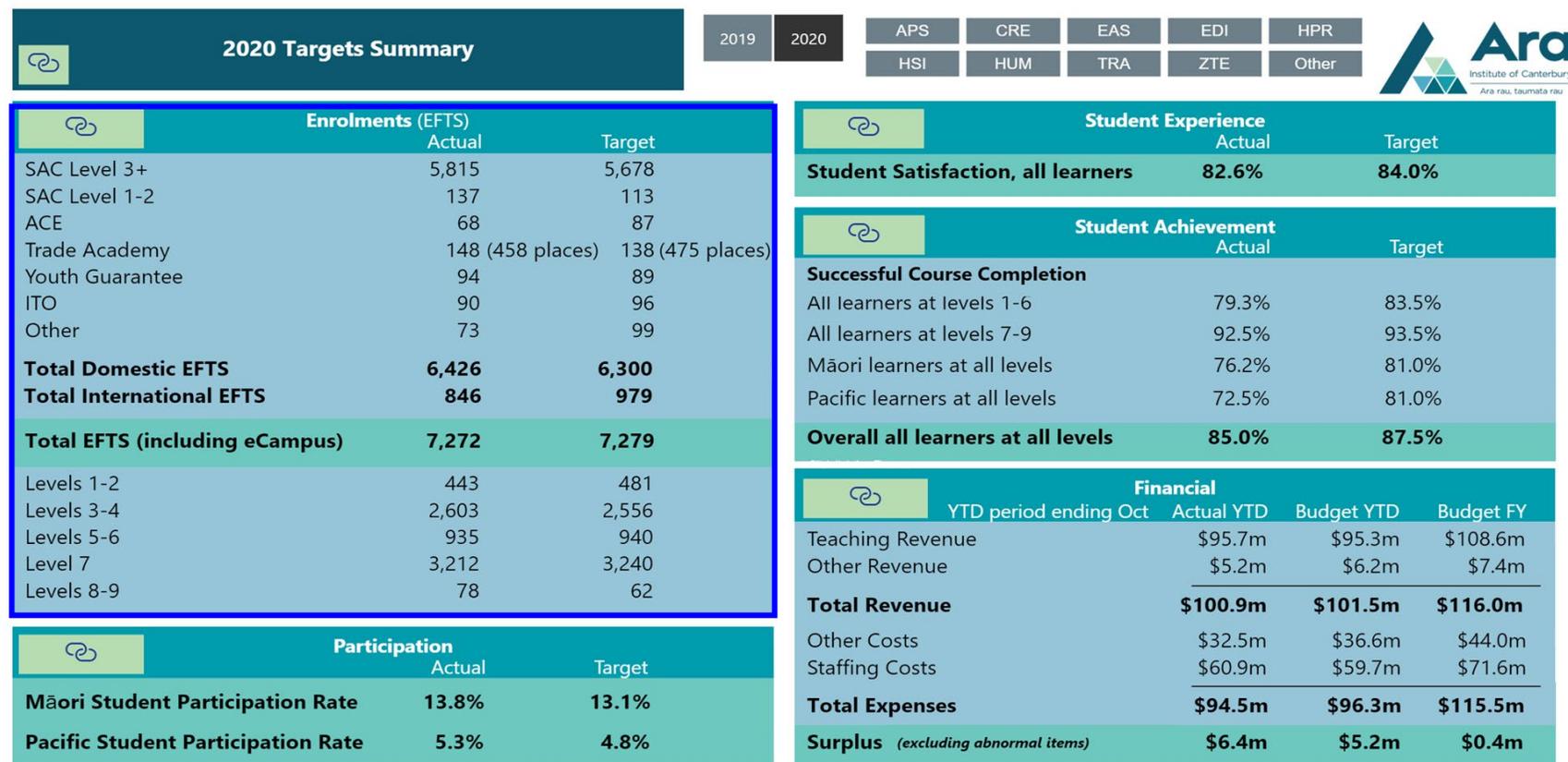
## 1.2 Reforecast

- a The reforecast has been updated for any new expectations.
- b The most significant change has been in Government Funding. The introduction of the TTAF initiative for students in the second half of the year has resulted in under-utilisation of the Fees Free fund, with approximately 320 students accessing Fees Free in July onwards, compared to approximately 500 students accessing TTAF. TEC have confirmed that Fees Free funds received by Ara, but not applied to student enrolments can be retained by Ara.
- c The retained funding is estimated at \$0.85m and has been included in the reforecast in Other Non-EFTS grants, along with \$74k of other minor movements in various grants.
- d Including the Fees Free funding, the value of the funding guarantee to Ara in 2020 is \$2.03m.
- e Student Tuition Fees have been updated for further enrolments occurring during October, as well as a reduction in expected levels of offsetting domestic Scholarships/Discounts and International Commissions/Discounts. The collective movement of these components is an improvement to income of \$498k.
- f Other Teaching Income and Interest Income remain unchanged from the previous reforecast.
- g Other Revenue has been reduced by \$462k from the previous reforecast. Of this \$182k is due to a reclassification of monies received. The remaining reduction is due to refinement of the expected performance for the remainder of the year. It is anticipated that income streams will remain below budget for the remainder of the year.
- h In Expenses, the reforecast for Personnel, Occupancy/Property Costs, Finance Lease Charge, and Depreciation are unchanged.
- i General Operation Expenditure has been reduced by a further \$124k from the previous reforecast.
- j As a result of the above, the Surplus before Abnormal Items increases to \$3.69m.
- k In Abnormal Items the reforecast for Transformation Costs has been set at \$1.9m, a reduction on budget. Some areas of spend began later in the year than originally intended.
- l Demolition Costs remains unchanged.
- m After Abnormal Items, the reforecast is now for a Surplus of \$0.71m. Excluding the TEC funding guarantee this would have been a deficit of \$1.32m.

## 2 Enrolment Performance Summary – as at 11 November 2020

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

**Note overall EFTS and target now include eCampus - Ara Global. This represents the full source of funding position**



Enrolments reflect the 2020 Ara Mix of Provision and Financial Budget. Participation targets are the EFTS-weighted proportion of domestic enrolments. 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 on the level of the programme. Financial targets exclude abnormal items, and Other Costs includes Depreciation.

Figure 1 – Ara performance dashboard

## 2.1 Enrolment Summary

- a As at 11 November 2020, Ara has enrolled 7,271.9 EFTS against a target of 7,278.7 EFTS.
- b 99.9% of the overall target has been achieved. SAC3+ is at 102.4% of target. International is at 86.4% of the target.
- c Ara excluding eCampus has enrolled 7,082.2 EFTS out of a full year target of 7,058.7 EFTS achieving 100.3% of target; this compares with 7,045.3 EFTS at the same time last year. There has been a positive increase of 44.2 EFTS since the last update on 8 October 2020 (new confirmed enrolments less withdrawals before last withdrawal date).
- d Additional enrolments over the past month are largely from the Departments of Trades.
- e This time last year, Ara Global enrolled a further 3 EFTS. Currently there are 23.1 potential EFTS and 23 active applications

## 2.2 Applications Summary - 2021 Domestic Learners

- a Applications for 2021 study by domestic learners are continuing at a good rate, with 1,938 submitted over the last month, and these continue to be well ahead of last year.
- b Noting the significant numbers of 2021 domestic applications submitted so far:
  - i Unsuccessful applications are at 2143
    - 945 of these applicants applied for or enrolled in other programmes
    - 456 were referred to alternative programmes or intakes; 322 of these re-engaged with Ara
  - ii Converted applications are at 1,474
    - Significantly more applications at the offer accepted stage at 1,118 against 536 at the same time in 2019).
    - Learners are at this status whilst finalising course enrolments.
  - iii Active 2021 domestic applications are at the following stages:
    - 297 received pending processing
    - 794 are at academic evaluation
    - 1,118 have accepted offers pending course enrolments
    - 156 offers made but not yet accepted

## 2.3 Applications Summary - 2021 International Learners

There are currently 106 international applications being held at the new application status code. This has been created to hold applications pending order and visa updates.

## 2.4 Student Attendance Summary

- a There is a new dashboard report – Student Attendance. The report aims to allow monitoring of attendance and the correlation between attendance and a student successfully completing a course.
- b There is a correlation between attendance and successful course completion
- i In 2019:
- 69.8% of Ara students had attendance > 70%
  - 25.6% had 100% attendance
  - When attendance dropped below 80% there was a decline in course success rates
  - Students were less likely to pass other courses too when attendance dropped below 80%
- ii For 2020 completed courses:
- 65.4% had attendance >70%
  - 29.4% had 100% attendance
- iii 2020 currently active courses:
- 76.3% have attendance >70%
  - 17.9% have 100% attendance
  - Early indications point to improved attendance although less with 100%

## 2020 EFTS

*Ara Global -SAC 3+ has achieved 102.4% of target*

	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>7,278.7</b>	<b>7,203.9</b>	<b>7,271.9</b>	<b>7,200.9</b>	<b>1.0%</b>	<b>1.0%</b>
<b>International/Domestic</b>						
Domestic	6,299.9	6,227.2	6,425.8	6,225.7	1.2%	3.2%
International	978.8	976.7	846.1	975.2	0.2%	-13.2%
<b>Source of funding</b>						
☒ SAC 3+	5,677.6	5,530.6	5,814.8	5,540.1	2.7%	5.0%
☒ Intl	978.8	976.7	846.1	975.2	0.2%	-13.2%
☒ TA	138.1	144.0	148.4	144.0	-4.1%	3.0%
☒ SAC 1-2	113.2	139.8	137.2	139.8	-19.0%	-1.8%
☒ Other	98.6	106.9	73.2	106.7	-7.8%	-31.3%
☒ ITO	96.0	104.5	89.7	97.8	-8.1%	-8.2%
☒ YG	88.9	95.2	94.0	95.2	-6.6%	-1.2%
☒ ACE	87.4	106.1	68.4	102.2	-17.6%	-33.1%
<b>Location</b>						
☒ All Other	6,672.6	6,687.8	6,731.1	6,684.0	-0.2%	0.7%
☒ South Canterb...	386.1	359.4	351.1	361.3	7.4%	-2.8%
☒ eCampus	220.0	156.7	189.7	155.5	40.4%	22.0%

Figure 1 – Ara Global 2020 EFTS

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	868.2	730.0	4.7%	18.9%
CAPL Dept		0.7		0.7		-100.0%
Creative Industries	703.1	703.1	725.0	703.4	0.0%	3.1%
Engineering & Architectural Studies	743.1	720.8	691.3	722.0	3.1%	-4.3%
Enterprise and Digital Innovation	1,112.8	1,151.7	1,054.5	1,147.8	-3.4%	-8.1%
Health Practice	1,145.3	1,140.1	1,168.7	1,140.0	0.5%	2.5%
Hospitality & Service Industries	623.6	627.1	654.1	628.9	-0.6%	4.0%
Humanities	887.3	888.9	813.0	888.9	-0.2%	-8.5%
TANZ eCampus	220.0	156.7	189.7	155.5	40.4%	22.0%
Trades	1,079.7	1,085.3	1,107.4	1,083.7	-0.5%	2.2%
<b>Total</b>	<b>7,278.7</b>	<b>7,203.9</b>	<b>7,271.9</b>	<b>7,200.9</b>	<b>1.0%</b>	<b>1.0%</b>

Figure 2 – Ara Global 2020 EFTS by Department

Ara Global target is achievable

Department	Target	YTD			% Met
Applied Sciences and Social Practice, Te Hoe Ora	763.7	868.2		104.5	113.7%
Creative Industries	703.1	725.0		21.9	103.1%
Engineering & Architectural Studies	743.1	691.3		-51.8	93.0%
Enterprise and Digital Innovation	1,112.8	1,054.5		-58.3	94.8%
Health Practice	1,145.3	1,168.7		23.4	102.0%
Hospitality & Service Industries	623.6	654.1		30.5	104.9%
Humanities	887.3	813.0		-74.3	91.6%
Trades	1,079.7	1,107.4		27.7	102.6%
<b>Ara exc TANZ eCampus</b>	<b>7,058.7</b>	<b>7,082.2</b>		<b>23.5</b>	<b>100.3%</b>
<i>TANZ eCampus</i>	220.0	189.7		-30.3	86.2%
<b>Ara Global</b>	<b>7,278.7</b>	<b>7,271.9</b>		<b>-6.8</b>	<b>99.9%</b>

Figure 3 – Ara Global EFTS to target by department

Source of funding	Target	YTD		EFTS to go	% Met
SAC 3+	5,677.6	5,814.8		137.2	102.4%
Intl	978.8	846.1		-132.7	86.4%
TA	138.1	148.4		10.3	107.5%
SAC 1-2	113.2	137.2		24.0	121.2%
Other	98.6	73.2		-25.4	74.2%
ITO	96.0	89.7		-6.3	93.4%
YG	88.9	94.0		5.1	105.8%
ACE	87.4	68.4		-19.0	78.3%

Figure 4 – Ara Global EFTS to target by source of funding

## 2020 Applications and Enrolments

There have been less applications in 2020 but strong enrolments, especially at SAC3+ which saw both an application and enrolment increase.

	Pre App Closed	Pre App	Active App	Unsuccessful App	Converted App	Re-enrolm... and Other	
Ara Overall	Est. req. Apps (Full Year)	Last Year (Full Year)	Current Tracking	Last Year Tracking	Req. EFTS Growth	Actual YTD App Growth	
	<b>17,530</b>	<b>17,351</b>	<b>15,452</b>	<b>17,469</b>	<b>1.0%</b>	<b>-11.5%</b>	
International/Domestic							
International	1,933	1,929	1,149	2,160	0.2%	-46.8%	
Domestic	15,602	15,422	14,303	15,309	1.2%	-6.6%	
Source of funding							
+	SAC 3+	10,520	10,247	10,668	10,196	2.7%	4.6%
+	Intl	1,933	1,929	1,149	2,160	0.2%	-46.8%
+	Other	1,521	1,649	845	1,645	-7.8%	-48.6%
+	ACE	1,385	1,681	1,149	1,643	-17.6%	-30.1%
+	ITO	800	870	702	850	-8.1%	-17.4%
+	TA	442	460	457	460	-4.1%	-0.7%
+	SAC 1-2	267	329	304	329	-19.0%	-7.6%
+	YG	174	186	178	186	-6.6%	-4.3%
Location							
+	All Other	15,697	15,733	14,077	15,868	-0.2%	-11.3%
+	South Canterb...	1,196	1,113	790	1,113	7.4%	-29.0%
+	eCampus	709	505	585	488	40.4%	19.9%

Figure 5 – 2020 application pipeline

Department - Programme owning	Last Year (Full Year)	Current Tracking	Last Year Tracking
Applied Sciences and Social Practice, Te Hoe Ora	1,203	1,490	1,219
Creative Industries	852	865	854
Engineering & Architectural Studies	1,117	1,049	1,164
Enterprise and Digital Innovation	3,163	2,563	3,206
Health Practice	2,555	2,464	2,563
Hospitality & Service Industries	1,669	1,418	1,651
Humanities	2,778	2,206	2,832
TANZ eCampus	505	585	488
Trades	3,509	2,812	3,492
<b>Total</b>	<b>17,351</b>	<b>15,452</b>	<b>17,469</b>

Figure 6 – 2020 application pipeline by department

The above visuals 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.

## 2021 Applications and Enrolments

Applications continue to come in ahead of the same time last year

	Pre App Closed	Pre App	Active App	Unsuccessful App	Converted App	Re-enrolm... and Other
Ara Overall	Est. req. Apps (Full Year)	Last Year (Full Year)	Current Tracking	Last Year Tracking	Req. EFTS Growth	Actual YTD App Growth
	<b>14,851</b>	<b>15,452</b>	<b>6,038</b>	<b>5,723</b>	<b>-3.9%</b>	<b>5.5%</b>
International/Domestic						
International	689	1,149	1,272	2,114	-40.1%	-39.8%
Domestic	14,429	14,303	4,766	3,609	0.9%	32.1%
Source of funding						
⊕ SAC 3+	10,698	10,668	4,137	3,000	0.3%	37.9%
⊕ ACE	1,432	1,149	17	16	24.6%	6.3%
⊕ Other	1,243	845	27	27	47.0%	0.0%
⊕ ITO	748	702			6.5%	
⊕ Intl	689	1,149	1,272	2,114	-40.1%	-39.8%
⊕ TA	472	457	477	485	3.2%	-1.6%
⊕ SAC 1-2	281	304	27	20	-7.8%	35.0%
⊕ YG	157	178	81	61	-12.1%	32.8%
Location						
⊕ All Other	13,485	14,077	5,733	5,399	-4.2%	6.2%
⊕ South Canterb...	889	790	290	291	12.5%	-0.3%
⊕ eCampus	454	585	15	33	-22.5%	-54.5%

Figure 7 – 2021 Ara Global applications and enrolments pipeline

2021 Domestic			
Department - Programme owning	Last Year (Full Year)	Current Tracking	Last Year Tracking
Applied Sciences and Social Practice, Te Hoe Ora	1,447	884	562
Creative Industries	853	362	313
Engineering & Architectural Studies	827	381	119
Enterprise and Digital Innovation	2,268	218	282
Health Practice	2,368	808	674
Hospitality & Service Industries	1,264	727	615
Humanities	1,914	439	317
TANZ eCampus	585	15	33
Trades	2,777	932	694
<b>Total</b>	<b>14,303</b>	<b>4,766</b>	<b>3,609</b>

Figure 8 – 2021 Ara Global domestic applications

2021 International			
Department - Programme owning	Last Year (Full Year)	Current Tracking	Last Year Tracking
Applied Sciences and Social Practice, Te Hoe Ora	43	78	145
Creative Industries	12	12	25
Engineering & Architectural Studies	222	357	485
Enterprise and Digital Innovation	295	459	781
Health Practice	96	74	221
Hospitality & Service Industries	154	147	199
Humanities	292	137	254
Trades	35	8	4
<b>Total</b>	<b>1,149</b>	<b>1,272</b>	<b>2,114</b>

Figure 9 – Ara Global international applications

## 2021 Applications and Enrolments

Applications continue to come in ahead of the same time last year

	Pre App	Active App	Unsuccessful App	Converted App	Re-enrolm... and Other	Other Unsuccessful
<b>Ara Overall</b>	Est. req. Apps (Full Year)	Last Year (Full Year)	Current Tracking	Last Year Tracking	Req. EFTS Growth	Actual YTD App Growth
	<b>14,660</b>	<b>15,220</b>	<b>4,751</b>	<b>4,238</b>	<b>-3.7%</b>	<b>12.1%</b>
<b>International/Domestic</b>						
International	686	1,144	1,283	1,769	-40.1%	-27.5%
Domestic	14,235	14,076	3,468	2,469	1.1%	40.5%
<b>Source of funding</b>						
⊕ SAC 3+	10,626	10,594	3,088	2,102	0.3%	46.9%
⊕ ACE	1,434	1,052	1	3	36.3%	-66.7%
⊕ Other	1,275	829	10	4	53.7%	150.0%
⊕ ITO	755	639			18.1%	
⊕ Intl	686	1,144	1,283	1,769	-40.1%	-27.5%
⊕ TA	471	457	312	302	2.9%	3.3%
⊕ SAC 1-2	298	327	15	9	-9.2%	66.7%
⊕ YG	155	178	42	49	-13.3%	-14.3%
<b>Location</b>						
⊕ All Other	13,337	13,893	4,602	4,055	-4.0%	13.5%
⊕ South Canterb...	878	782	143	163	12.2%	-12.3%
⊕ eCampus	428	545	6	20	-21.6%	-70.0%

Figure 10 – 2021 Ara Global applications and enrolments pipeline

<b>2021 Domestic</b>			
Department - Programme owning	Last Year (Full Year)	Current Tracking	Last Year Tracking
Applied Sciences and Social Practice, Te Hoe Ora	1,453	606	382
Creative Industries	853	358	267
Engineering & Architectural Studies	831	271	81
Enterprise and Digital Innovation	2,173	85	136
Health Practice	2,345	827	582
Hospitality & Service Industries	1,241	518	404
Humanities	1,944	239	194
TANZ eCampus	545	6	20
Trades	2,691	558	403
<b>Total</b>	<b>14,076</b>	<b>3,468</b>	<b>2,469</b>

Figure 11 – 2021 Ara Global domestic applications

<b>2021 International</b>			
Department - Programme owning	Last Year (Full Year)	Current Tracking	Last Year Tracking
Applied Sciences and Social Practice, Te Hoe Ora	43	87	110
Creative Industries	12	22	21
Engineering & Architectural Studies	224	365	428
Enterprise and Digital Innovation	295	436	660
Health Practice	96	98	198
Hospitality & Service Industries	149	136	197
Humanities	291	136	154
Trades	34	3	1
<b>Total</b>	<b>1,144</b>	<b>1,283</b>	<b>1,769</b>

Figure 12 – Ara Global international applications

## 2021 Applications – Domestic Learners

Applications for 2021 study by domestic learners are continuing at a good rate

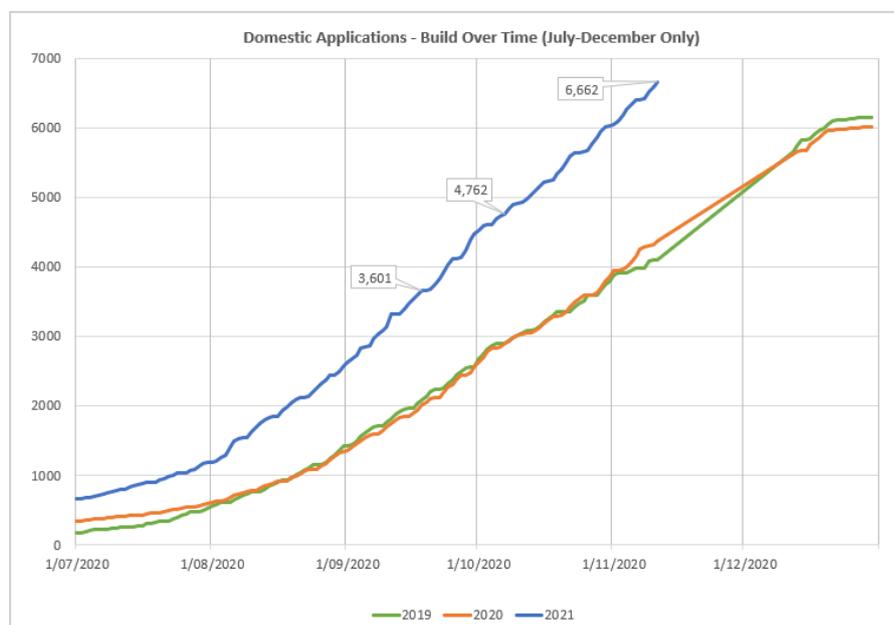


Figure 13 – 2021 Cumulative applications

Converted applications are still down compared to last year.

Year Dept - Programme owning	2020				2021			
	Active App	Unsuccessful App	Converted App	Total	Active App	Unsuccessful App	Converted App	Total
APS	377	164	164	705	783	319	68	1,170
CRE	240	81	36	357	346	217	16	579
EAS	80	65	28	173	240	220	90	550
EDI	121	57	123	301	147	69	37	253
HPR	538	219	109	866	710	372	75	1,157
HSI	196	145	406	747	261	288	460	1,009
HUM	136	134	152	422	279	156	116	551
TRA	166	186	513	865	315	497	608	1,420
ZTE	5	4	7	16	2	5	4	11
<b>Total</b>	<b>1,859</b>	<b>1,055</b>	<b>1,538</b>	<b>4,452</b>	<b>3,083</b>	<b>2,143</b>	<b>1,474</b>	<b>6,700</b>

Figure 14 – Applications received 2021

There remains a significant number of applications with accepted offers, more so than the same time last year. These are pending course enrolments and are waiting in Ara to convert the active application to an enrolment.

Dept - Programme owning	2020	2021
APS	90	354
CRE	47	86
EAS	19	116
EDI	47	64
HPR	206	225
HSI	60	131
HUM	48	134
TRA	19	7
ZTE		1
<b>Total</b>	<b>536</b>	<b>1,118</b>

Figure 15 – Applications at offer accepted stage

## 2021 Applications – International Learners

A new status code was introduced to hold international applications pending further announcements around offshore visa processing and borders. There are currently 106 international applications being held here.

Year	2021
Dept - Programme owning	Active App
APS	33
EAS	4
EDI	33
HPR	7
HSI	18
HUM	11
<b>Total</b>	<b>106</b>

Figure 16 – Applications at international hold

## 3 Health, Safety and Wellbeing

### 3.1 Overview – Key Issues

---

- a This report covers activities until the end of October 2020.
- b Ara remains in COVID-19 Alert Level 1. Recent community cases have heightened the organisation’s attention and four cases of colleagues and learners who were casual contacts of COVID-19 cases were a good test that demonstrated our leadership focus and systems for managing risk are sound.
- c There were no notifiable incidents during the month of October.
- d There was one significant health and wellbeing event of a learner requiring additional mental health and student services support.
- e The Safety and Wellbeing Business Partner role is in the final stages of recruitment. The person is anticipated to start before the end of this year.
- f The implementation of the SafePlace system is continuing and some technical issues in hierarchy of access, links to Facilities Management software (BEIMS) and usability at first-use by colleagues are being worked through. To support utilisation and learning, resources have been developed and loaded centrally in Waituhi, and a new Frequently Asked Questions resource is being developed based on queries raised since inception.
- g Greater analysis will be more widely accessible when the system can be transferred into PowerBI, with the Project Manager reporting that this may take a further 6-8 weeks.
- h Learner testing and engagement is currently being trialled; learner access to the platform will be ready for the beginning of 2021.
- i More than 100 Ara leaders completed “Leading Safety and Wellbeing” training and an introduction to SafePlace during September. A further 12 Ara leaders have been identified as requiring completion of the training. ‘One to one’ follow-ups with all leaders will be undertaken to assess existing knowledge and practice and capability increased where required. Completion is expected 29 January 2021.
- j Safety and Wellbeing future reporting is being explored taking into consideration what SafePlace can provide, including a review of best practice examples from other users. It is intended to engage the Board in the design of future reporting in the first instance through the Board membership of the Health, Safety and Wellbeing Leadership Group.

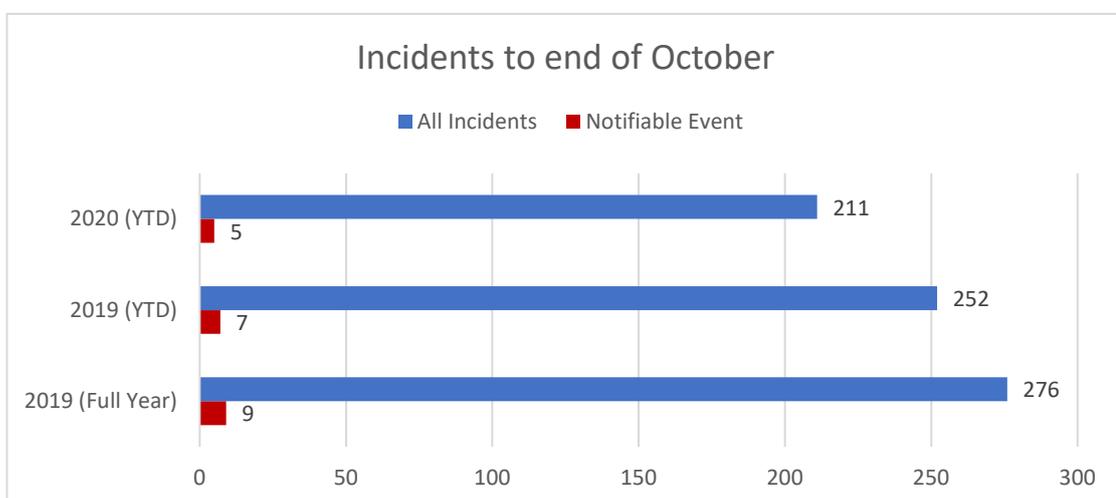
### 3.2 Health and Safety

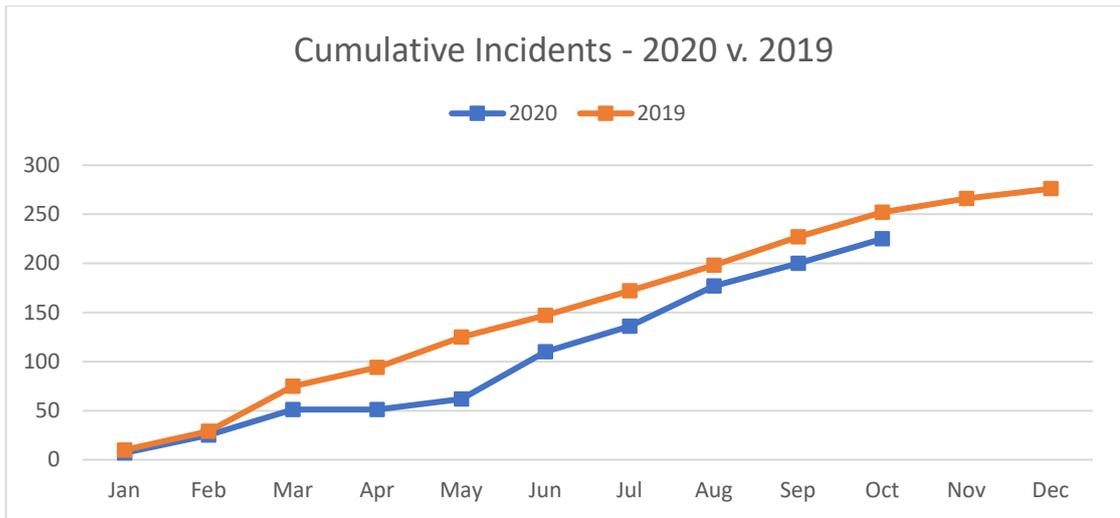
a Performance

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	2	0	0	2	55
Learners	0	1	0	0	3	102
Contractors	0	1	0	1	0	6
Visitors	0	0	0	0	2	7
Capital Works	0	0	0	0	0	0
Safety Observations	NA	NA	NA	NA	4	41
<b>Total</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>211</b>

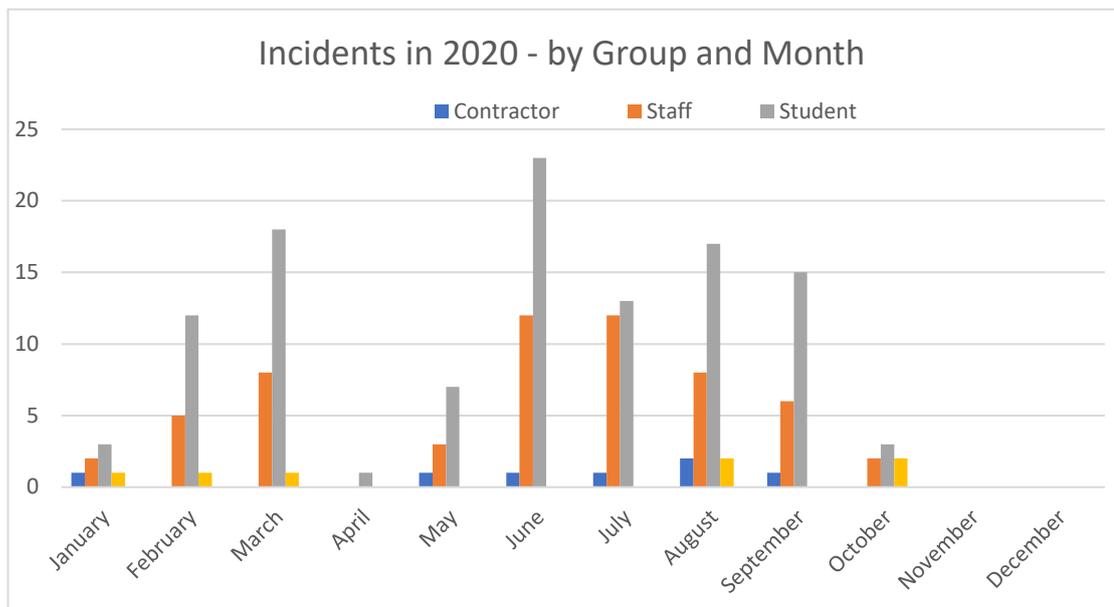
- i Two colleagues reported pain and discomfort using technological equipment.
- ii Learner incidents included one mental health related event, and one skin pierced during suturing.
- iii Visitor incidents were reported, one pulled hamstring while doing a fitness test and a cleaner tripped over a vacuum cleaner.
- iv Safety observations were recorded, one suggestion of additional signage, two unsafe conditions referring to door use and lack of drainage in sink and one unsafe practice of speeding in carpark.
- v One near miss incident was reported of a student stuck in a lift, no injury or psychological concern reported.
- vi Reduced reporting is not a strong indicator of reduced incidence or risk, some investigation is required to understand the awareness of SafePlace reporting. Notably, no incidence was recorded in the former tool for Health and Safety management system through SharePoint in the month of October either, indicating that reporting overall has dropped.

#### INCIDENT DETAIL (SINCE LAST REPORT)





The 2020 graph contains 41 safety observations that were not collected in 2019.



There are low numbers reported in the month compared with previous months and the same time last year. Greater reporting of variants will develop as data increases and the SafePlace Project Implementation Team solve the extrapolation of SafePlace into PowerBI. Our performance with information accuracy will develop overtime as use increases and with feedback through investigation, 'one on one' support for Managers and monitoring with the Health, Safety and Wellbeing Leadership Group continues.

The Safety and Wellbeing team continue to increase the promotion and awareness of SafePlace reporting through regular communication channels, including access to the SafePlace portal on all Waituhi pages. Some further investigation is required into accessibility and usability. An audit on investigation practice in 2021 should also provide greater qualitative data on both access and use.

b Leadership

One to one follow-up coaching support to leaders for investigating and closing out incidents reported to them in SafePlace is continuing to occur. An existing matrix of roles and responsibilities around safety and wellbeing has been updated by the Health and Safety Working Group (HSWG), in light of the evolution of a distributed leadership model for Safety and Wellbeing and all the changes made in the last 18 months.

Changes include the new Safety and Wellbeing structure 'in the centre', SafePlace implementation, increased clarity around leaders for their role in Safety and Wellbeing, and the establishment of our leadership forums – Health, Safety and Wellbeing Leadership Group (HSWLG), Health and Safety Working Group (HSWG) and the Wellbeing Action Group (WAG).

c Engagement and Participation

i Promotion of Policy and Practice February/March 2021

- **Drug and Alcohol Policy**

Preparation is underway for the implementation of the finalised Drug and Alcohol Policy in the first quarter for 2021.

- **Rehabilitation Guidelines**

The Ara guide for managers and colleagues on the rehabilitation process has been under review and that work is now complete. The guidelines include lines of communication to maintain contact with and plan graduated 'return to work plans' with colleagues that have been, or are likely to be, absent for extended periods of time due to personal injury or illness (work and non-work related). The next step is to work with managers on the updated guidelines and track embedding of a consistent approach.

d Critical Risks

The HSWG has compiled a list of Ara's critical risks and current controls. An external consultant has reviewed these findings and provided additional advice. This report has been received by the Health and Safety Manager and the recommendations considered. The Health and Safety Manager will table these recommendations with suggested prioritisation and approach to these at the December HSWLG meeting.

e Health and Safety Systems

HEALTH AND SAFETY SYSTEMS AND PROCESSES		
Number of audits and inspections	3	Capital Works Audits
Colleagues participating in Health and Safety Oversight	35	Health and Safety Coordinators
Permanent colleagues completed Pathways Woven Together induction	56	59 invited
Completed their induction	6	New casuals
0 fire alarm events occurred in October		16 – YTD
15 contractors were inducted during October		167 – YTD
2 workstation assessments completed in October		16 – YTD

f 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 developed to provide a consistent approach. HSWG members will continue to assist with the internal audits.

ii External Auditing Schedule

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.
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>	

iii Internal Auditing Schedule

Safety and Wellbeing have drafted an audit schedule (internal, external, Board/ Governance walk arounds/safety observations) that will be tabled for further discussion at the December HSWLG meeting.

All audits will develop recommendations for actions and review; space is left in the schedule for this and additional activity should it be deemed necessary.

Some further discussion is required regarding which audits can be managed internally or whether these need external input; decisions will be based on skill and capability internally and level of compliance demanded. A draft proposal will be tabled at the December HSWLG meeting.

g Health and Safety Actions

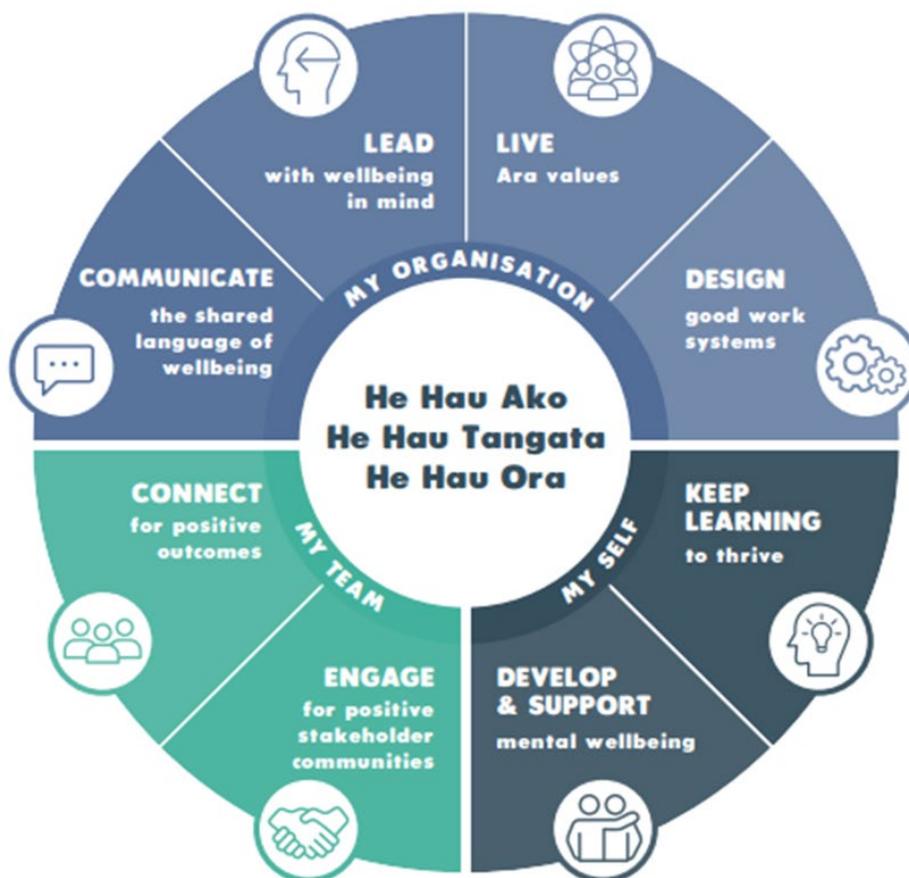
HEALTH AND SAFETY ACTIONS UNDERWAY			
Action Description	Owner	Due Date	% Complete
Develop and implement a Health and Safety Communications Plan	H&S Manager Internal Comms Lead	September 2020	80% Internal Comms Lead has met with H&S Manager. A draft plan has been developed.
Review rehabilitation guidelines as they relate to experience rating	People & Culture Business Partner H&S Manager S&W Manager	Mar 2020	95% Final draft out for consultation.

## h Trades External Audit Actions Summary

<b>TRADES HEALTH AND SAFETY EXTERNAL AUDIT ACTIONS</b>			
<b>Action</b>	<b>Accountability</b>	<b>Priority</b>	<b>Status</b>
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
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	Complete
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
Present findings to the Department of Trades.	CE, HoD Trades, H&S Manager	High	Complete

### 3.3 Wellbeing

## He Ara Hauora Pathways To Wellbeing



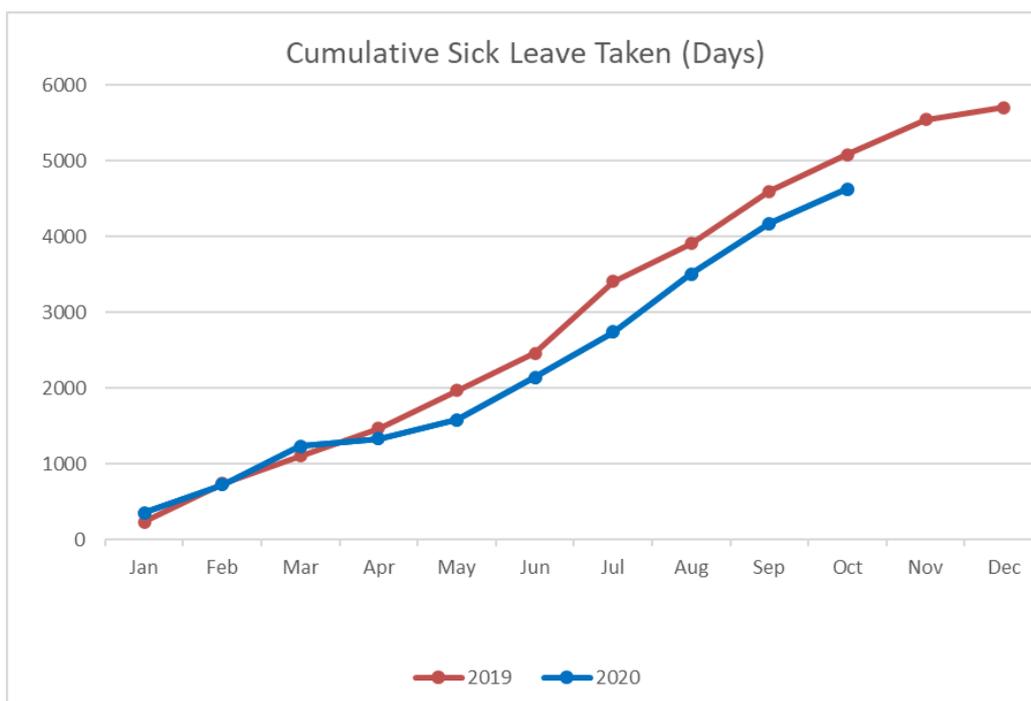
#### a Performance

##### i Employee Assistance Programme

- 16 colleagues were seen through the Ara EAP in October 2020
- An increase by one since September 2020
- 100% are self-referrals
- 93% female identified, 7% male identified
- The average number of sessions attended for an individual was 2

The EAP service addresses a range of personal or work issues such as anxiety, depression, family/children, grief, health concerns or relationship problems.

ii Sick Leave



COLLEAGUE WELLBEING		
<b>Lost days due to sickness</b>	<b>October 2020</b> 452 days initiated <ul style="list-style-type: none"> <li>• 340 – City/Madras</li> <li>• 28 – Manawa</li> <li>• 63 – Woolston</li> <li>• 0 – Hornby</li> <li>• 0 – Rangiora</li> <li>• 5 – Ashburton</li> <li>• 15 – Timaru</li> <li>• 1 – Oamaru</li> <li>• 0 – Bishopdale</li> </ul>	<b>October 2020</b> <ul style="list-style-type: none"> <li>• YTD – 4,707 days. Includes some in advance.</li> <li>• YTD sick leave of more than 5 days – 1,358 days by 55 people</li> </ul>
	<b>October 2019</b> 415 days initiated <i>(Campus breakdown not available for 2019)</i>	<b>October 2019</b> <ul style="list-style-type: none"> <li>• YTD – 5081 days</li> <li>• YTD sick leave of more than 5 days – 1372 days by 77 people</li> </ul>
<b>YTD ACC leave</b>	<b>September/October 2020</b> <ul style="list-style-type: none"> <li>• 221 days</li> </ul>	<b>September/October 2020</b> <ul style="list-style-type: none"> <li>• YTD Work related ACC – 72 days</li> <li>• YTD Non-work related ACC – 149 days</li> </ul>
	<b>September/October 2019</b> <ul style="list-style-type: none"> <li>• 850 days</li> </ul>	<b>September/October 2019</b> <ul style="list-style-type: none"> <li>• YTD Work related ACC – 444 days</li> </ul>

COLLEAGUE WELLBEING		
		<ul style="list-style-type: none"> <li>• <i>YTD Non-work related ACC – 406 days</i></li> </ul>
Number of colleagues on a return to work plan	<b>October 2020</b> <ul style="list-style-type: none"> <li>• 3 colleagues – shortened hours or on return to work plans</li> </ul>	<b>October 2020</b> <ul style="list-style-type: none"> <li>• 2 non-work related</li> <li>• 1 work related</li> </ul>
	<b>October 2019</b> <ul style="list-style-type: none"> <li>• 4 colleagues</li> </ul>	<b>October 2019</b> <ul style="list-style-type: none"> <li>• 1 work related</li> <li>• 1 non-work related</li> <li>• 1 person on light duties full time.</li> <li>• 1 person unfit for work, recovering from surgery</li> </ul>

**Note:** In the future, ACC data could be reported quarterly for greater accuracy and monitored monthly through applied rehabilitation or return to work process.

b SafePlace Health and Wellbeing Events

Some testing and recording of events have been submitted through the SafePlace portal under Health and Wellbeing and encouragingly, most are appropriately recorded, delegated and investigated. Since September reporting, a further six events have been submitted creating a YTD of 15 wellbeing events. Of these, 11 are closed with learnings for each event. Wellbeing active events include development of return to study/campus plans. Advance notice is given to the Wellbeing event submitter before closure.

TRA as of 18/11/2020				
Programme	2019 EFTS (full year)	2020 EFTS	2020 Potential EFTS	2021 MoP
CHL000 STAR		0.8		0.8161
G8888 Hotel and Restaurant Trades	17.1158	13.0153	0.1215	22.4
NCEP2T Manufacturing and Technology Trade	48.4829	38.9655	0	40.9997
G21085 Corrections Painting 1	5.6984		0	0
G21086 Corrections Painting 2	4.625		0	0
G21087 Corrections Plumbing 1	4.3833		0	0
G21088 Corrections Plumbing 2	5.3076		0	0
G21090 Corrections Plumbing Fundamentals	1.3336		0	0
G21091 Corrections Painting and Decorating Fundamentals	1.75		0	0
G21103 SkillsOrg – Drainlaying 1	0.0182		0	0
G9999 Community Education	0.859		0	0
NC1195 National Certificate in Electrical Engineering (Electrician for Registration) (Level 4)	5.154		0	0
NC1262 National Certificate in Mechanical Engineering	7.8539	6.9779	0.225	0
NC1413 National Certificate in Motor Industry (Automotive Body) (Level 3)	1.8249		0	0
NC1414 National Certificate in Motor Industry (Automotive Body) (Level 4)	8.6		0	0
NC1421 National Certificate in Motor Industry (Automotive Electrical and Mechanical Engineering) CAPL	3.4855		0	0
NC1422 National Certificate in Motor Industry (Automotive Electrical and Mechanical Engineering) (Level 4)	10.2117		0	0
NC1696 National Certificate in Painting and Decorating Level 4	5.4637	1.1994	0	0
NC5224 National Certificate in Carpentry	60.6926	17.9021	0	0
NC5327 National Certificate in Engineering-Fabrication	5.7567	2.3391	0.4002	0
NC5391 National Certificate in Electrical Engineering Level 2	0.0166		0	0
NC5405 National Certificate in Gasfitting (Level 4)	11.9968	2.6307	0	0
NC5406 NC in Plumbing CAPL	22.0526	6.0273	0.0333	0
NC5438 NC in Drainlaying CAPL	1.2191	0.4342	0	0
NCEP1T Construction and Infrastructure Vocational Pathway	31.5794	38.5963	0	40.5951
NZ2343 New Zealand Certificate in Joinery (Level 4)	40.1884	37.4596	0	40
NZ2381 New Zealand Certificate in Construction Related Trades (Supervisor) Level 4			0	0
NZ2387 New Zealand Certificate in Electrical Engineering Theory (Level 3)	96.608	109.2448	0	113
NZ2388 New Zealand Certificate in Electrical Engineering Theory and Practice (Trade) (Level 4)	26.6568	34.0506	0	33.8032
NZ2660 New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Pre-Apprenticeship) (Level 3)	34.1864	43.9386	0.875	47.625
NZ2661 New Zealand Certificate in Drainlaying (Level 4)	15.485	20.9307	0	19.405
NZ2662 New Zealand Certificate in Gasfitting (Level 4)	2.3796	7.0675	0	9.7755
NZ2663 New Zealand Certificate in Plumbing (Level 4)	32.3813	44.6457	0.06	49.231
NZ2714 New Zealand Certificate in Mechanical Engineering (Trade) (Level 4)	21.3444	32.9683	0	37.5726
NZ2715 New Zealand Certificate in Mechanical Engineering (Level 3)	47.5	52.5	0	60.75
NZ2719 New Zealand Certificate in Engineering Fabrication (Trade) (Level 4)	21.2476	30.5846	0	32.7006
NZ2738 New Zealand Certificate in Carpentry (Level 4)	106.9701	132.2329	0	137.3216079
NZ2834 New Zealand Certificate in Construction Trade Skills (Level 3)	167	192.3665	0	209
NZ2862 New Zealand Certificate in Foundation Skills (Level 2)	44.25	41.25	0	41
NZ3008 New Zealand Certificate in Collision Repair and Automotive Refinishing (Level 3)	20.4576	22.6248	0	22.166
NZ3089 New Zealand Certificate in Commercial Road Transport (Heavy Vehicle Operator) (Level 3)	12.4996	29.7714	0.4305	23.88637619
NZ3097 New Zealand Certificate in Automotive Engineering (Level 3)	105.4812	119.3125	0	111
NZ3450 New Zealand Certificate in Light Automotive Engineering (Level 4)	16.7503	24.49957	0	18.3337
NZ3568 New Zealand Certificate in Painting and Decorating (Level 4)		3.9469	0	0
PA0736 Electrical Service Technicians Certificate	7.68	5.7	0	7.2
G21172 TOPNZ Electrical NZC Block Course Year 1				1.8
G21173 TOPNZ Electrical NZC Block Course Year 2				1.8
G21174 TOPNZ Electrical NZC Block Course Year 3				1.8
<b>Grand Total</b>	<b>1085.3476</b>	<b>1113.18277</b>	<b>2.1455</b>	<b>1123.981484</b>

<b>Ara Board 24 November 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: November 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 November 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: As at 31 October 2020, the Corporate Services division were \$2.3m favourable to budget.
<b>RISK IMPLICATIONS FOR ARA</b>	Nothing identified.
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	N/A



## CORPORATE SERVICES DIVISION – REPORT FOR ARA BOARD

### Executive Summary

#### Key focus areas this month

- Options analysis for future of C Block underway, paper to be completed by the Planning team by year end.
- Implementing the change management approach for Online Enrolments (OLE) which will include an organisation wide approach to the new enrolments process.
- Review and document summary of intentions for all buildings under 67% of NBS for consideration by TKM and CRC.
- Delivery of the Diagnostic Analytics tutor dashboard.
- Draft lessons learned and closure report for the Ara Covid-19 response reviewed (Incident Management Team), workshop and action setting planned for November.
- Providing project management and business analysis support to the Transformation Programme:
  - People and Culture projects – Health and Safety management system – Safe Place (reporting and student use are the two remaining deliverables)
  - Student focused projects – Student Retention & Achievement, Online Enrolments, Web Re-platforming and Student Case Management Tool enhancements for learner support
  - High performing organisation projects – replacement of Infoweb (internal communications, reporting and staff productivity platform)
- ICT has had a focus on the definition and establishment of enhanced governance structures for data and business (Corporate and Learning) systems.
- Ongoing Te Pūkenga CIO advisory forum resulting in:
  - Panel to negotiate Microsoft agreement for the next 3 years (due early 2021) ongoing and negotiations well advanced
  - Detailed discussions commenced to identify areas of opportunity for standardising approach or technology
  - First report to Te Pūkenga Board delivered.
- Corporate Services Leadership team attended a Tiriti o Waitangi course this month and are working to identify meaningful ways to further develop and implement understanding alongside the development of Ara’s framework for Maori Achievement.

<b>Learners at the heart of everything we do</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>As part of the Organisational Performance (OP) Team and in connection with the Complaints portfolio, relationships with the NZ police have been further developed to support the Ara community. Increased support and presence will be available.</li> <li>The OP team has under development a new reporting dashboard connected to the Framework for Maori Achievement. The first focus area is Pae Tata – More Maori, come, stay and succeed at Ara.</li> </ul>
<b>Dynamic delivery of contemporary programmes and research</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>Work has commenced on student remote access service; this enables access to Ara ICT services from any connected device (this will be commissioned by the start of the 2021 academic year).</li> </ul>
<b>Innovative and sustainable practice</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>Chief Executive and OP Team Leader – shared practice session held with 16 delegates from TAFE (Kangan, Bendigo).</li> <li>Workshop with Campus Redevelopment Committee and subsequent recommendation to Ara Board to reaffirm outcomes and objectives of the Regional Master Plan.</li> </ul>
<b>Summary of financial performance</b>	
<p>Transformation Programme is progressing within approved budget for 2020.</p> <p>As at 31 October 2020, the Corporate Services Division were \$2.3m favourable to budget. At budget setting it was anticipated that the net deficit for the Division would be \$26.5m in comparison to the actual deficit of \$24.1m.</p> <p>Year-to-date revenue has fallen short of budget by \$248k, which is largely attributable to reduced parking and room hire revenue resulting from the impacts of Covid-19.</p> <p>Personnel costs are in line with budgeted expectations.</p> <p>General expenses and Occupancy costs were underspent year-to-date by \$885k and \$989k respectively. Favourable variances within General Expenses continued to be most notable in Software and Printing costs. Savings within Energy costs amounted to \$376k year-to-date, however, there are favourable variances across most other Occupancy expense lines largely resulting from the campus closures during Covid-19 lockdown.</p>	

<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.
<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

- Te Pūkenga Ākonga at the Centre Project
- Ōtautahi House Personal Incident Response Plans initiated
- Education (Pastoral Care of International Students) Code of Practice Self Review & Evaluation
- International Learner end of year support plan development
- Ministry of Pacific People Pacific Innovation Fund application completed
- Learner Pastoral, Wellbeing & Mental Health Support – improved integration report completed
- Learner Wellbeing Framework development underway
- Learner Voice structure re-design being written
- International Services staffing review – consultation completed
- Court Theatre Business Partnership launch – Jersey Boy’s NASDA production
- Website Replatform launch
- Waituhi launch

<b>Learners at the heart of everything we do</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• Te Pūkenga facilitated two successful days of Ākonga engagement. This is a national research project aimed at identifying the enablers and barriers for learners across nine key phases of their learner journey.</li> <li>• Significant individualised Pastoral and Wellbeing needs provided for Ōtautahi House residents across support teams – Pastoral Support, Ōtautahi House Team, Health Centre.</li> <li>• Wellbeing Coordinator developing a Learner Wellbeing framework aim to be ready for the start of 2021.</li> <li>• Increased use of the Pacific Learner study space with request for additional desktops and screens being made.</li> <li>• Improved access to counselling services which remains in high demand. Referrals are continuing through the online form, colleague emails/phone calls to manager or learner self-presentations. The clinical team has dealt with some significant mental health issues this month.</li> <li>• Timaru counsellor has put in place targeted support for learners experiencing exam stress: ‘Learner check in with Leigh’, ‘Relaxation and Mindfulness Class’ lunch time sessions and class talks on self-care during stressful times.</li> <li>• End of year events support for Learner Groups, PISA, Maori Learner Events, Woolston Events including: Pink shirt Day, Food Trucks, Sports with ‘Driven by Events’ intern with a focus on Mental Health Week.</li> </ul>
<b>Dynamic delivery of contemporary programmes and research</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• Development of a new proactive student voice approach to providing learner support. Learner Pastoral advisors will be allocated to Departments and will directly engage with the learners for that department. Advisors will spend times in the Departments and work with colleagues on early identification of learners in need of additional support.</li> <li>• Whai Wheako Ki Ara Otautahi delivered with 97- YR11 – YR13 Maori secondary school learners attending a day at Ara to explore tertiary training options.</li> <li>• Pacific Leaders Breakfast hosted with 200+ secondary school learners and family attending to explore tertiary training options for 2021 in Oamaru.</li> <li>• Update Day for Careers Advisors – 63 attended from throughout the South Island including Dunedin, Queenstown and 4 from Nelson/Marlborough, over two days to learn more about what Ara offers to support their learner's future tertiary training choices.</li> </ul>
<b>High performing customer focused teams</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• International team are supporting other teams across CEE to hold an end of year BBQ event and celebration for over 800 current international learners still with us at the end of 2020.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Business Development Team Kaiwhakauru was selected for a secondment to Te Pūkenga to support consultation with Maori and Pacific learners around their experience in the sector</li> <li>• Student Council have reviewed and are developing their new structure.</li> </ul>
<b>Innovative and sustainable practice</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• International EFTS for 2020 are stabilising at 845. The MOP budget was 975 so 130 EFTS down. This is a good performance considering we had no ability to enrol offshore EFTS since March this year due to the impact of COVID19.</li> <li>• With the Contact Centre joining the Engagement Team a greater synergy has been established providing opportunities for the team to better follow up enquiries and incomplete applications to convert to enrolments.</li> <li>• Career service and workshops provided externally to Ara for 'fee for service' or as engagement opportunities, including to: Nurse Maude; NOAIA; TEC Career Guidance Service at Pop up Connect centres; Christchurch City Mission.</li> <li>• Ōtautahi House Team have worked with the PMO on a proposal for new Common Room facilities to improve the residential experience for learners. The project has received support from the OEDT Trust.</li> </ul>
<b>Summary of financial performance</b>	
<p>As at 31 October, the Customer Engagement and Experience Division were \$669k favourable to the overall year-to-date budget.</p> <p>Year-to-date revenue in the Division has exceeded the budgeted expectation by \$170k. Within this cost savings of \$186k related to lower than anticipated International Discounts/Commissions costs and \$314k of unbudgeted Off Plan TEC revenue which have offset shortfalls against budget relating to COVID-19 in graduations and student accommodation.</p> <p>Savings have been achieved against most expense lines within both general expenses \$917k and occupancy costs \$39k.</p>	

<b>Ara Board 24 November 2020</b>	<b>Agenda Item</b>		<b>6.2</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>	Academic, Innovation and Research monthly report to the Ara Board.
<b>BACKGROUND AND PURPOSE</b>	<ul style="list-style-type: none"> <li>To provide the Ara Board with a summary of the AIR Division monthly activities and outcomes linked to the Ara Strategic Focus Areas and Priorities.</li> </ul>
<b>RECOMMENDATION(S)</b>	<ol style="list-style-type: none"> <li>That the Ara Board receive and note the contents of this report; and</li> <li>That the Ara Board notes the planned and intentional future-focused initiatives noted in this report.</li> </ol>
<b>LINK TO ARA STRATEGY</b>	Full report linked to strategic focus areas.
<b>KEY ISSUES IDENTIFIED</b>	Course Completion rates tracking ahead compared to 2019 in many departments.
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	Careful monitoring and re-forecasting of 2021 budget required by all departments. Look to innovative solutions to increase EFTs to offset deficit.
<b>RISK IMPLICATIONS FOR ARA</b>	Consider portfolio reviews
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	Nil

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



### Executive Summary

#### Key focus areas this month

- Preparation for 2021 Academic year
- Development of Operating Plans to give appropriate actions for Strategic Focus Areas and Priorities for 2021
- Completion of Poka Plans for 2021
- Preparation for March 2021 Targeted Review including Programme Evaluations and Self-assessment reports

<b>Learners at the heart of everything we do</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• Student Experience Survey closed on 1 November 2020. The data from this survey will form an important piece of evidence for the 2021 Programme Evaluation's and also contribute to the Targeted Review.</li> <li>• Focus groups being held with Creative Industries learners to provide input into degree re-development. A survey accompanies this to gather as much feedback as possible before development begins.</li> <li>• Hospitality and Service Industries mid-programme evaluation action plans are in place and feedback has been provided to learners. The implementation plan following the design dash continues to be developed.</li> </ul>
<b>Dynamic delivery of contemporary programmes and research</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• Departments of Creative Industries, Humanities, Hospitality and Service Industries and the Research Office held a research strategy workshop. Approximately 30 colleagues attended to help draft a research strategy.</li> <li>• Broadcasting is trialling the use of MS Teams for teaching in one of their courses. This allows learners to interact with external clients in a real-world environment.</li> <li>• Enterprise and Digital Innovation Department are working with Unitec, Datacom and local community groups looking to deliver the Level 6 Diploma in Cyber Security in early 2021. Application for accreditation to deliver the programme is with NZQA.</li> <li>• The Research Office held 'Research Week 2020 – Growing Research Culture' at City campus (20-22 October) and Manawa campus (27-29 October). Two items from this event were reported in ED Insider.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Research Office published Ara’s Research Korero 2020, featuring 11 Ara research projects including one postgraduate student thesis project.</li> <li>• Ara has been granted ‘Approved Research Provider’ status by the Inland Revenue Department. Ara is the first ITP subsidiary to be awarded this status, which enables the provision of Research and Development services by Ara for external organisations within the government’s Research and Development Tax Incentive scheme.</li> </ul>
<b>High performing customer focused teams</b>	
Outcomes delivered during current reporting period	<p><b>Self-Assessment Coaching</b> is taking place; every department is involved to the end of November, including the Academic Committee, Evaluation and Review sub-committee and Te Kāhui Manukura. The outcome of this project is to further enhance our self-assessment capability across the delivery teams at Ara.</p> <p><b>Targeted Reviews</b> – this will take place at Ara on 8 to 10 March 2021. There will be three focus areas:</p> <ol style="list-style-type: none"> <li>1. How effectively learners are supported?</li> <li>2. How effectively is learning assessed?</li> <li>3. What are the subsidiary's areas of strength?</li> </ol>
<b>Innovative and sustainable practice</b>	
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• Innovation activity delivered a Design Dash Challenge with Hospitality and Service Industries in October. The four solutions are being framed into three projects for implementation in 2021, all of which seek efficiencies in assessment, delivery within programmes, and connections with industry.</li> <li>• Also work with Enterprise and Digital Innovation Department to complete Part 2 of a Design Thinking process that commenced with Assurity Consulting. The Design Thinking work is focused on improving Enterprise and Digital Innovation Department products and pathways for learners and industry.</li> <li>• A newly approved course with a focus on Innovation and Entrepreneurship has been approved by NZQA and will be co-delivered with Enterprise and Digital Innovation and Te Ōhaka.</li> <li>• Collaborative conversations with SODA Wintec Design Factory, Ministry of Awesome and Te Ōhaka are well underway.</li> <li>• Enterprise and Digital Innovation Department’s Technology Innovation Centre has held its first start up meetings and attended an Ara Foundation Committee meeting seeking funding to assist.</li> </ul>

## Summary of financial performance

As at 31 October 2020, the Academic, Research and Innovation Division were \$2.5m adverse to the overall year-to-date divisional budget. At budget setting it was anticipated that the net surplus for the Division would be \$50.2m in comparison to the actual surplus of \$47.7m.

Year-to-date revenue in the Division has improved on the prior month with actual revenue now being \$1.3m (1.3%) short of the budget. The extent of financial support provided by the funding guarantee will be reflected at the end of the year.

Personnel Expenses were overspent by \$1.85m year-to-date of which accumulated annual leave costs contributed \$701k.

Savings have been achieved across a number of expense lines within General Expenses group resulting in a \$1.1m favourable variance year-to-date. Most significant being Sub-contracted Delivery costs (\$332k), Student and Personnel Travel expenses (\$291k) and Other Services Expenditure (\$167k).

Figure 1 "Actual applications"

Year Dept - Programme owning	2020				Total	2021				Total
	Pre App	Active App	Converted App	Re-enrolment and Other		Pre App	Active App	Converted App	Re-enrolment and Other	
APS	121	518	142	18	799	166	898	38	29	1,131
CRE	87	263	19	19	388	92	372	2	2	466
EAS	52	501	67	8	628	105	568	86	53	812
EDI	46	795	167	35	1,043	35	586	30	23	674
HPR	135	843	19	15	1,012	237	861	6	3	1,107
HSI	44	350	342	14	750	50	459	363	5	877
HUM	48	282	128	70	528	50	382	85	58	575
TRA	16	177	431	14	638	14	240	578	9	841
ZTE		5	6	20	31		5	2	6	13
<b>Total</b>	<b>549</b>	<b>3,734</b>	<b>1,321</b>	<b>213</b>	<b>5,817</b>	<b>749</b>	<b>4,371</b>	<b>1,190</b>	<b>186</b>	<b>6,496</b>

Figure 2 "Pipeline"

Summary of EFTS as at 4 November 2020	
Department	Commentary
<b>APS</b> (Applied Sciences and Social Practice)	870.5 EFTS against the target of 763.7 (114% met) and 730.5 at Same Time Last Year (STLY) (19.2% up) <ul style="list-style-type: none"> <li>Increased domestic enrolments significant factor (830.2 versus 729.6 target and 696.5 STLY).</li> <li>Increase in international enrolments (40.3 versus 34.1 target and 34.0 STLY).</li> </ul> 81.3% Successful course completion to date vs 83.2% 2019 full year <ul style="list-style-type: none"> <li>Māori 72.9%; Pacific 69.9%; Levels 1-6 76.6%; level 7+ 95.5%.</li> </ul> 2021 total applications are 44.0% ahead compared to STLY (1,300 versus 903) <ul style="list-style-type: none"> <li>+67.6% Domestic applications increase.</li> </ul>

	<ul style="list-style-type: none"> <li>-19.1% International applications decrease.</li> <li>2.9% Conversions compared to 15.7% STLY</li> </ul>
<b>CRE</b> (Creative Industries)	<ul style="list-style-type: none"> <li>2020 enrolments are 3.2% ahead of Same Time Last Year (724.9 versus 702.7), 3.1% ahead of target (724.9 versus 703.1). This is driven by strong domestic enrolments, 715.2 EFTS (+3.6% STLY). International EFTS is 20.5% behind of STLY (9.7 versus 12.2).</li> <li>96.0% successful course completion to date. There is a 3% increase compared to 93.0% 2019 full year. However, 8.8% lower successful course completion for Pacific learners in 2020 (74.4% versus 83.2%).</li> <li>2021 applications are 61.0% ahead of STLY (583 versus 362) with 64.0% increase in domestic STLY and 27.6% increase in international STLY. The volume of unsuccessful application in 2020 is 161% higher than STLY (209 versus 80). Out of 209 unsuccessful applications, 122 (58.4%) are from <i>CH3714 Bachelor of Broadcasting Communications</i>.</li> <li>NOTE: Creative applications all require 'additional information' to the application form. This includes auditions, interviews or portfolios. Learners who do not submit their portfolio, and who do not attend interviews or auditions make up the majority of the 'unsuccessful applications'. All of these learners are contacted multiple times before closing their application.</li> <li>2021 applications are ahead for all programmes except Level 4 Music.</li> </ul>
<b>EAS</b> (Engineering and Architectural Studies)	<p>691.3 EFTS versus target of 743.1 (93% met) and 722.7 at Same Time Last Year (-4.3% down)</p> <ul style="list-style-type: none"> <li>Loss of international students' significant factor (207 versus 245.2 target and 232.8 STLY).</li> <li>Domestic students down on STLY. Did not meet growth target (484 versus 498 target and 490 STLY).</li> </ul> <p>85.7% Successful course completion to date vs 89.6% 2019 full year</p> <ul style="list-style-type: none"> <li>Māori 80.3%; Pacific 50.5%; Levels 1-6 81.4%; Levels 7+ 88.9%.</li> <li>Includes 11 unsuccessful EFTS due to results not yet being published.</li> </ul> <p>2021 total applications are 24.1% ahead compared to STLY (1,087 versus 876)</p> <ul style="list-style-type: none"> <li>224% Domestic applications increase.</li> <li>-19.6% International applications decrease.</li> <li>7.9% Conversions compared to 7.6% STLY.</li> <li>Largely supported by TTAf programmes.</li> </ul>
<b>EDI</b> (Enterprise and Digital Innovation)	<p>1,045 EFTS vs target of 1,101.8 (94.8% met) and 1,145.1 at Same Time Last Year (-8.7% down)</p> <ul style="list-style-type: none"> <li>Low domestic students' significant factor (732 versus 796 target and 854 STLY).</li> <li>International target was exceeded (313 versus 306 target and 291 STLY).</li> </ul> <p>80.5% Successful course completion to date versus 82.2% 2019 full year</p> <ul style="list-style-type: none"> <li>Māori 60.2%; Pacific 71.4%; Levels 1-6 66.5%; Levels 7+ 86.5%.</li> <li>Includes 7 unsuccessful EFTS due to results not yet being published.</li> </ul> <p>2021 total applications are -36% behind compared to STLY (1,009 versus 1,576)</p> <ul style="list-style-type: none"> <li>-18.8% Domestic applications decrease, but domestic enrolments ahead of STLY.</li> </ul>

	<ul style="list-style-type: none"> <li>• -39.4% International applications decrease, but on target with a -53.7% required EFTS growth.</li> <li>• 3.0% Conversions compared to 10.6% STLY due mainly to very low international enrolments from applications.</li> </ul>
<b>HPR</b> (Health Practice)	<p>1,167 EFTS against target of 1,145 (102% met) and 1,140 at Same Time Last Year (2.3% up)</p> <ul style="list-style-type: none"> <li>• Increased domestic enrolments significant factor (1,093 versus 1,070 target and 1,049 STLY).</li> <li>• Decrease in international enrolments (73.7 versus 75.1 target and 91.1 STLY).</li> </ul> <p>93.9% Successful course completion to date vs 93.4% 2019 full year</p> <ul style="list-style-type: none"> <li>• Māori 89.3%; Pacific 89.8%; Levels 1-6 88.9%.</li> </ul> <p>2021 total applications are 13.8% ahead compared to STLY (1,377 versus 1,210)</p> <ul style="list-style-type: none"> <li>• +34.6% Domestic applications increase.</li> <li>• -33.2% International applications decrease</li> </ul>
<b>HSI</b> (Hospitality and Service Industries)	<ul style="list-style-type: none"> <li>• 2020 enrolments are 4.1% ahead of Same Time Last Year (653.7 versus 628.2), 4.8% ahead of target (653.7 versus 623.6). This is driven by strong domestic enrolments, 555.7 EFTS (+6.6% STLY). International EFTS is 8.3% behind of STLY (98.1 versus 106.9).</li> <li>• 84.0% successful course completion to date. There is a 2.9% increase compared to 81.1% 2019 full year. However, 10.8% lower successful course completion for Pacific learners in 2020 (60.3% versus 71.1%).</li> <li>• 2021 application is 17.9% ahead of STLY (1300 versus 1103) with 49.7% increase in domestic STLY and 23.6% decrease in international STLY. The volume of unsuccessful applications for domestic in 2020 is 101% higher than STLY (258 versus 128). Out of 258 unsuccessful domestic applications, 40 (15.4%) are from <i>NZ3444 Certificate in Beauty Therapy (Level 4)</i>.</li> </ul>
<b>HUM</b> (Humanities)	<ul style="list-style-type: none"> <li>• 2020 enrolments are 8.5% behind of Same Time Last Year (812.6 vs 888.3), 8.4% behind of target (812.6 versus 887.3). This is mainly due to a decrease in international EFTS (-50.6% STLY). But domestic EFTS is 3.9% ahead of STLY.</li> <li>• 75.1% successful course completion to date. There is a 0.2% increase compared to 74.9% 2019 full year. However, 6% lower successful course completion for Māori learners in 2020 (63.9% versus 69.9%).</li> <li>• 2021 applications are 12.0% ahead of STLY (672 versus 600) with 33.6% increase in domestic STLY and 21.1% decrease in international STLY. The volume of converted applications in 2020 is 33.6% lower than STLY (85 versus 128).</li> </ul>
<b>TRA</b> (Trades)	<p>1,103.5 EFTS against target of 1,079.7 (102.2% met) and 1,082.9 at Same Time Last Year (1.9% up)</p> <ul style="list-style-type: none"> <li>• Increased SAC 3+ enrolments significant factor (860 versus 827 target and 825.9 STLY).</li> <li>• Increase at NZQF Level 3 (573 versus 540 target and 525 STLY).</li> </ul> <p>85.8% Successful course completion to date vs 83.1% 2019 full year</p> <ul style="list-style-type: none"> <li>• Māori 76.6%; Pacific 80.6%; Levels 1-6 85.8%.</li> <li>• Includes 4 unsuccessful EFTS due to results not yet being published.</li> </ul> <p>2021 total applications are 66.8% ahead compared to STLY (1,279 versus 767)</p> <ul style="list-style-type: none"> <li>• 45.2% Conversions compared to 56.2% STLY.</li> </ul>

<b>Ara Board 24 November 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 Board note the contents of this report, in particular the references to the changes occurring in Safety and Wellbeing, the significant transformation project work being supported by capability development and communications and the increasing activity around the future of work skills and collaboration.
<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> <p>And</p> <ul style="list-style-type: none"> <li>The Framework for Maori Achievement</li> <li>The Ara Strategic Roadmap</li> </ul>
<b>KEY ISSUES IDENTIFIED</b>	<ul style="list-style-type: none"> <li>Current Covid-19 uncertain world context and increasing activity from Te Pūkenga 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>Ongoing capability lifts for leadership and people around building adaptability, resilience, digital literacy, safety and wellbeing 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, Te Pūkenga 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

- On the afternoon of the 5<sup>th</sup> November, over 350 colleagues and some family members came together for a Celebration of our People and Academic Teaching Awards event. 24 awards of excellence were presented and 19 colleagues recognised for significant years of service.
- Waituhi and Yammer (digital collaboration tools) were launched in early November which was the culmination of supporting the capability of 36 site owners to develop content.
- Recruitment activity has significantly increased as Managers resource the 2021 year. Due to better workforce planning we are working through the recruitment process in a more proactive manner. Managers are noticing a lift in the calibre of candidates.
- A P&C Division action plan to support the Framework for Maori Achievement has been drafted, in readiness to engage with the office of the Kaiārahi.
- A Te Pūkenga wide colleague survey primarily focused on monitoring change was conducted over a 2-week period. Results will be shared once known.
- P&C Leaders from the ITP's met in Wellington to engage with Te Pūkenga executives and to reflect on priority collaborative projects to support the transition over the next 2 years. The Ara DCE P&C is leading one of the projects: a paper to Te Pūkenga around Change Leadership recommendations.

Health Safety and Wellbeing	
Performance during current reporting period	<ul style="list-style-type: none"> <li>• There were no notifiable incidents during the month. Reporting was 1 notifiable in comparison to the month of October and the same period last year, notably a decrease from 24 incidents in Oct 2019 to 21 in October 2020 (-12%).</li> <li>• The number of colleagues engaging in confidential counselling via our EAP programme is consistent with last month.</li> </ul>
Outcomes delivered during current reporting period	<ul style="list-style-type: none"> <li>• We had 4 close contact cases of COVID-19 over the month. Our systems and leadership responses worked well to manage the risk and each case was found to be negative.</li> <li>• 'SafePlace' continues to be embedded with fine tuning continuing for colleague use and learner engagement with the tool being planned for 2021. We are working through how we optimise the reporting from the tool to PowerBI.</li> <li>• Recruitment of a Safety and Wellbeing Business Partner has been completed with an offer being made; a start date of late November is planned.</li> </ul>

## Learners at the heart of everything we do

- A P&C Business Partner continues to participate in the collaborative working group who are ensuring that Ara can meet its obligations in relation to the Pastoral Care of Domestic students, interim code of practice.

## Dynamic delivery of contemporary programmes and research

- **Teaching Capability** – the Teaching Improvement Initiative work continues with activity across teams, including Timaru and Woolston. A report on activity is being prepared for the Chief Executive.
- **The Academic Capability Framework** has been slightly revised to align to the Ara Learning and Teaching Framework. This begins the process of aligning the capabilities to a more future-focussed review of the capabilities that will occur in early 2021.
- **Professorial appointments** – the P&C Business Partners are supporting the Research Manager to finalise guidelines, policy and timing for Ara’s first Professorial appointment in 2021.
- **2020 Academic Promotions** – the application process closed on 2 November with 40 applications (a 20% increase on 2019) to be considered by the panel the week beginning 23 November. Nearly half of these applications came from Health Practice.
- **2021 Academic Promotions** - the design for the 2021 process is nearing finalisation and will be implemented at the end of Jan 2021.
- **Academic Study leave** – the application process closed on the 2<sup>nd</sup> November and successful applicants will be informed within the next month.

## High performing customer focused teams

### People and Culture Division Team activity

- The P&C team 90 day Action Planning for Nov – Jan 2021 was workshopped and finalised. The action plan is aligned to the FMA, Strategic Focused Areas and Priorities and the revised Ara Strategic Roadmap with Te Pūkenga.
- The Employee Experience team have had two workshops facilitated by internal P&C resources to define the Team Charter, values and behaviours.
- A work and time study exercise with the Employee Experience team is being undertaken to look at optimization and help shape workload distribution and role clarity.

### Change, Engagement and Wellbeing Surveys

- Sponsored by the CE of Te Pūkenga, an all ITP subsidiary colleague survey to monitor the impact of change on people over the transition was distributed across Ara.
- P&C Business Partners are working with their portfolio areas to determine where Ara Poka Planning activity for delivery in 2021 sits.
- **Talent Growth** - The **Ara Leadership Capability Framework** has been refreshed to incorporate more future-focussed leadership capabilities. This will be used to aid TKM and Tiers 3 & 4 leaders to identify talent during **Talent Mapping**.

- A **Valuable Conversations** impact report is being prepared to provide a snapshot of progress since January 2019. Data from the four “develop & grow me” questions from the engagement survey results will enable us to create a ‘heat map’ across divisions and teams.

#### **Leadership**

- The Impact evaluation of the Growing Inspiring Leaders Programme is underway with several focus groups, and individual interviews with the CE and DCE’s and with those who received individual coaching. An impact survey for all tier 3 and 4 level leaders has been designed.
- The **peer coaching group** trials are underway and we will continue to touch base on how those are progressing.
- **Mentoring:** We have developed a mentoring kit of tools and resources and are discussing a range of ways we can promote and support mentoring as a more common capability development strategy.

#### **Diversity and Inclusion**

- The Diversity and Inclusion Working group Terms of Reference have been approved by TKM. A Diversity and Inclusion strategy draft is underway.
- A “stocktake “was conducted by the organisation Diversity Works in relation to Ara’s current diversity and inclusion practices, policies and processes. A formal report and recommendation will be available in December.

#### **Cultural Intelligence Capability – Framework for Maori Achievement**

Collaboration continues with the Office of the Kaiarahi to support Cultural Intelligence capability design and delivery.

- The Maturanga SME expert training package design has been structured, and the content will be developed next.
- The draft P&C plan to meet the goals of the FMA has been considered by PACLT and discussed with the Kaiarahi.
- Another highly successful Treaty of Waitangi workshop has been held for 16 colleagues, the 4<sup>th</sup> this year. These continue to garner very positive feedback.

#### **Future of Work**

- A small cross-organisation collaborative group has convened to develop a vision and a tactical plan for growing Ara colleagues in ‘Working in a Digital Context’ – a key component of Ara’s future workforce activity. Rich discussions of context, skills, digital culture and change are informing our thinking. We are working on the design of Ara ‘personas’ to enable us to anchor our tactics in our peoples’ skill and support needs.

#### **Digital Capability/ Systems**

- Our capability training team have provided capability leadership and project support for the new Waituhi site.
- The training team are shifting focus to leverage more digital tools such as ‘LinkedIn learning’ as a core training resource.

### **Innovative and sustainable practice**

- The HRIS upgrade to V19 project continues with a view to implementing early December with some simple user guide communications.

#### **Future Focused and collaborative activity:**

- The Employee Experience Manager met with University of Canterbury HR to share information and learnings around bicultural recruitment practices and how UC are implementing Sphire (the recruitment system we both use).

**Summary of financial performance**

As at 31<sup>st</sup> October 2020, the People and Culture Division were \$281k adverse to the overall year-to-date budget. At budget setting it was anticipated that the net deficit for the Division would be \$1.83m in comparison to the actual deficit of \$2.12m.

Personnel Expenses were \$194k (12%) adverse to budget. Fixed Term Non-Teaching costs are \$251k overspent year-to-date.

General Expenditure were adverse to budget by \$87.8k, however, this is expected to improve over the remainder of the year.

**From:** Customer Service <[CustomerService@tec.govt.nz](mailto:CustomerService@tec.govt.nz)>

**Sent:** Friday, 13 November 2020 12:53 PM

**Subject:** Tertiary Education Strategy Update

Kia ora tatou

Minister of Education Hon Chris Hipkins has released the new Tertiary Education Strategy (TES) setting out a new direction for tertiary education and training.

As many of you know, the TES was developed following consultation on the 'Shaping a Stronger System with New Zealanders' document in late 2019. The strategy brings together feedback from 50,000 New Zealanders, received during the Kōrero Mātauranga, on what they want for the future of education.

The TES shares priorities with the National Education and Learning Priorities (NELP) for early learning and schooling. This link recognises that learners change and grow as they move through their education and that the education system needs to listen to them, adapt to their needs, and empower them to achieve their aspirations, whatever their age or stage of learning.

The TES highlights a number of priorities which ask TEOs to focus on including:

- reducing barriers to education for all learners
- ensuring places of learning are safe, inclusive and free from racism, discrimination and bullying
- developing staff to strengthen teaching, leadership and learner support capability across the education workforce
- collaborating with industries and businesses to ensure learners have the skills to succeed.

You will need to reflect these TES priorities in your investment plans. Our Investment Plan Guidance will be published soon and will support you to do this.

We reviewed these priorities in the context of the COVID-19 pandemic and are confident that they are relevant in a post-Covid environment. Now, more than ever, we need to ensure that tertiary education is able to respond to a changing labour market and support learners to upskill, reskill, and succeed.

The TES strongly aligns with Ka Hikitia, Tau Mai Te Reo, the Action Plan for Pacific Education, and the Learning Support Action Plan. These all focus on improving educational success and experiences for Māori and Pacific learners/ākonga, learners/ākonga with disabilities, and those with learning support needs, and on strengthening te reo throughout our education system.

We acknowledge your contributions during the development of the TES and look forward to working with you to embed these priorities in our sector.

More information on the TES is available on the [Ministry of Education website](#).

Ngā mihi

**Tim Fowler**

Chief Executive

Tertiary Education Commission

**Customer Contact Group**

Delivery Directorate

P 0800 601 301

E [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz)

PO Box 27-048, Wellington 6141, New Zealand

[www.tec.govt.nz](http://www.tec.govt.nz)

**This email is only intended to be read by the named recipient. It may contain information which is confidential, proprietary or the subject of legal privilege. If you are not the intended recipient you must delete this email and may not use any information contained in it. Legal privilege is not waived because you have read this email.**

# The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

<b>OBJECTIVES</b>	<p><b>OBJECTIVE 1</b></p> <p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>OBJECTIVE 2</b></p> <p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>OBJECTIVE 3</b></p> <p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>OBJECTIVE 4</b></p> <p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>OBJECTIVE 5</b></p> <p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>
-------------------	---	--	--	--	--

<b>PRIORITIES</b>	<p><b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>3</b> Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>5</b> Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b> Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
	<p><b>2</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>4</b> Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p>	<p><b>6</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		

\* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

# Implementation of the Tertiary Education Strategy



The Tertiary Education Strategy (TES) sets out the Government’s current and medium-term priorities, and long term strategic direction for tertiary education. It is intended to address economic, social and environmental goals, and the development aspirations of Māori and other population groups. This TES has been developed following consultation in late 2019 with the tertiary education sector and other stakeholders on a draft TES set out in the Shaping a Stronger Education System with New Zealanders discussion document.



The Tertiary Education Commission (TEC) is required by the Education and Training Act 2020 to give effect to the TES through the investment process. As part of this, the TEC is responsible for publishing guidance on the content and criteria for assessment of Tertiary Education Organisations’ (TEOs) investment plans, and determining and allocating the amount of funding to TEOs. The TEC also has a role in building the capability of TEOs as part of giving effect to the TES. In exercising its other functions, the TEC must have regard to the TES - this means that TEC’s activities outside of the investment planning process should be consistent with the priorities and direction set out in the TES.

The New Zealand Qualifications Agency (NZQA) is required by the Education and Training Act 2020 to have regard for the TES. This means that NZQA’s activities, including its quality assurance functions, should be consistent with the priorities and direction set out in the TES.

TEOs are required to describe in their proposed investment plans how they will give effect to the Government’s current and medium-term priorities as described in the TES. This means that TEOs should think about how they will reflect the TES priorities in their policies and practices, and inform TEC about this through their investment plans.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
-------------	-------------	-------------	-------------	-------------

**LEARNERS AT THE CENTRE**

Learners with their whānau are at the centre of education

**BARRIER FREE ACCESS**

Great education opportunities and outcomes are within reach for every learner

**QUALITY TEACHING AND LEADERSHIP**

Quality teaching and leadership make the difference for learners and their whānau

**FUTURE OF LEARNING AND WORK**

Learning that is relevant to the lives of New Zealanders today and throughout their lives

**WORLD CLASS INCLUSIVE PUBLIC EDUCATION**

New Zealand education is trusted and sustainable



Actions for Tertiary Education Organisations

1	2	3	4	5	6	7	8
<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Ensure that robust policies, plans and support are in place to address racism, bias and low expectations that impact learners/ākonga, staff and their whānau</p> <p>Review, expand and strengthen current mechanisms to hear and act on learner/ākonga voice, and understand the views of whānau and communities</p> <p>Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ākonga and for their physical and mental health</p>	<p>Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākonga</p> <p>Develop staff capabilities to support teaching and learning practices that value languages, cultures and identities</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p>	<p>Collaborate with schools, whānau, Pacific families, communities and industries to plan for successful transitions to enable all learners/ākonga to succeed in education and training</p> <p>Actively identify and reduce barriers for all learners/ākonga, and support them to access education and achieve successful education and employment outcomes</p> <p>Where possible, reduce non-fee costs and take advantage of policies to reduce financial dependence on family and whānau</p> <p>Ensure that robust policies, plans and support are in place to support disabled learners/ākonga and neurodiverse learners/ākonga to succeed</p>	<p>Ensure adult learners/ākonga can access opportunities in their communities, workplaces or while studying at a TEO to develop their literacy and numeracy capabilities</p> <p>Support learners/ākonga to develop relevant digital literacy skills that enable them to study</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities and qualities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Value the languages spoken by Pacific and Māori learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Embed tikanga Māori in values, practices and organisational culture based on engagement and advice from Māori</p> <p>Provide learning and development opportunities for educators to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Encourage leaders to undertake their own learning and development opportunities to become proficient users of te reo Māori, and use it increasingly at all levels of engagement</p> <p>Ensure that strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi</p>	<p>Identify gaps in teaching capability and invest in opportunities for educators and staff to strengthen teaching, leadership and learning support</p> <p>Value diversity in your workforce and hire staff with a range of backgrounds, identities, languages and cultures to grow a workforce representative of the diversity of your learners/ākonga and communities</p>	<p>Ensure that teaching and learning meets learner/ākonga, employer and industry needs, and delivers skills relevant for the workplace</p> <p>Offer more coherent vocational learning packages and pathways that support learners/ākonga into relevant employment outcomes</p> <p>Provide for lifelong learning options that are flexible, adaptable and timely so that people can upskill and retrain throughout their lives</p> <p>Support relevant skills for New Zealand’s shift to a carbon-neutral economy</p>	<p>Build a diverse, sustainable research workforce and broaden the pool of talent and knowledge</p> <p>Support excellent research and the contribution of innovative approaches to solving economic, social and environmental challenges</p> <p>Collaborate and connect across disciplines and institutions to help solve local and global challenges</p>

# Implementation of the Tertiary Education Strategy (continued)

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p><b>LEARNERS AT THE CENTRE</b></p> <p>Learners with their whānau are at the centre of education</p>	<p><b>BARRIER FREE ACCESS</b></p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p><b>QUALITY TEACHING AND LEADERSHIP</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>FUTURE OF LEARNING AND WORK</b></p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b></p> <p>New Zealand education is trusted and sustainable</p>			
<p><b>1</b></p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p><b>2</b></p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p><b>3</b></p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p><b>4</b></p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p><b>5</b></p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p><b>6</b></p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p><b>7</b></p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p><b>8</b></p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Provide clear expectations in the Codes of Practice for the pastoral care of domestic tertiary students and international students</p> <p>Partner with TEOs to develop a framework for safety and inclusivity in tertiary education environments</p> <p>Genuinely engage with learners/ākonga and value, listen to and consider their voices so that processes, practices and work in Government and TEOs genuinely reflect learner/ākonga needs</p>	<p>Invest in and support the development of programmes and pathways for learning in Pacific languages</p> <p>Review the tertiary education investment system to support TEOs to better address learner/ākonga needs and support equitable outcomes for underserved learners/ākonga</p> <p>Partner with TEOs to develop tools, guidance and measures that enable evidence-based education delivery that meets the needs and aspirations of all learners/ākonga</p> <p>Empower learners/ākonga to have their voices heard</p> <p>Work with TEOs to implement innovative approaches that support learners'/ākonga success</p> <p>Strengthen Māori-medium pathways in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau</p>	<p>Ensure funding better recognises the additional costs of tailoring support and education delivery to different learners and supports providers to help under-served groups</p> <p>Support TEOs to increase their capability to identify and understand learner/ākonga needs and barriers to success</p> <p>Coordinate across systems so that foundation learning settings enable individualised, flexible learning opportunities that support learners/ākonga to transition between education, welfare and work</p> <p>Develop best practice guidance for supporting disabled and neurodiverse learners/ākonga in tertiary education and training</p> <p>Support Pacific learners/ākonga and their families through the Action Plan for Pacific Education</p> <p>Partner with Te Taumata Aronui, to respond to their recommendations and advice about how tertiary education can better meet the needs of ākonga Māori and communities</p>	<p>Invest in Adult and Community Education to provide more learners/ākonga with accessible education and pathways to further education, training and employment</p> <p>Strengthen foundation education to improve learner/ākonga pathways into higher levels of education and employment</p> <p>Consider literacy and numeracy settings to ensure access to quality literacy and numeracy provision in the context of RoVE</p>	<p>Invest in, develop and implement Māori-Medium pathways</p> <p>Develop an approach to supporting the inclusion of te reo Māori and tikanga Māori throughout tertiary education and training</p> <p>Develop and implement a plan for qualifications and graduate profiles to be bilingual, in te reo Māori and English</p> <p>Review funding rates for Māori language and mātauranga Māori in the tertiary sector</p>	<p>Ensure the quality of teaching through a range of quality assurance functions, including, External Evaluation and Review (EER) and programme monitoring</p> <p>Incentivise and support TEOs to develop and strengthen teaching capability and excellence</p> <p>Publish and implement a tertiary education investment framework that shows how funded places are allocated to high priority provision, and how funding is used to grow high-performing TEOs</p>	<p>Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</p> <p>Complete the reform of vocational education including establishing Workforce Development Councils, Centres of Vocational Excellence, and a new unified funding system</p> <p>Review the tertiary education investment system to introduce a stronger focus on work-integrated learning across a broader range of disciplines</p> <p>Partner with schools, TEOs, industries, employers and communities to deliver a more active careers service</p> <p>Strengthen the New Zealand Qualifications Framework and qualifications system to enable lifelong learning and clearer learning pathways and to allow for flexible, shorter credentials/ qualifications including recognition of prior learning</p>	<p>Partner with wānanga to support their unique role in the tertiary education system</p> <p>Support the advancement of Māori-led and mātauranga-informed solutions</p> <p>Support and develop the contribution of tertiary education organisations to the research system</p> <p>Develop and implement a Government response to the independent review of the Performance-Based Research Fund</p> <p>Establish an enduring Wānanga-Crown partnership that will focus on identifying new solutions for the wānanga sector</p>


**Actions that Government is taking that support the implementation of the TES**

<b>Ara Committee</b> <b>24 November 2020</b>	<b>Agenda Item</b> Ara Board/ 24 November 2020/ Page 7.43
	<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b> T Gray

<b>ARA COUNCIL REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	<b>Academic Board</b>
<b>BACKGROUND AND PURPOSE</b>	<p><i>A summary report to Council from Academic Quality of:</i></p> <ul style="list-style-type: none"> <li>• <i>The Ara Academic Committee meeting was held on the 29 October 2020.</i></li> </ul> <p><i>The Academic Board role is to:</i></p> <ul style="list-style-type: none"> <li>• <i>Advise Council, 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 Council or CE, or which the Board believes are of significant importance.</i></li> </ul>
<b>RECOMMENDATION(S)</b>	1. That the Academic Board report be received.
<b>LINK TO ARA STRATEGY</b>	High Performing Organisation.
<b>KEY ISSUES IDENTIFIED</b>	Nil.
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	Nil.
<b>RISK IMPLICATIONS FOR ARA</b>	Nil.
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	N/A

## 1 Student Voice

A review of the Student Council is underway. The review will include how the Council functions, including recruitment and training for those involved. Currently recruitment takes place in March. This will move to the end of previous year so that the reps are ready to go at the beginning of the year and ensures continuity of capability within the Council.

## 2 Self-Assessment

The Graduate Alumni and Covid-19 i-Graduate survey reports were presented.

### Graduate Alumni Survey 2020 (GAS)

- The term 'alumni' will be reviewed to reflect a life-long connection.
- GAS data will be available in PowerBI in 2021.

### Covid-19 i-Graduate Report:

- Response rate 13%, however some valuable information that triangulates with other data collected.
- Main feedback related to communication and online learning.

Alex McKegg (EER Lead Evaluator) is working with the Academic Quality team to deliver workshops with a variety of colleagues within each department to enhance evaluation capability. Additional sessions will also be run with Te Kāhui Manukura, Academic Committee and the Evaluation and Review sub-committee.

## 3 Research and Knowledge Transfer Committee

It was reported that the Research Korero book has been published. Research week was held over two weeks with 22 contributions across most departments. A Research design dash has been scheduled for the beginning of 2021. It was reported that current research activity is high with a number of colleagues also due to attend an ITP Research Symposium with seven doing solo presentations and a few others doing shared presentations.

## 4 Postgraduate Board of Studies

Ara currently has 172 postgraduate learners enrolled; this is expected to increase significantly over the next year. A new space for the postgraduate office and work area is currently being discussed so that these learners have their own area on campus assigned as a workspace and to access resources etc. A postgraduate librarian currently employed in the Ara Library has been seconded onto the Postgraduate Board of Studies to provide a voice relating to student resources – current and future needs.

# Ara Institute of Canterbury Ltd

## Board of Directors

### 2020 Work Programme

**as at 27 October 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	18 CANCELLED Spring Graduation Ceremony (10am and 2pm)	3-12 Sept (M Geddes)
	29 <b>Board Meeting (Woolston)</b> [Note: 28 Sept S Canterbury Anniversary Day] • 2021 Budget	
	Chief Executive Remuneration and Performance Review Committee	

October	6	Campus Redevelopment Committee Workshop	
	22	<b>NZIST CE Roadshow</b> <b>[Ara Board Meeting with Te Pūkenga Chair and CE]</b>	
	27	<b>Board Meeting (Christchurch) note: 26 October Labour Day</b> <ul style="list-style-type: none"> <li>• Report on Affixing of Common Seal</li> <li>• 2021 Budget Sign Off</li> </ul>	
	29	Academic Committee	
November	17	REM Committee Meeting	
	23	Audit and Risk Committee Meeting	
	24	<b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Annual Report 2020 – content/format</li> </ul>	
	26	Academic Committee	
December	15	<b>Board Meeting (Christchurch) (if required)</b>	

**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

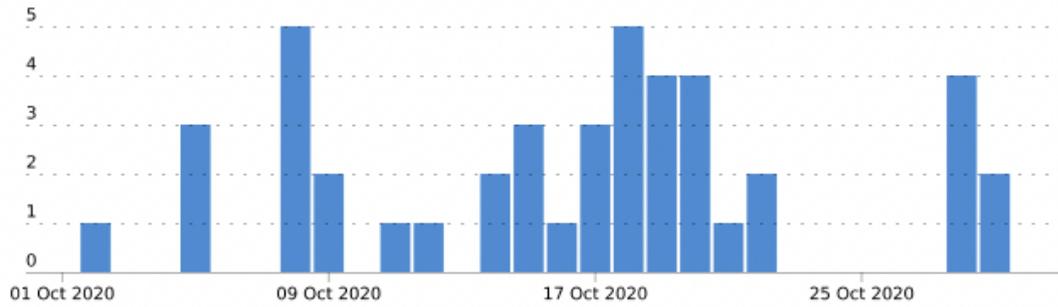
Waitangi Day – Thursday 6 February  
 Otago Anniversary – Monday 23 March  
 Good Friday – 10 April  
 Easter Monday – 13 April  
 Easter Tuesday – 23 April  
 ANZAC Day observance – Monday 27 April  
 Queen's Birthday – Monday 1 June  
 South Canterbury Anniversary Day (Timaru campus closed) – Monday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



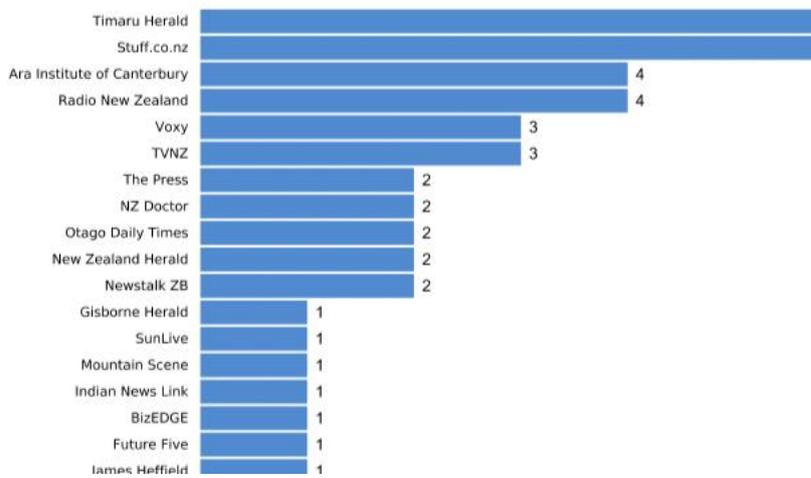
## MONTHLY MEDIA REPORT OCTOBER 2020

### 1. EXTERNAL CONTENT:

#### Volume



#### Sources



#### Content Types



### [Young entrepreneurs off to Wellington for national awards](#)

From Timaru Herald

Published 16:24 29/10/2020

Also from [Timaru Herald](#)

Teams from Roncalli College and Timaru Boys' High School were awarded the top prizes at the awards, held at **Ara Institute of Canterbury's** Timaru campus earlier this week. ... The judging panel were **Ara Institute of Canterbury** operations manager Leonie Rasmussen, The Todd Mudie Group general manager Tig Payne, and South Canterbury Chamber of Commerce president Gordon Handy.

### [Kara Kennedy: Confusion over residency rules made worse by inconsistencies](#)

From New Zealand Herald [PAYWALL]

Published 15:04 28/10/2020

**Ara Institute of Canterbury** and the University of Auckland use the term "New Zealand Permanent Resident".

### [Christchurch teen activist to play starring role in nationwide climate talks](#)

From The Press

Published 14:22 28/10/2020

The third annual summit is being co-hosted by the University of Canterbury (UC) and Lincoln University, and supported by **Ara Institute of Canterbury**, the Christchurch City Council and ChristchurchNZ. ... **Ara Institute of Canterbury** sustainability lecturer Allen Hill will lead the introductory talk.

### [Ara Institute of Canterbury's Amit Sarkar recognized as 'smart city expert'](#)

From Ara Institute of Canterbury

Published 11:57 28/10/2020

Also from [Voxy](#)

### [Dying Timaru artist makes special scientific paint mix](#)

From Timaru Herald

Published 16:32 22/10/2020

Professional for the past six years Robert Westaway studied at **Ara Institute of Canterbury** Timaru Campus and has a Masters in art from Otago University.

### [Caitlin Bradley receives University of Canterbury Blues Award](#)

From Timaru Herald

Published 14:15 22/10/2020

UC Blues Award winner Caitlin Bradley sings at a Performance Forum at the **Ara Institute of Canterbury** theatre in Christchurch in September. ... Bradley, 19, is in her second year at the University of Canterbury studying a Bachelor of Commerce, and a Bachelor of Music at **Ara Institute of Canterbury**.

### [The new faces of New Zealand's 53rd Parliament](#)

From TVNZ

Published 21:37 21/10/2020

She moved to Christchurch in 2004 and is a midwifery lecturer at **Ara Institute of Technology**, having previously worked as a community midwife.

### [Passion and leadership celebrated at NZOIA Outdoor Excellence Awards](#)

From James Heffield

Published 09:27 20/10/2020

Also from [Voxy](#)

This year's tertiary recipients were Amoranga Apaapa of Wintec, Nicole Davenport of Nelson Marlborough Institute of Technology, Jason Bond of Tai Poutini Polytechnic, Libby Clifton of Hillary Outdoors, Robbie Smith of **Ara Institute of Canterbury** - Christchurch Campus and Tia Denovan-Stroud from **Ara Institute of Canterbury** - Timaru Campus.

### [Labour's new Ilam MP wants to bring 'connection and caring' to role](#)

From TVNZ

Published 08:46 20/10/2020

Pallett, who has also worked as a community midwife and is the president of the union representing academic staff at **Ara Institute of Technology**, said she wanted to bring a new style of MP to the electorate.

### [The Show's must Go On in Tauranga](#)

From SunLive

Published 07:01 20/10/2020

Three years of tertiary study at **NASDA** (the Christchurch-based National Academy of Singing and Dramatic Art), has been followed by over a decade years of consistent work in some of the biggest professional productions in Australasia - including Buddy, Hairspray and The Lion King, and the Australasian Premiere of Sister Act in New Plymouth, New Zealand in 2016.

### [Election results: Labour lands three more doctors in Parliament](#)

From NZ Doctor

Published 20:19 19/10/2020

Ms Pallett, a midwifery lecturer at **Ara Institute of Canterbury**, says in a text message she will call later, adding, "We've got a plethora of health professionals here!"

### [Labour's red tide sees its parliamentary diversity increase](#)

From Radio New Zealand

Published 15:30 19/10/2020

Also from [Indian Newslink](#), [MSN](#)

She's a midwifery lecturer at **Ara Institute of Technology**, having previously worked as a midwife at Christchurch Women's Hospital and as a rural midwife.

### [Newsletter: Ardern Parts the Blue Sea - Silvereye Election Special 2020](#)

From Silvereye

Published 15:03 19/10/2020

(Ilam)Midwifery lecturer at **Ara Institute of Technology**

### [Election 2020: Forty newcomers include our first African, Latin American and Sri Lankan MPs](#)

From New Zealand Herald

Published 18:34 18/10/2020

Also from [Newstalk ZB](#)

The midwifery lecturer at **Ara Institute of Technology** was previously a community midwife.

### [The red tide: Labour wins 15 seats held by National](#)

From Radio New Zealand

Published 06:10 18/10/2020

Also from [TVNZ](#), [MSN](#)

Pallett is a midwifery lecturer at **Ara Institute of Technology**, having previously worked as a community midwife.

### [National's Gerry Brownlee likely to lose Ilam seat for first time](#)

From Radio New Zealand

Published 20:50 17/10/2020

Also from [Otago Daily Times](#), [Radio NZ](#), [MSN](#), [Otago Daily Times](#)

Sarah Pallett is a midwifery lecturer at **Ara Institute of Technology**, having previously worked as a community midwife.

### [We Will Rock You](#)

From Gisborne Herald

Published 00:03 16/10/2020

Having attended Ngata College and Lytton High School, she went on to develop her passion for her art at **NASDA** (National Academy of Singing and Dramatic Art) in Christchurch. ... A part she landed in her last year of study at **NASDA** took Edmonds to Australia to perform in The Buddy Holly Story.

### [Lianne Dalziel: Putting Christchurch on the map for technology](#)

From Newstalk ZB

Published 14:21 12/10/2020

[00:08:01] ... We've got Canterbury [University of Canterbury], Lincoln [University], we've got **Ara [Institute of Canterbury]**, but we've also got University of [Otago], their School of Medicine is based here as well.

### [Ara & ImpactED hui inspires girls to follow tech passion](#)

From Future Five

Published 13:29 08/10/2020

Also from [BizEdge](#)

**Ara Institute of Canterbury**, ImpactED and Creative Trust, with support from the Ministry of Education, held a recent hui called Engaging Girls in Digital Technologies.

### [Ara students help younger girls imagine a future in technology - Ara Institute](#)

From Ara Institute of Canterbury

Published 09:56 08/10/2020

Also from [Voxy](#)

### [Rural midwives report feeling under-appreciated, overlooked - survey](#)

From NZ Doctor

Published 16:01 05/10/2020

One of the researchers, Rea Daellenbach, a senior midwifery lecturer at **Ara Institute of Canterbury**, says she was surprised to see many midwives report problems at the rural/urban interface.

### [Park branches into gallery](#)

From Mountain Scene

Published 17:22 02/10/2020

Mitchell, who's currently studying towards a Master of Creative Practice at the **Ara Institute of Canterbury**, will be painting onsite throughout the week, and holding animal drawing lessons for \$10 an hour.

## **2. INTERNAL CONTENT:**

### [Ara Hosts Entrepreneurial High School Talent For the 2020 Young Enterprise Scheme \(YES\) Regional Awards](#)

From Ara News

Published 30/10/2020

Last night at Ara Institute of Canterbury the top-scoring YES teams for Canterbury Ōtākaro North and South competed for the penultimate prize – to be named as Regional Winners and go on to represent the region at the National Final in Wellington on 10th December.

### [Te Pūkenga Leadership Shares Stories of Their Progress With Ara](#)

From Ara News

**Published** 28/10/2020

Te Pūkenga Chair Murray Strong and Chief Executive Stephen Town visited Ara on 22 October as part of their progress around the country to visit all 16 of the organization's subsidiaries.

### [Ara's own Dr. Amit Sarkar – acclaimed as 'smart city expert'](#)

**From** Ara News

**Published** 28/10/2020

Prolific Ara researcher and tutor Amit Sarkar has recently been described as a 'smart city expert' after a project that he worked on recently won a City of Regensburg civic award for sustainable local government practices.

### [Mask making keeps fashion students busy](#)

**From** Ara News

**Published** 23/10/2020

As New Zealand prepared to head into lockdown round 2, a group of eight fashion students supported by their tutor Nathan Ingram, put their skills to work.

### [Ara Re-works Community Connect Centres](#)

**From** Ara News

**Published** 23/10/2020

Ara Institute of Canterbury Ltd. has taken steps to ensure that its local 'Connect' centres remain in the best position possible to deliver free computer-based learning to up-skilleders around the city.

### [NZOIA Awards Recognize Ara Colleagues' Excellence](#)

**From** Ara News

**Published** 21/10/2020

Last night (October 19th) the annual New Zealand Outdoor Instructors Association (NZOIA) Outdoor Excellence Awards took place in the form of an online celebration.

### [Ara Research Week Kicks Off in a Sporting Style](#)

**From** Ara News

**Published** 21/10/2020

Ara Institute of Canterbury Ltd began its two-week Research Week Event – 'Growing Research Culture' with staff presentations today.

### [Ara staff use design thinking to integrate 'graduate attributes'](#)

From Ara News

Published 13/10/2020

On October 1st, Ara institute of Canterbury staff went off-site to participate in a 'Design Dash Ideas Generator'.

### [Ara Students Help Younger Girls Imagine A Future In Technology](#)

From Ara News

Published 08/10/2020

A select group of female Enterprise and Digital Innovation students studying for their degree in IT at Ara were key contributors to the 'Engaging Girls' in Digital Technologies' hui, organised by Impacted in collaboration with Creative Trust and with support from the Ministry of Education.

### [Ara Nursing Student Goes Out to Battle For Mental Health After Recieving Sacha McKnight Cup](#)

From Ara News

Published 08/10/2020

Outstanding Bachelor of Nursing student Hamiora Whanau has won the 2020 Sacha McKnight Cup for 2020, a prize cup that recognises overcoming the odds and personal challenges to shine during study.

### [Business student exceeds own expectations](#)

From Ara News

Published 08/10/2020

Isaac Tai epitomises determination, having passion for what you do, and striving for excellence. Tai has recently finished his Bachelor's degree in Applied Management, through Ara Institute of Canterbury's department of (Enterprise and Digital Innovation) EDI.

### [Business student exceeds own expectations](#)

From Ara News

Published 08/10/2020

Isaac Tai epitomises determination, having passion for what you do, and striving for excellence. Tai has recently finished his Bachelor's degree in Applied Management, through Ara Institute of Canterbury's department of (Enterprise and Digital Innovation) EDI.

### [Ara Business Development Team share Kaharoa Manihera's story during national Te Wiki o Te Reo Māori](#)

From Ara News

Published 2/10/2020

On Thursday the 17th of September, The Business Development Team at Ara Institute of Canterbury held an event to acknowledge Te Reo and Tikanga Māori at Ara Visions Restaurant during the national Te Wiki o Te Reo Māori within Mahuru Māori 2020.

[Ara Institute of Canterbury Ltd to play a key role in a new \\$15 million plan to train future engineers in future electrical vehicle technologies](#)

From Ara News

Published 2/10/2020

A recently-announced MBIE-funded research project led by Dr. Rod Badcock of Victoria University has designated Ara, along with Manukau Institute of Technology, as the lead in ensuring that diploma and technology degree students gain the expertise needed to work with futuristic electric vehicle technologies.