



## Ara Institute of Canterbury Limited

(the Company)

### MEETING OF THE BOARD OF DIRECTORS

**Date:** 30 November 2021

**Time:** 9.30am

**Venue:** Room G202, Boardroom, 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.	Karakia
2.	Welcome/Apologies/Notices
3.	Conflicts of interest
4.	Call for and discussion of minor items not on the Agenda
5.	<b>Confirmation of Meeting Minutes (Public) – meeting 26 October 2021</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 EFTS Performance b 2021 Annual Report and Audit c Regional Roundup d Director Māori Achievement Report e Te Ōhaka Highlights Report 6.2 Executive Director Reports 6.3 Pasifika Report [In attendance: Sua Tauti, Ara Pacific Lead 9.45am-10.00am] 6.4 Chair Report
7.	<b>Information Items [For noting]</b> 7.1 Regional Master Plan Engagement Process Summary 7.2 Sub-Committee Reports a Audit and Risk Committee [1 November 2021] b Campus Redevelopment Committee [no meeting held] 7.3 Ara Board Work Programme 7.4 Media Report 7.5 Common Seal Report
8.	<b>General Business</b>

## CLOSED AGENDA

PUBLIC EXCLUDED: *It will be moved that the public be excluded from the remainder of the meeting.  
The general subject of the matters to be considered while the public is excluded is:*

Item	Subject	
9.	<b>Confirmation of Meeting Minutes (Public Excluded) - meeting held 26 October 2021</b>  9.1 Approval of Meeting Minutes 9.2 Matters Arising 9.3 Action List	[s9(2) (f), (i), (j)]
10.	<b>For Discussion</b>  10.1 Chief Executive Report a Financial Performance b Health, Safety and Wellbeing c Performance Dashboard/Placemat d Quarterly Complaints and Information Report  10.2 Executive Director Te Tiriti Partnerships Report 10.3 Transition Programme Update 10.4 TKM Strategic Planning Workshop Outcomes	[s9(2) (f), (i), (j)]
11.	<b>For Decision</b>  11.1 Ara & Ministry of Awesome Partnership	[s9(2) (f), (i), (j)]
12.	<b>For Information [For noting]</b>  12.1 Trustees  12.2 Sub-Committee Reports a Audit and Risk Committee [1 November 2021] b Campus Redevelopment Committee [no meeting held]  12.3 Graduate Employer Survey 2021 Summary	[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)

## 2021 Register of Disclosure of Conflicts of Interest

Last update as of 26 October 2021

### Ara Board of Directors

<b>Thérèse Arseneau</b> [Chair]	<ul style="list-style-type: none"> <li>• ChristchurchNZ (Chair and Director)</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> [Deputy Chair]	<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> </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> <li>• Workbased Learning (WBL)Ltd (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>• JFC Limited (Director)</li> <li>• Kidson Trust Advisory (Board member)</li> <li>• Dublin Street Charitable Trust (CEO)</li> <li>• Kidson Trust Holdings Ltd (Director)</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>• Workbased Learning (WBL) Ltd (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>Darren Mitchell</b> Acting Chief Executive</p>	<ul style="list-style-type: none"> <li>• Ōtautahi Education Development Trust (Trustee)</li> <li>• Ara Foundation (Trustee)</li> <li>• WorldSkills NZ (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> <li>• He Toki ki Te Rika (Maori Trades Training) Trust</li> <li>• He Toki ki Te Mahi (Maori Apprenticeship) Trust</li> <li>• Te Tira Manukura (Chair)</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)

**26 October 2021 at 11.00am**

**Minutes**

These are the minutes of a meeting of the board of the Company held on 26 October 2021 in Room T1101, Timaru Campus and via zoom videoconference.

**1 Karakia**

**2 Welcome**

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

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

**Other attendees present:** Darren Mitchell (Ara Institute of Canterbury Ltd (Ara) Acting Chief Executive), Jasmine Canon (Executive Director, People and Culture) via videoconference, Te Marino Lenihan (Executive Director, Te Tiriti Partnerships), Karen Te Puke (DCE, Customer Engagement and Experience), Glynnis Brook (Acting Executive Director, AIR), Colin King (Acting Executive Director, Operations) and Christina Yeates (Ara Executive Officer) via videoconference.

**Public attendee:** Ken Linscott

**Apologies** Karen Te Puke (DCE, Customer Engagement and Experience).

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

**3 Conflicts of interest**

- a) The following amendment was received from Nettles Lamont, Director:
  - Remove Hortus Limited (Director)
  - Add Kidson Trust Holdings Ltd (Director)
- b) No further conflicts were declared in relation to the open agenda.

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

## 5 Confirmation of Meeting Minutes

### 5.1 Minutes of Committee Meeting – 28 September 2021

It was **resolved** that the minutes of the ordinary meeting of the Ara Board held on 28 September 2021 (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.

M Taite-Pitama/ J Cartwright

Carried

### 5.2 Matters Arising Nil.

### 5.3 Action List

- a) **AP63 Targeted Review** It was noted that the NZQA Targeted Evaluation Report on Ara is included in this month's Board pack, Agenda Item 10.1c for information. **Action closed.**
- b) **AP85 Professorial Appointments** – As this is a live issue within the network, it was agreed that Dr Michael Shone, Manager – Research, Scholarships and Postgraduate Studies and Glynnis Brook, Acting Executive Director, AIR will provide ongoing updates to the Board. **Ongoing.**
- c) **AP86 Future of Vocational Education Systems** – with the process of engagement around the Operating Model and the Board feedback, this future agenda item has been addressed. **Action closed.**
- d) **AP87 Appreciation to Colleagues** – end of year event to be arranged pending Covid activity. It was noted that the South Canterbury colleague event being held at 12pm on 26 October in Timaru provided an opportunity for the Board to mingle and thank Southern colleagues, combining well with external stakeholder Regional Master Planning sessions. **Action carried forward for Christchurch campuses only.**
- e) **AP88 Timaru visit** – **Action closed** as per Board meeting and stakeholder sessions taking place on 26 October 2021 in Timaru.

## 6 Items for Discussion

### 6.1 Chief Executive (CE) Report

The report was taken as read and the following is a summary of the discussion areas:

- a) **Te Pūkenga Operating Model** – The Board noted that the first round of engagement on the proposed Operating Model is taking place with colleagues. This engagement includes an online poll, feedback forms and the Ara CE presenting to colleagues at each campus and encouraging internal feedback. It was noted that there is a high level of anxiety around the proposed operating model concept for allied and support functions if they are to reside in different parts of the network. Colleagues are keen to know what the impact is for them. Further detailed discussion on this subject was held in the public excluded session.
- b) **Open Polytechnic of NZ Collaboration** – The Board were advised that this is going well and referred to the Secondary/Tertiary initiative report contained in the Board pack [Agenda item 6.1a]. There are two tranches of engagement with closer collaboration on dual enrolment and blended learning.

- c) **Covid 19 and Vaccinations** – The Board acknowledged how Covid continues to impact all colleagues and there was discussion on the alignment to the Ministry of Health's announcements and how Ara is following Ministry guidelines and Health Orders. Cognisant of effects for learners and colleagues at Manawa in particular, it was agreed that this is a complex matter and dependent on Government guidelines for the sector. The Board were advised and noted that another ITP Subsidiary Board has requested members to indicate their vaccination status.
- d) **Financials** – taken as read. Financials are strong and enrolments continue to trend as previously reported.
- e) **Southern Campus Update** – The Board continue to value these reports providing increased visibility across operational activity in the South Canterbury region. The wraparound support provided to Timaru colleagues and learners affected by the recent tragedies in the region were again highlighted with appreciation from the Board.
- f) **Update from Director, Māori Achievement** – the update report was taken as read and the contents noted. No discussion.
- g) **Secondary/Tertiary Initiative: Partnership between OPNZL and Ara** – the Board endorsed these initiatives as outlined in the paper.

## 6.2 Chair Report

A verbal report was provided by the Chair, summary below:

- a) The Board were pleased to be at the Timaru Campus and having an opportunity to engage with colleagues and external stakeholders.
- b) Recognising the uncertainty Covid provides to all colleagues with the added dimension of the Operating Model engagement, the Board wished to acknowledge and pass on their appreciation to all colleagues for their continued hard work and encouraged everyone to look after one another.
- c) The Board Chair encouraged all colleagues and stakeholders to engage in terms of feedback on the proposed Operating Model.

## 7 Information Items

### 7.1 Simplifying NZ Qualifications and Other Credentials

This report was taken as read and provided for brief discussion on micro credentials in the Te Pūkenga network. It was noted that there are many layers to the process and that approvals could take longer until the new system settles in. Dr Angela Beaton, DCE Delivery and Academic, Te Pūkenga is working on a streamlined process with WDC's and the NZQA. The Board noted the need for it to link through to the Charter and in terms of regional flexibility, noted it is yet to be decided how this will be achieved.

### 7.2 Subcommittee Reports

- a) **Audit and Risk Committee** No meeting was held.
- b) **Campus Redevelopment Committee** No meeting was held.

### **7.3 Academic Committee**

The report taken as read. No comments received.

### **7.4 Ara Board Work Programme**

The contents of the work programme were noted.

- a) 2022 Board Work Programme – draft to be prepared by the Board Secretary and CE. [AP93 Board Secretary/CE]

### **7.5 Media Report**

The report was taken as read. No comments received.

## **8 General Business**

- a) Graduate Survey – it was agreed to prepare a report for the Board. [AP94 CE]

### **Closure**

There being no further business the Chairperson declared the public meeting closed at 11.40am.

[Note: The Ara Board received a briefing on the RMP stakeholder sessions by the Ara Planning team from 11.40am to 12.00pm and met with Ara Southern colleagues over lunch from 12.00pm to 1.00pm.]

Dated:

Signed as a correct record

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**Chairperson** *[note: signed via electronic signature]*



## Ara Board Minutes - Action List as of 26 October 2021

Number	Date When Action Arose	Agenda Item	Topic	Action	Board Responsibility	Status	Due Meeting date
AP85	31 Aug 21 Updated 28/9/21 26/10/21	7.2	DCE Report – AIR – Professorial Appointments	Agreed Management and Board representatives to meet to discuss further. 28/9 proposed start date deferred to early 2022 26/10 live issue in network, Board to be kept informed and updated.	Board/CE	Ongoing	Feb 2022
AP87	31 Aug 21 Updated 26/10/21	7.3	Chair's Report – Appreciation to Colleagues	Provide an opportunity for the Board to mix with all colleagues toward the end of the year e.g. morning tea. 26/10 Southern Campus event held.	CE/Board Secretary	Carried forward for Christchurch campuses only	Dec 21
AP93	26 Oct 21	7.4	Work Programme	Board work schedule to be drafted for 2022	CE/Board Secretary		Dec 21
AP94	26 Oct 21	8.0	General Business	Graduate Survey report to be prepared.	CE	Completed – refer November PE Board papers	Dec 21

<b>Ara Board 30 November 2021</b>	<b>Agenda Item</b>	<b>6.1</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>	<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 CE Overview

#### 1.1 Engagement on Te Pūkenga Operating Model and other related matters

A significant amount of time was put into the engagement process on the proposed Operating Model. Comprehensive and constructive feedback was provided by both the Board and Ara colleagues. A subsequent meeting of Chairs and CEs was held with Te Pūkenga at which a debrief from Te Pūkenga was provided. We have been advised to expect a further iteration, based on the feedback given, by the end of November. The final high level Operating Model will be delivered to Te Pūkenga Council at its December 2021 meeting, following which will be the organisation structure and design phase (phase three) and the implementation plan (phase four). These phases will commence in Quarter One 2022.

It is proposed that a Working Group including representation from four ITP subsidiaries be stood up to advise on phases three and four of the Operating Model process. The Working Group will provide feedback on the design of Te Pūkenga Operating Model, including the processes and service design, and the organisation structure. It will also provide feedback on Operating Model implementation and engagement plans. I am considering putting in an expression of interest.

I am also participating as a CE representative on the vaccine policy group and the marketing and communications group.

#### 1.2 Regional Master Plan

Engagement with South Canterbury stakeholders on the regional master plan has continued into November with good quality input being received. An update paper is included this month.

Work has been done to transfer Bluestone House to be placed on its own title. This gives greater options for future uses of the property and the potential to engage with the community to have them involved in the decisions about the best use for this historical building.

Preparatory work on the Madras Street campus in Christchurch that will enable the decision regarding NS Block and O Block to be implemented also continues.

#### 1.3 Regional Training Needs Analysis

In collaboration with SIT, Otago Polytechnic, and Tai Poutini Polytechnic, the second phase of the environmental scan has commenced. The "Environmental Scan - Future State" will help inform delivery modes of provision which best aligns to the future needs of industry and learners. Building upon the work presented to the Board last month, this phase will gather information to inform a model of provision with a future focused approach to information sharing across the collaborating organisations which will contribute to ensuring that the network of provision remains contemporary and consistent with the intent and priorities of the Reform of Vocational Education.

## 1.4 2021 Annual Report and Audit

Following on from recent discussions at the Audit and Risk Committee, Management has had its first meeting with the local Audit NZ Director, Audit Manager, and the Head of Audit NZ, Stephen Walker. It was a constructive meeting that explored a number of pre-audit checks including impacts of the proposed merger into Te Pūkenga and COVID-19.

The only unusual item for both parties to navigate this year is likely to be the accounting treatment related to eCampus, but this is going to be led from the Te Pūkenga auditor so as to have a consistent approach across the various subsidiaries involved.

Ara has prepared a provisional audit timeline (refer below) that aligns with Te Pūkenga's requirements, but this should be treated at this stage as being indicative, pending confirmation of resourcing from Audit NZ's perspective. The activities in the table below are largely in line with the 2020/2021 compressed schedule. The timeline allows for two ARC reviews of the annual report prior to presentation to the Board.

<b>2021 Year End Audit Activity and Annual Report Plan for 2022</b>	
<i>Note: Based on 2020/2021 plan – Te Pūkenga and Audit NZ to confirm</i>	
<b>Date</b>	<b>Activity</b>
Audit NZ to advise	Interim audit commences
Audit NZ to advise	Draft interim report to the Board issued
22/11/2021	Audit NZ and Ara planning meeting
17/12/2021	Draft Valuation Report Received from QV
TBC	<i>Final Valuation report submitted to Te Pūkenga</i>
7/02/2022 (TBC)	<i>SSP draft calculation available for audit (From Organisation Performance team)</i>
11/02/2021 (TBC)	<i>Completed Year End template submitted to Te Pūkenga. Hard close.</i>
11/02/2021	Draft financial statements sent to Audit NZ - Draft 1
14/02/2022	Audit commences
14/02/2022	Audit Kick-off meeting
21/02/2022 (TBC)	<i>SSP draft commentary available for audit (From Organisation Performance team)</i>
21/02/2022	Updated draft financial statements sent to Audit NZ - Draft 2
22/02/2022	Audit catch-up meeting
18/02/2022 (TBC)	<i>Completed going concern assessment to be submitted to Te Pūkenga</i>
18/02/2022 (TBC)	<i>Major areas of judgement papers submitted to Te Pūkenga.</i>
28/02/2022	Updated draft financial statements sent to Audit NZ - Draft 3
1/03/2022	Audit catch-up meeting
1/03/2022 (TBC)	<i>Audit and Risk Committee meeting papers sent out (including draft annual report (non-marketing version))</i>
7/03/2022 (TBC)	<i>Audit and Risk Committee meeting (Audit NZ audit enquiries and discussion)</i>
11/03/2022	Draft annual report (marketing version) available for audit
18/03/2022	Verbal audit clearance meeting
21/03/2022 (TBC)	<i>Audit and Risk Committee meeting (Audit NZ verbal clearance and Audit and Committee recommend to Board)</i>
24/03/2022 (TBC)	<i>Board meeting papers sent out (including final annual report (marketing version))</i>
25/03/2022 (TBC)	<i>Final Year End template sent to Te Pūkenga-Proof of verbal audit clearance must be provided</i>
29/03/2022 (TBC)	<i>Full Board meeting to adopt annual report</i>
29/03/2022	Audit opinion issued

## 2 Ara Performance – EFTS Overview – as at 8 November 2021

2021 Targets Summary			2020	2021	APS	CRE	EAS	EDI	HPR	Ara Institute of Canterbury Ara Ltd, Te Kōwhiri Rau
					HSI	HUM	TRA	ZTE	Other	
<b>Enrolments (EFTS)</b>			Actual	Target						
SAC Level 3+	6,515	5,846								
SAC Level 1-2	177	127								
ACE	73	86								
Trade Academy	179 (567 places)	153 (570 places)								
Youth Guarantee	81	83								
ITO	112	99								
Other	70	109								
<b>Total Domestic EFTS</b>	<b>7,208</b>	<b>6,502</b>								
<b>Total International EFTS</b>	<b>371</b>	<b>509</b>								
<b>Total EFTS (including eCampus)</b>	<b>7,579</b>	<b>7,011</b>								
Levels 1-2	490	491								
Levels 3-4	2,823	2,521								
Levels 5-6	1,327	979								
Level 7	2,843	2,938								
Levels 8-9	95	81								
<b>Participation</b>			Actual	Target						
<b>Māori Student Participation Rate</b>	<b>14.0%</b>	<b>13.1%</b>								
<b>Pacific Student Participation Rate</b>	<b>5.1%</b>	<b>4.8%</b>								
<b>Student Experience</b>			Actual	Target						
<b>Student Satisfaction, all learners</b>	<b>84.0%</b>	<b>84.0%</b>								
<b>Student Achievement</b>			Actual	Target						
<b>Successful Course Completion</b>										
All learners at levels 1-6	77.6%	84.0%								
All learners at levels 7-9	91.9%	94.0%								
Māori learners at all levels	76.6%	82.0%								
Pacific learners at all levels	72.0%	82.0%								
<b>Overall all learners at all levels</b>	<b>82.6%</b>	<b>88.0%</b>								
<b>Financial</b>			YTD period ending Sep	Actual YTD	Budget YTD	Budget FY				
Teaching Revenue	\$89.9m	\$80.9m	\$106.1m							
Other Revenue	\$4.0m	\$5.2m	\$6.8m							
<b>Total Revenue</b>	<b>\$93.9m</b>	<b>\$86.1m</b>	<b>\$113.0m</b>							
Other Costs	\$29.2m	\$31.8m	\$41.9m							
Staffing Costs	\$56.6m	\$55.7m	\$74.0m							
<b>Total Expenses</b>	<b>\$85.8m</b>	<b>\$87.6m</b>	<b>\$116.1m</b>							
<b>Surplus (excluding abnormal items)</b>	<b>\$8.1m</b>	<b>-\$1.5m</b>	<b>-\$3.1m</b>							

### Key points include:

- 2.1 As at 8 November 2021, Ara Global has enrolled 7,578.6 EFTS against a target of 7,011 EFTS. 108% of target enrolled (*excluding potential*)
- 2.2 Including potential EFTS, Ara Global has enrolled 7,607.0 EFTS
- 2.3 2021 year-end funding performance will exceed 7,600 EFTS
  - a 300 EFTS greater than 2020.
  - b 7,235 EFTS are Domestic sources of Funding. This is +790 Domestic EFTS compared to 2020.
- 2.4 Ara overall: 4.2% growth against same time last year (*excluding potential*)
  - a SAC 3+ have enrolled 111.4% of target
  - b SAC 1-2 have enrolled 137.5% of target
  - c Trade Academies have enrolled 569 students, 99.8% of target places (*target is 570*)
- 2.5 Ara Global Domestic has enrolled 7,207.9 EFTS (*excluding potential*)
  - a 111.4% of target enrolled
  - b 12.1 % year to date growth compared to same time last year
- 2.6 Māori and Pacific Participation 2021 – Based on current enrolments (*excluding potential*)
  - a Māori participation is at 14.0% against a target of 13.1%. The same time last year position was also 14.0%
  - b Pacific participation is at 5.1% against a target of 4.8%. The same time last year position was 5.5%
- 2.7 2021 International
  - a Ara Global International has enrolled 370.7 EFTS against a target of 509.2 EFTS. 72.8% of overall target enrolled
  - b Including potential, this is at 371.6 enrolled EFTS which is 72.9% of target

## 3 Southern Campuses Update

### 3.1 Background

The following is an update summary of the Southern Campuses' activities of the past month. No specific decision is being sought from the Board in this report.

### 3.2 Information Items

#### a Timaru Learner Update

- i Over the next six weeks Southern programmes will finish for the year. Each week in November gets a little quieter with programmes ending. The normal pattern of behaviour around final assessment anxiety and end of year worries can be seen but in general learners are happy and focused on the finished line.
- ii The process of reviewing all sources of feedback to assist with planning by the Student Life team for 2022 is underway. Southern student representatives, Ara survey, and colleagues, etc will be the source of information for planning and implementing a calendar of activities/events and wellbeing opportunities for southern learners over the 2022 academic year.

#### b External Stakeholder Activities

- i Annual Christmas gift appeal – Southern colleague Annie Barker is coordinating once again the fantastic Christmas gift appeal in which Ara Southern colleagues volunteer to buy a Christmas gift for a child in need supporting local agencies in their work with vulnerable families. This year another 40 children across South Canterbury will be supported anonymously by Ara colleagues.
- ii Regional Master Plan session – the feedback from external stakeholders and colleagues regarding the initial presentation has been positive. The Planning Team will be hosting an online session for stakeholders who were unable to attend in person. The word of Ara's plans has been spreading with several parties contacting regarding more information. They will be invited to the online session.
- iii Ara Timaru campus hosted the Young Enterprise Scheme South Canterbury Finals. Ara sponsors this event each year by providing a judge, facilities, and cash sponsorship. The event was on a smaller scale to ensure COVID-19 Alert Level 2 guidelines were met. The finalists were all of an exceptional standard with FrostEase from Mackenzie College taking out the regional finals.
- iv Hospitality and Service Industries (HSI) Business Breakfast – HSI hosted breakfast for their sector's stakeholders. Colleagues presented about Ara Workplace models and Managed Apprenticeships in the HSI portfolio. The event was also attended by Jo Luxton MP for Rangitata district. Feedback from stakeholders was positive regarding the opportunities for in-work training.
- v Feedback received by the Manager, Campus Operations (Southern) by external stakeholders over the past month in response to Glynnis Brook, Executive Director of Academic Innovation and Research exploratory conversations for Social Work, Early Childhood and Electricians has been positive with stakeholders looking forward to further discussion and the opportunity to be involved with Ara.

### c Ara Colleagues

- i Like our learners, colleagues are focused on the end of year activities and the overlap of activities for recruitment into 2022 delivery.
- ii Ara colleagues were pleased to see the increase in the Southern team's engagement results on completion of the recent Ara engagement survey.
- iii The Department of Health Practice and Department of Applied Sciences and Social Practice colleagues in Timaru would like to extend their appreciation to Board Member Andrea Leslie for taking the time to tour the spaces they utilise and to discuss health, safety and wellbeing within their areas. The two colleagues enjoyed the opportunity to highlight how they ensure appropriate health, safety and wellbeing is maintained at Ara and appreciated the feedback received on the day and from the report. Colleagues have taken on board the feedback and implemented immediate changes/ improvements.
- iv The teams also took this as an opportunity to look further at their own practice and made improvements on other items that the overall discussion prompted. For example, the Nursing team have subsequently decided to move the heavy CPR mannequin. It was in storage and due to its weight was only able to be used with Facilities assistance to move the mannequin, which reduces risk but also reduces access to this resource throughout the year. In 2022 they are planning to store the mannequin on a spare bed. This will mean the equipment can be stored as a complete unit and is able to be safely moved by any tutor/learner (without Facilities assistance) and will also increase the ability to access and utilise the resource for more practical training exercises throughout the year.

## 4 Update from Director, Māori Achievement

### 4.1 General

- a Continued involvement in revisioning pastoral care project – Māori Colleague Session One completed and system developed to ensure appropriate prioritisation of Māori voice in feedback developed
- b Further reviews of job descriptions for roles across the wider institution – the system to alleviate this work will sit with the Kaiārahi People and Culture once recruited.

### 4.2 Recruitment

Significant focus and time have been committed to the recruitment of three kaiārahi (advisor) positions, the operating philosophy, principles and how these are developed within their eventual induction. The roles are designed to support the implementation of FMA initiatives with focuses on the Academic, Innovation and Research (AIR) Division, Customer Experience and Engagement (CEE) Division and People and Culture (P&C) Division.

#### a Kaiārahi AIR

- i Heperi Harris has moved into the AIR position and recruitment for backfill of his management of Te Puna Wānaka is about to take place.

- ii NZ2992 NZ Certificate in Health and Wellbeing – delivered in Timaru, Christchurch and in whānau ora contexts in partnership with Te Pūtahitanga. Heperi Harris is planning a workshop to investigate cultural perspectives regarding teaching, learning, assessment and consistency requirements for the purpose of generating shared understandings and establishing practices that provide sufficient consistency while responding to particular contexts. It is likely this workshop will become a re-useable template to support tutors in other areas.

**b Kaiārahi CEE**

Interviews in progress

**c Kaiārahi P&C**

Interviews in progress



# Te Ōhaka Highlights Report

## Ara Board October 2021

### Innovation and Entrepreneurship courses

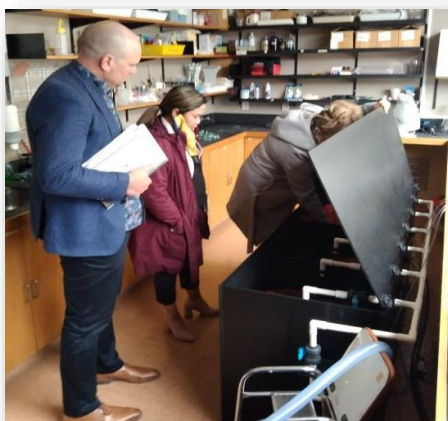
The new Innovation and Entrepreneurship courses offered for the first time in 2021 attracted 37 learners. These courses are taught by Jacob Varghese, the Innovation Lead at MoA. Interest and demand for these courses in 2022 is expected to grow, and plans are underway to offer these courses as electives across all Ara Degrees.

Three Ara learners from the Entrepreneurship course (pictured below) are joining Te Ōhaka to receive mentorship and incubation to commercialise their ideas and put into practice the skills they have learned.



### Ara Research Hub

Ara secured a Research Hub project with one of Te Ōhaka's successful startups, eClean EnviroTech, founded by Ngāire Scartozzi.



The Research project generates paid research time for the following Ara staff; Dr Matt Pour from Engineering (Scientific Lead), and Dr Grant Bennett & Dharini Paramasivam both from Applied Science. The Project also engaged 1 Ara Engineering student on the research team - William Hamlin. These colleagues are leading the trials of the system in three sites provided by City Council. *(Pictured here is the Bio-reactor located in Ara's Science Lab, and Michael Healey & Grace de Leon from Smart City Christchurch who are the funding and test partner)*

## **EClean EnviroTech Field Day**

The EClean Bioreactor minimises the impact of farm runoff by removing and recovering nitrates and other soluble nutrients from waterways. eClean Enviro Tech are returning and improving the māuri of Aotearoa's waterways with their innovative system.

In December, Te Ōhaka are hosting a field day at an Avon river trial site that includes the City Council and media representatives. This is an excellent opportunity to profile an Ara learner experience that is focussed on innovation and solving real-world problems. It is also an opportunity to profile Ara's research contribution, alongside Ngāire Scartozzi, eClean's Māori female founder in Te Ōhaka.

## **Ara as a Research Partner with the Orion Energy Accelerator**



The successful Orion Energy Accelerator concluded with a Demo Night presentation on 28th October. The presentation from the ten Energy startups showcasing their energy innovations was well received and attended by 90+ VIP's and industry leaders including Minister Megan Woods.

One of the outcomes for Ara are two Ara learners, Ethan Morris and Anna Parkinson-Breen, completing their Work Integrated Learning projects with Loxley Innovation - one of the promising startups which have come out of the Orion Energy Accelerator.

Another highlight for Ara is the work now underway with Ara's Trades Department to organise a partnership with Loxley Innovation and AgLoco which will see learners and staff involved in their prototype development. Loxley Innovation is prototyping an electric tractor, and AgLoco is building a solid bio-fuel tractor.

## **Broadening Te Ōhaka's reach within Ara**

The Department of Hospitality and Service Industries (HSI) is currently negotiating applied learning opportunities for learners from their degree and diploma programmes with [MenuAid](#), a new startup entrant to the Te Ōhaka incubation programme.

The 2022 Springboard applied learning programme will onboard learners from degree and diploma programmes within HSI and Creative Arts. As mentioned earlier we are planning on making the Innovation and Entrepreneurship courses available as electives across Ara Degree and Diploma programmes.

## **New Te Ōhaka startups**

We are delighted to welcome the following four startups into the Te Ōhaka incubation programme.

[Vanteks](#): The Vantek product senses correct posture and spinal positioning to enable better health and safety outcomes for seated workers.

[Everyyellow](#): The Everyyellow app is a wellness app that uses psychoacoustic principles to create experiences that make positive mindset shifts.

[MenuAid](#): MenuAid is a competitor to MyFoodBag with an emphasis on nutrition, sustainability, and independence. They are currently developing a partnership with Countdown.

[HuntingHQ](#): An AirBnB for private land - this is a platform that allows recreational users (hunters, fishing enthusiasts, off-roaders, mountain bikers, etc) to access private land across NZ.

## CUSTOMER EXPERIENCE AND ENGAGEMENT – REPORT FOR ARA BOARD NOVEMBER 2021



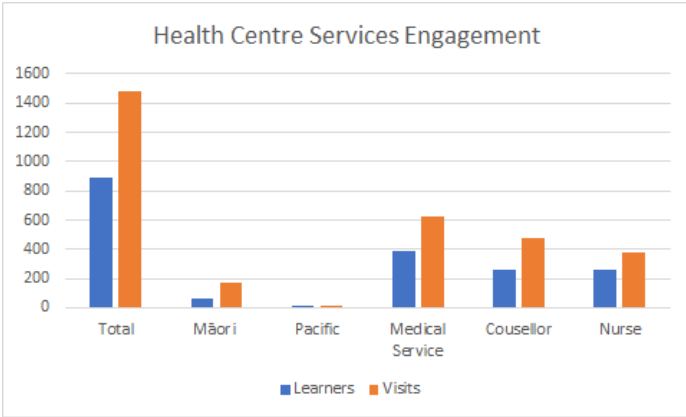
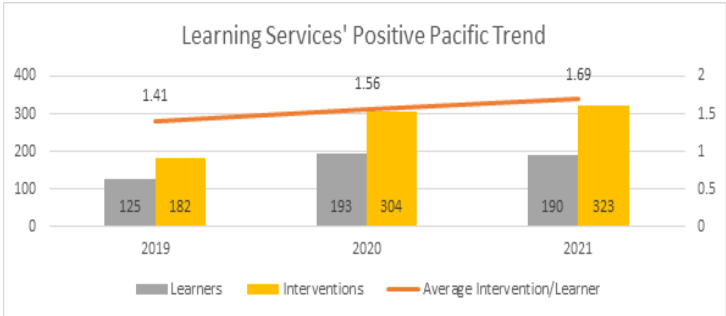
### Executive Summary

#### Key focus areas this reporting period

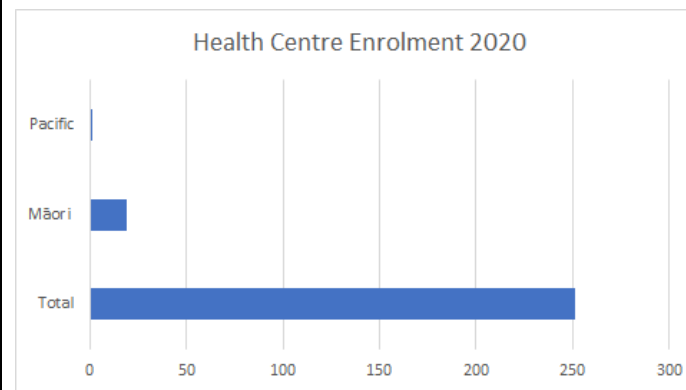
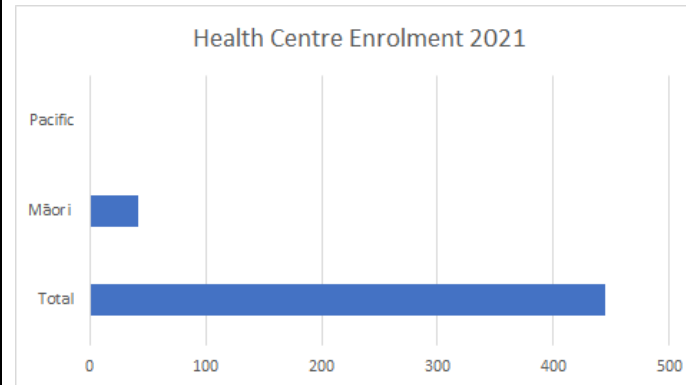
- Young Enterprise Scheme
- Marketing & Engagement Merge
- Health Centre Activities and Stats
- Academic Support Engagement and Stats
- Mental Health and Addiction (MoH) Update
- Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 Update
- Ōtautahi House Change Proposal and Resident Higher Course Completion – Why? (Appendix One)

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC /TRANSFORMATIONAL DELIVERY INFORMATION
1. Regional Responsiveness	<p>Hōpara mentoring programme in collaboration with University of Canterbury has concluded for the year. Further negotiations are underway with Christchurch NZ (CHCNZ) and UC to continue in 2022 and increase schools involved.</p> <p>Court Theatre – the NZSDA third year end of year performance the Drowsey Chaperone has commenced at The Court Theatre under Level 2 guidelines.</p> <p>CHCNZ has agreed to sponsor Ara with the delivery of the Young Enterprise Scheme in 2022 – the Canterbury YES programme is the biggest in the country, so it is wonderful to have CHCNZ on board as a partner to support participants to connect with industry and mentors throughout the city.</p>	<p><b>Demand Driven response:</b></p> <p><b>Update</b></p> <p>Open Polytech (OPNZ) and Ara Dual Enrolment Pilot - A Memorandum of Understanding has been signed by both parties and work is progressing with the programme development and engagement with schools.</p> <p>Environmental Scan Scope has been approved. Evaluation and analysis of Regional Skills Leadership Group reports will be undertaken against the Ara Environmental Scan Scope to identify gaps in qualitative and/or quantitative data. Collaborative approach with other subsidiaries continues. All information will be collated, and a draft report written.</p>

<p><b>2. Change Leadership / Management &amp; Capability Development</b></p>	<p>One of our Practice Nurses is now registered with the Nursing Council as a Delegated Nurse Prescriber and offers an enhanced nursing service to learners. In practice, this allows learners to receive a ‘one-stop’ service from Lisa; now, in addition to clinical assessment and treatment, she can prescribe medications, thereby reducing the need for the learner to return for another appointment with the doctor.</p> <p><b>Management Change:</b> The resignation of the Manager Disability Services in September left a leadership gap, but also the opportunity to increase the strategic capability of the team with the appointment of Fiona Gordon, currently the National Head of the 13 Specialist Schools that make up Ko Taku Reo Deaf Education New Zealand. As well as managing a busy team, Fiona will provide important strategic direction and leadership as Ara seeks to align with Te Pūkenga priorities and develop the Ara Disability Action Plan. Work has already begun with the establishment of a strategic Disability Advisory Group collecting information about learners with disabilities, and a Disability Working Group currently drafting a Disability Policy document. One of our Māori Learning Advisors has been accepted as a reference group member for the new unified Te Pūkenga Bachelor of Nursing programme. This appointment is an outcome of the positive relationship that has been nurtured between Learning Services and nursing staff and the increasing focus on Māori and Pacific priorities.</p> <p>He Waka Tapu, a kaupapa Māori Health and Social support organisation were invited to run a women’s health screening clinic from the Health Centre. This is an initiative we support and offer each year to our Māori, Pacific wāhine.</p>	<p><b>Change Management:</b> The Marketing and Engagement Team pilot has continued to progress well. Colleagues have been asked to feedback on the effectiveness to date through an online survey. 75% of colleagues responded with 68% saying that they have seen benefits to date and 83% advising that they see future benefits from continuing to work as one team. A full team workshop to capture further insights to confirm/finalise the way forward has been conducted by an independent facilitator. A workshop was also held with HoD’s and CEELT colleagues to capture their feedback and insights to date – this was positive with all identifying improvements in collaboration and outputs from the team.</p> <p><b>Change Proposal:</b> A change proposal to restructure the Student Accommodation and Student Events and Activities Teams has been presented to colleagues for feedback during a four-week consultation period. The aim of this proposal is to refocus resourcing to better meet the current and future needs of the Student Residence, and to establish a live in or live close management position for Ōtautahi House.</p> <p>A risk assessment is underway to determine the need for mandatory vaccinations for learners and colleagues who live and work in the Student Residence Ōtautahi House.</p> <p><b>Network Leadership:</b> Academic Support has been approached by a number of institutions to collaborate with, and support them, to identify learners more accurately at risk as early as possible. This is taking several forms from sharing best practice, to helping other subsidiaries to use Microsoft Dynamics CRM as a tool to record learner support as well as training on how to use Power BI reporting to identify trends. <b>Update:</b> Academic Support continues to collaborate with and support a number of institutions including UniTec, MIT and Open Polytechnic. This is benefitting all subsidiaries by providing us with partners for the development of</p>
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		<p>tools, new ways of working and just general sounding boards for sense checking the direction in which we are heading.</p>
<p><b>3. Equitable Outcomes for Māori &amp; Lifting Success of All Learners</b></p>	<p>Two clinics were provided in September, with over 80% uptake for appointments. Of these appointments, 78% were priority wāhine (Māori, Pacific and Asian), with 28% returning abnormal results, requiring clinical referral and follow up.</p> <p><b>Between 1 July – 31 October, 895 learners engaged with Health Centre services making a total of 1482 visits.</b></p>  <p>A total of 168 visits by 63 Māori learners for all services, 16 visits by 9 Pacific learners. The medical service had the highest engagement with 627 visits by 385 learners, followed by 477 visits counsellor (259 learners) and nursing visits 383 (261 learners)</p> <p><b>Enrolment:</b> To 31 October 2021, 445 learners are enrolled with the Health Centre and receive subsidised or free health care; 9.3% (42) are Māori learners and 0.2% (1) Pacific learner. Up to 31 October 2020, 251 enrolled learners, 7.5% (19) Māori and 0.2% (1) Pacific learners. In comparison to 2020, enrolments have increased by 86%. This is likely to be due to the targeted</p>	<p><b>Academic Support Referral Initiative Update:</b> The initiative to increase staffing and remove barriers to learning support has been extended to include self-referral by registered disabled learners. This priority group was previously excluded due to the practice of referral to Learning Services as part of their Needs Assessment. This removes a potential barrier for disabled learners who are not initially referred. In addition, an action plan has been developed to implement a more comprehensive triage process for frontline staff, in order to identify and support the holistic needs of learners. The action plan includes more comprehensive training in the customer service role, as well as promoting a better understanding of other CEE services and referral processes.</p> <p>Removing barriers to learning support for Pacific learners has resulted in increased engagement with Learning Services. On average, Learning Services is providing more support per learner year-on-year. Academic Support addressed this in September by increasing the Learning Advisor Pacific role from 0.6 to 1.0FTE in September. The additional resource provides Learning Services with more capacity to engage with Pacific learners and support initiatives like the Pacific Study Space.</p> <p><b>Pacific Learner Engagement with Academic Support</b></p> 

and sustained promotion to learners of the benefits of enrolling with the Health Centre.



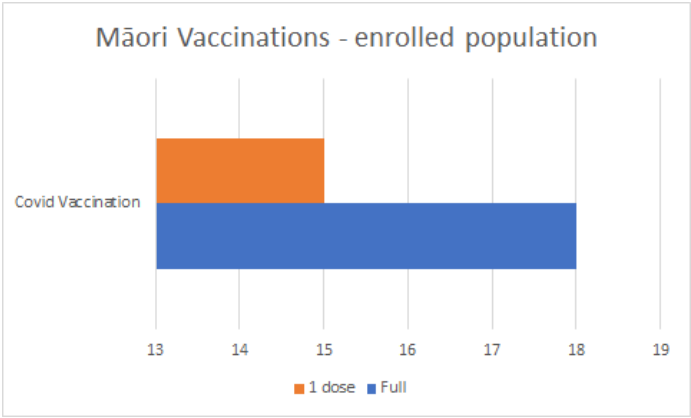
**Covid vaccination:** Of these 42 Māori learners, 42.8 % are fully vaccinated, 35.7 % have received their first dose and 19 % have not yet taken up vaccination. The Pacific learner is fully vaccinated. The partly and non-vaccinated learners were contacted before the Ara vaccination clinics and invited to book or drop in on the day. The learner cohort not yet first dose vaccinated have had follow up texting, promoting vaccination and advising on clinic venues. The CDHB will also follow up with our enrolled non-vaccinated Māori and Pacific

Disability Services has 1.0FTE more staffing than last year and this has shown a huge increase in the support given to disabled learners, including the ability to have more check-ins to see if the support is working. **Update:** The number of learners registered with Disability Services in 2021 has increased by 31% over the same period in 2020. The 1.0FTE increase in Disability Services staffing this year has supported a significant increase in engagements (330%), including more check-ins to see if support is working.

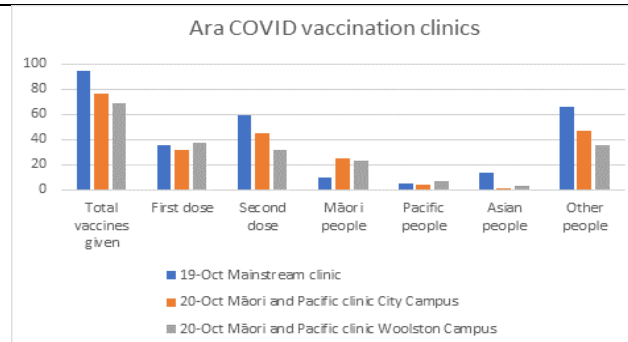
**Engaging with disabled learners:** In 2021 there were approximately 1900 learners who self-identified as having a disability, but did not register with Disability Services. An Academic Support initiative attempted to contact these learners via text or phone call to check on how they were progressing and if they required additional support. Only 1% of those contacted requested immediate support, with 4% indicating they may require support later. This reinforces the understanding that not all learners with disabilities seek or require learning support, and those that do have already engaged with Disability Services. An amendment to the MS form sent to learners enrolling for 2022, who self-identify as having a disability, clarifies if they want to be contacted by Disability Services.

**Disability Services Year-to-Date Engagements**



	<p>patients and will utilise the telehealth service, Healthline (Whakarongorau Aotearoa), to make this contact.</p>  <p><b>Learner demand for counselling:</b> Between 1 July – 31 October, 132 Learner Health Centre referrals forms were received from tutors and advisors requesting counselling for learners. Additional referral pathways included email and phone requests to the Health Centre team and learner self-referrals in person, text, phone or email. The current waiting list to see a counsellor is approximately one week, but learners can access nurse support during the wait time.</p>	<p><b>Assistive Technology Initiative:</b> Disability Services currently support approximately 300 learners per annum. This support makes extensive use of casual staff to provide various forms of note taking and reader, writing type support. Assistive Technology is a strategic project which aims to apply technology and develop resources to support independent learning across all learners, but especially priority learners. <b>Update:</b> The virtual space is ready to be used by learners and the technology is ready to be rolled out. The training support is ready to be deployed and the target learners have been identified. In short the project is about to commence and will be evaluated before the final solution is rolled out in the beginning of 2022.</p>
<p><b>4. Removing Barriers for Learning by Putting Learners at the Centre</b></p>	<p><b>Covid vaccination clinics:</b> Three on-site Covid vaccination clinics ran mid -October. Two from the Madras Campus at Te Puna Wanaka and one from the Woolston campus. The clinics were run by CDHB, Māori Indigenous Health Institute (City) and Tangata Atumotu Trust (Woolston).</p>	<p><b>Ministry of Health Primary Mental Health and Addiction funding - initiatives in place/in progress:</b></p> <ul style="list-style-type: none"> <li>• Recruitment underway for Social Worker and Timaru Counsellor.</li> <li>• Puāwaitanga contract finalised and service now in place to offer online counselling, for Māori and Pacific learners as a priority group until the end of year. Service will then be rolled out to all learners.</li> <li>• Work in progress with OCP to develop a contract for delivering external counselling service to learners.</li> </ul>





Through various communication and promotion channels, learners were invited to book an appointment or drop into the clinics on the day. There was a focus on the value of manaakitanga at all clinics by including mihi whakatau, prayer, food, music, dance and after each vaccination at Woolston, the clinical team and volunteers celebrated each learner. See the positive publicity piece from RNZ radio station, transmitted the day after the clinics held at Te Puna Wanaka:

[Free coffee, kai with vaccine offered to Ara students in Ōtautahi | RNZ](#)

The numbers of learners attending the clinics were lower than anticipated. This is likely to be due to several factors:

- The 'Super Saturday' event had occurred four days before the clinics (date unknown when determining the date for Ara clinics)
- Many learners had already been vaccinated in the six weeks since the wide roll out of vaccination programme. For several weeks before the Ara clinics, a local pharmacy to the City campus ran vaccine clinics for learners and colleagues, and these appointments had a high uptake.
- As learners were on term break before the clinics, they had one/two days back on campuses before the clinics started. Many learners may not have engaged with the clinic promotional communications during their break.

#### Education (pastoral Care of Tertiary & International Learners) Code of Practice 2021- commences January 2022

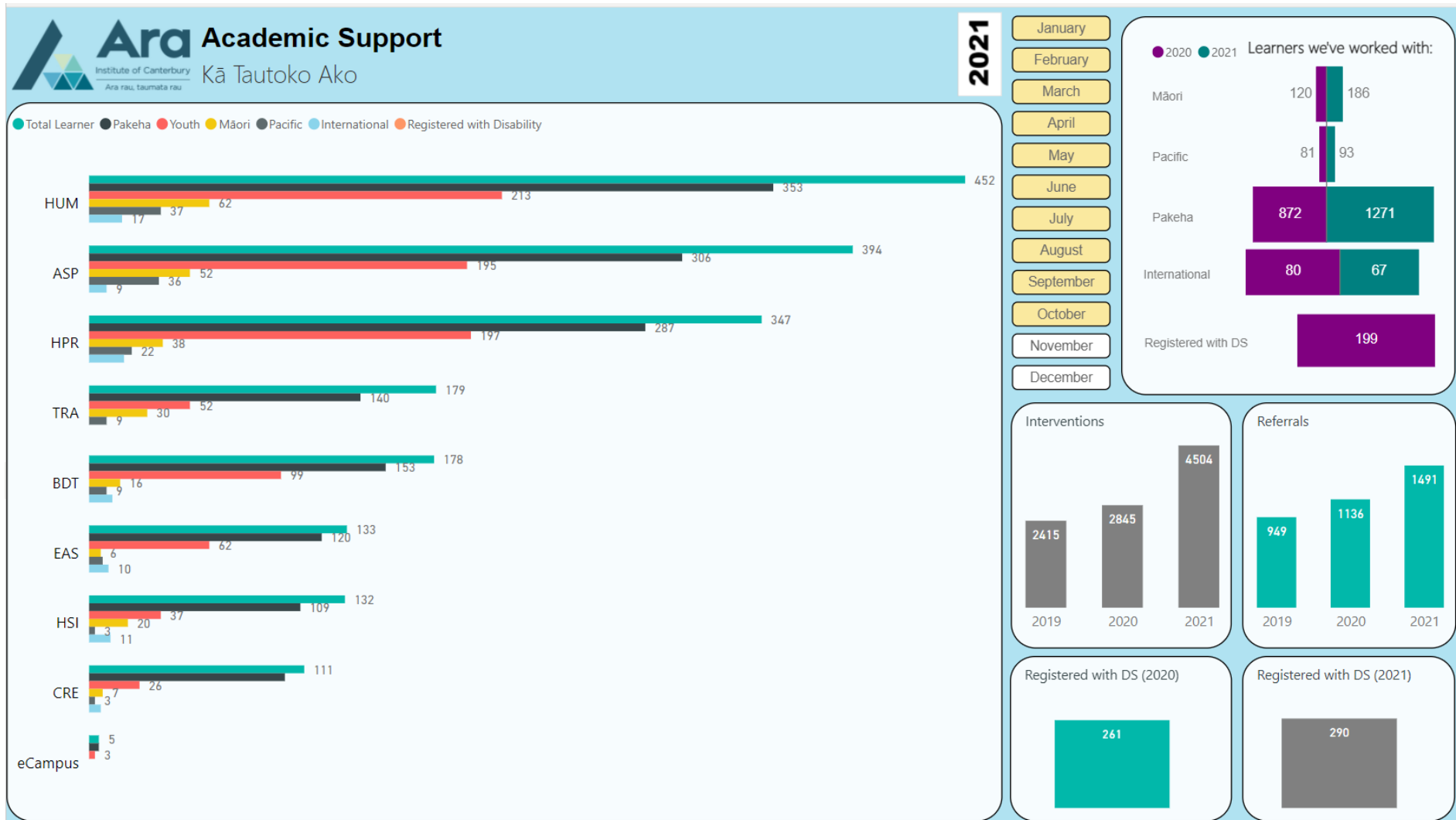
- A Governance Group is being established to ensure all aspects of the code are assigned to relevant areas and responsibilities clearly tracked.
- A Code Implementation Team will meet regularly to ensure monitor progress and ensure completion of the current and future action plans
- A Gap Analysis against the new code is underway and will be completed with a new action plan by the end of December 2021.
- Presentation to TKM and Ara Health, Safety & Wellbeing Leadership Group.

#### Re-visioning Learner Pastoral Care, Mental Health and Wellbeing at Ara:

To date the discovery phase of the project has utilised the three Te Pūkenga Te Rito research reports and related Learner Personas in ten Human Centred Design Workshops with department and support staff. 16 Learners are working through a parallel process looking at enablers, barriers, and opportunities for Ara. Using the emerging themes, the learners are developing a set of actionable insight statements. The work will be synthesised with models of practice and key documents (i.e., Tokona Te Raki reports, Kia Manawanui, Te Pūkenga Letters of Intent, Operating Model and The Pastoral Code of Practice) for the design phase. The Design Phase, commencing in mid-November, will include a learner led group which has diverse representation including under-served learners (Māori, Pacific, Disabled, Rainbow). The Design phase will culminate in December with the presentation of a prioritised action plan.

## CUSTOMER EXPERIENCE AND ENGAGEMENT

	<ul style="list-style-type: none"> <li>The CDHB availability for providing the clinics was limited due to other commitments; therefore, we took a pragmatic approach regarding the timing of the Ara clinics. After deciding to host the clinics, they were arranged as soon as possible, being mindful of exam periods and the end of term.</li> </ul>	
<b>5. Financial Sustainability</b>	<p>Ministry of Health funding will increase the investment of resource into mental health services for learners and current costs are maintained.</p> <p>The merge of Marketing and Engagement will support long term productivity, effectiveness, and efficiency improvements.</p> <p>The Assistive Technology Initiative will reduce costs while enhancing learner accessibility.</p> <p>To 02 November Ara has received 244 applications for the 191 available places at Ōtautahi House in 2022. This includes a significant increase in applications from medical imaging learners. Further applications are still being received.</p>	
<p><b>Future Deliverables</b></p> <ul style="list-style-type: none"> <li>Completion of the Design Phase of the Revisioning Pastoral, Wellbeing and Mental Health Project.</li> <li>Completion of the Ōtautahi House Change Proposal.</li> <li>Completion of the Education (Pastoral Care of Tertiary and international Learners) Code of practice 2021 Gap Analysis and Action Plan.</li> <li>Completion of the Health and Safety Risk Assessment for mandatory vaccinations at Ōtautahi House.</li> <li>Assistive technology testing with learners has been completed.</li> <li>Code of Practice Governance Group has been established and first meeting held.</li> </ul>		



## Appendix A

### Reasons for higher successful course completion rates of Ara learners who reside at Ōtautahi House

The report provided to the Ara Board in September 2021 showed that Ara learners who resided at Ōtautahi House over the years 2018 – 2021 had an approximately 11% higher course completion rate (10 to 13%) overall, compared to Ara learners in the same programmes of study who did not reside at Ōtautahi House. This data suggests that living at Ōtautahi House is a positive factor in supporting successful course completion for Ara learners.

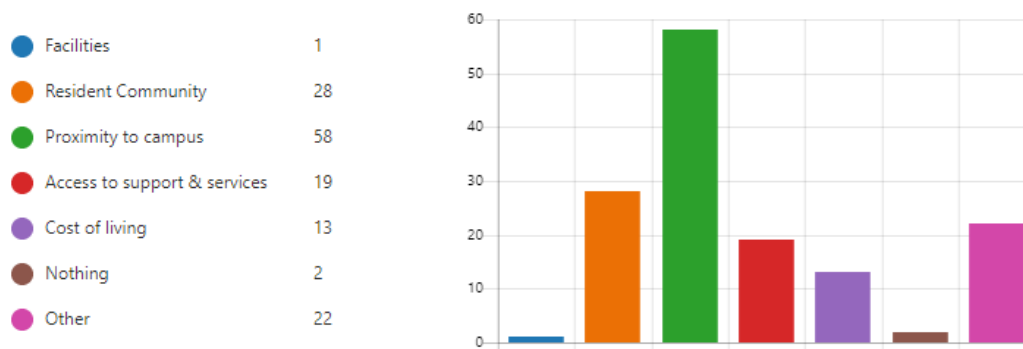
A survey of 2021 Ōtautahi House residents was undertaken to identify the factors that contribute to this higher success rate, from a learner’s perspective.

64 residents responded representing 38% of total residents.

Residents were asked about the best parts of living at Ōtautahi House, and whether they felt living there had helped them be more successful with their studies.

#### Survey responses

##### What are the best parts about living at O House?

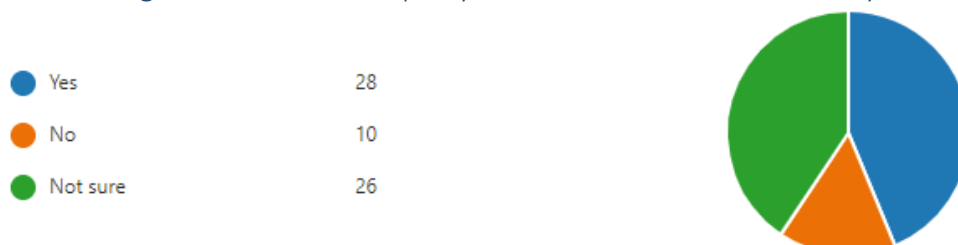


By far the greatest perceived benefit to residents relates to the convenience of the location to campus with 91% selecting Proximity to campus. Following the survey, the Coordinator Student Voice held 11 one-to-one interviews with available survey respondents. In speaking to the importance of location, residents described the reduction in costs such as travel and parking when operating on tight budgets, and the reduction in stress and positive impact on time by being so close, particularly when under a lot of pressure such as during assessments or when waking up late for class. This is further supported by feedback from the Accommodation Team who report that 2021 residents often reference the term ‘admin’ or ‘life admin’ as something to be avoided. Having to deal with additional ‘admin’ such as power supply contracts, travel or parking arrangements, or disruptions such as having to move house or flats, takes residents away from their priorities relating to their studies, rest, work, and social life. In the interviews, the importance of location included ease of access to on-campus support services and

facilities as and when needed. Many residents noted that living at Ōtautahi House was a good way to transition from living at home to living independently, in a safe and supportive environment.

Resident Community followed at 44% and Access to support and services at 30%, showing that both social connection and support were important factors for many residents. In 1:1 interviews residents described the importance of having access to other learners in their residential community who were going through the same journey, and particularly who were studying the same programme.

Do you think living at O House has helped you to be more successful with your studies?



44% of residents felt that living at Ōtautahi House had helped them with their studies, with a further 40% unsure. Based on feedback, it is believed that the availability of a common room facility with study spaces will greatly enhance this.

23% of respondents reported struggling with their academic studies throughout the year and described a range of supports that helped them get back on track. These included check-ins and/or help from Accommodation Team members, assistance from Ara (e.g., to get a diagnostic test for ADHD), using the library for study, and accessing support services such as Learning Services or counsellors at the Health Centre. Ease of access to these services due to the co-location to Ōtautahi House was identified in the interviews as supportive.

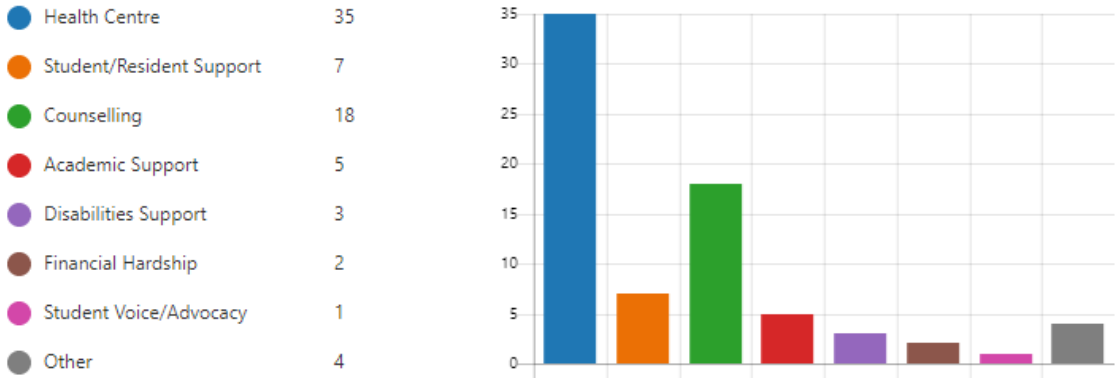
An initiative to establish a regular supported study/supper night on campus for Ōtautahi House residents in 2022 is currently being explored to further support residents in their academic study.

39% of respondents said they had struggled with their mental health with the majority describing human contact and support services helping them get through, specifically mentioning Accommodation Team members, Resident Assistants, flatmates, friends, family, and a range of Ara support and health or well-being services.

#### Accessing support services

63% of respondents said they had accessed Ara’s support services, with the highest uptake for the Health Centre (55%) and counselling services (28%).

CUSTOMER EXPERIENCE AND ENGAGEMENT



It is interesting to note that less than 10% identified academic support, and low engagement with some other services. However, Ara’s record of engagement with services shows the following:

- Learning Services: 35 residents (21%)
- Disability Support: 18 residents (11%)
- Careers and Employment: 26 residents (16%)

Summary

These survey results offer a snapshot of the benefits of living at Ōtautahi House identified by current residents. Proximity to campus, living with other learners, and easy access to support services contribute positively to their Ara experience. Many of those who struggled with their academic studies sought academic **and** psychosocial support. Residents may in some cases perceive the support provided directly by the Accommodation Team to be ‘inherent’ to their living environment. They may not necessarily identify all the support they get there, or the referrals that are made as a result of that engagement; as ‘accessing services’. However, it reflects an intentional and planned team approach to providing excellent pastoral care. The pastoral records maintained clearly show how vulnerable residents, sometimes very vulnerable, have been able to continue their studies at Ara, through difficult times, with the support and wellbeing plans that have been put in place to enable that.



## PEOPLE AND CULTURE – REPORT FOR ARA BOARD NOVEMBER 2021

### Executive Summary

#### Key focus areas this reporting period

1. The annual engagement and wellbeing surveys were completed in September. Leaders were briefed on results and had the opportunity to engage with peers whose teams scored highly in both surveys with the aim of sharing what worked well and could be implemented across Ara.
2. Changes to the structure of the People and Culture Capability, Consulting and Employee Experience teams are underway. These are designed to improve focus and integration of effort and support more effective delegation of operational matters.
3. Te Pūkenga are leading a monthly reporting process requiring network Change Readiness and Impact Assessments in relation to current and planned transition initiatives. Ara’s input is being managed by the Ara Executive Director People and Culture with internal resource. A Transition Support Manager is being recruited to coordinate Ara’s support for all Te Pūkenga and RoVE initiatives.

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION
<b>Regional Responsiveness</b>	<p>The People and Culture team continue to support regional activity in Timaru and plan an increased presence during the current 90-day period to align with the current 90-day priorities.</p> <p>The Safety and Wellbeing team are reviewing wellbeing offerings to ensure sufficient supply/access for Timaru colleagues.</p> <p>Internal Communications is supporting the Timaru Regional Planning through keeping colleagues informed, and also continues to profile colleague and activities via news channels.</p>	

	<b>KEY OPERATIONAL DELIVERY INFORMATION</b>	<b>KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION</b>
<b>Change Leadership/Management and Capability Development</b>	<p><b>Engagement and Wellbeing Surveys</b> The Surveys were undertaken during August/September and data attests to relatively stable levels of Engagement and Wellbeing across Ara compared with the previous year. Considering the current context and year of change this is considered a good outcome. The data will inform team plans for enabling wellbeing and engagement as a foundation for maintenance of colleagues' resilience during the next 12 months.</p> <p>The November Leaders Forum provided data and insights at organisational level to support Leaders team conversations and the design of shared actions for improving the team experience at work.</p> <p>Building capability of new and refreshing existing leaders knowledge is supported through workshops and Business Partner coaching through October/November.</p> <p><b>Digital Capability</b> The Capability team has scaled up capability development in our core technologies. The appointment of a 0.2 role in the Southern Campus has been very well received by colleagues; this role will continue in 2022. Planning for 2022 delivery is underway, with a greater integration of core-teaching and systems technologies capability building.</p> <p><b>Business Support Performance Recognition</b> Process completed with 47 colleagues receiving Performance Recognition in 2021.</p> <p><b>Academic Study leave</b> There were 23 applications received for Academic Study Leave with 15 colleagues awarded Leave for 2022.</p>	<p><b>Growing Inspiring Leaders (GIL) Part 2: Leading in Change and Courageous Conversations</b> Growing Inspiring Leaders workshop delivery is completed for 2021 with excellent feedback. Further workshops are planned for Semester 1, 2022 with primary participants being emerging and new-to Ara leaders. The Courageous Conversations pilot was evaluated, and half-day workshops aligned to support the updated Talent Growth Cycle Policy and Practice focus on performance are now available for colleagues. Workshops will continue in 2022.</p> <p>A speaker series is planned for November - December aimed at raising awareness of the need for personal resilience and self-leadership.</p> <p>The Leadership Programme planning for 2022 is underway.</p> <p><b>Future of Work</b> The Leadership and core Organisational Capability Frameworks have been reviewed to consider what is 'fit for purpose' in the current operating environment. Recommendations identified the need for simplification and a stronger alignment to driving Te Pūkenga outcomes. Digital, cultural and leadership capabilities are critical success drivers. An Organizational Capability Strategy and Plan for 2022 is in discussion.</p> <p><b>Business/Operational Management skills</b> Our first toolkit, People Performance Management, is being finalised and trialled, and a training provider piloted by a group of leaders. The needs analysis is underway for the Organizational Performance toolkit.</p> <p><b>Talent Growth Cycle/Valuable Conversations</b> The Policy, Guidelines and Forms have been updated to ensure the need to drive performance is clearly identified and operationalised</p>

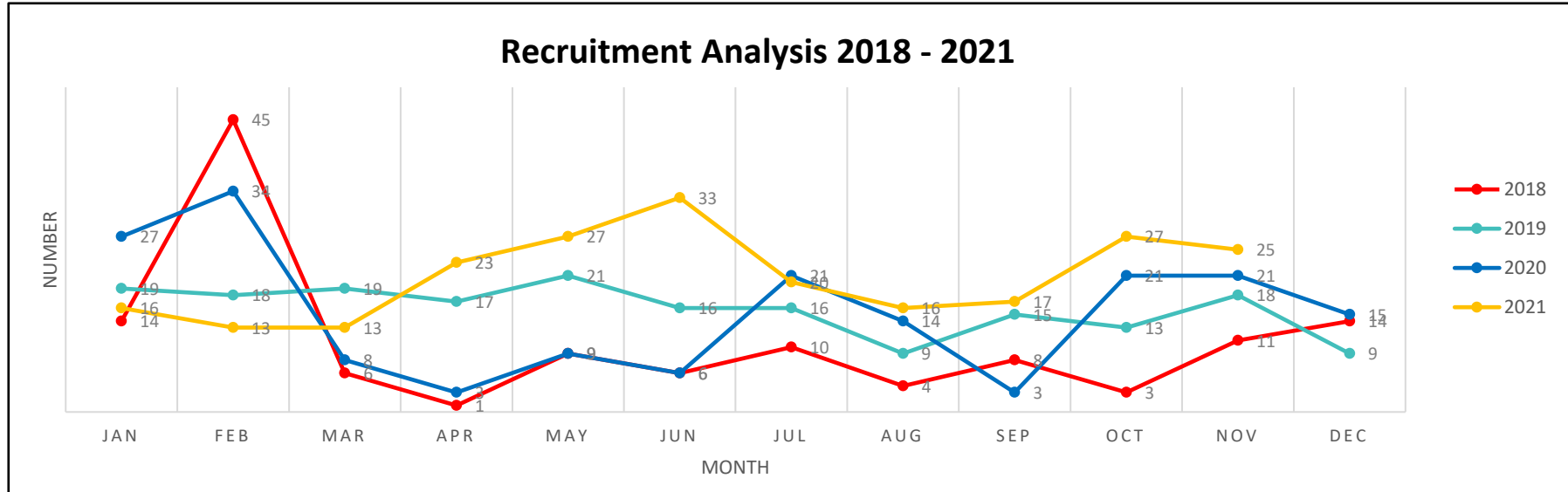


	<b>KEY OPERATIONAL DELIVERY INFORMATION</b>	<b>KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION</b>
	<p><b>Professorial Working group</b> The planned appointments are on hold pending further Board advice.</p> <p><b>Academic Progression and Promotion</b> The final round for 2021 of the Academic Progression and Promotion Process has closed with 10 applications. Panel members are booked in mid -November to review.</p> <p><b>Internal Communications and Positioning</b> Internal communications continue to support change-readiness, particularly with the ongoing transition to Te Pūkenga through integrating key messaging via communications channels and outputs.</p>	<p>in these processes going forwards. A Communications and Action plan will inform the refreshing of our approach early in the New Year, in line with Te Kāhui Manukura expectations.</p> <p><b>Network Change Team</b> The recruitment process for the new role of Transition Support Manager is underway. This role will report to the Executive Director People and Capability and will be accountable for supporting and coordinating Ara’s responses to activities associated with RoVE from a whole-of-organisation level. It is expected that the appointee will demonstrate experience in complex change management.</p> <p><b>Capability Teams Merger</b> The Capability Manager has been Acting Manager for the Ara Whakapiki Ako (AWA) (Educational Development) team. A merger of the People and Culture Capability, AWA (Educational Development) and Teacher Education teams was proposed to team members who are fully supportive. The Director Capability role, which will report to the Executive Director People and Capability has been advertised internally and following an appointment to the role, the teams will be merged. It is expected the new team will be established early December.</p>
<b>Equitable Outcomes for Māori and Lifting Success of All Learners</b>	The People and Culture team continues to support Te Marino Lenihan and Hemi Hoskins in defining and recruiting for new roles which are designed to support implementation of the Framework for Māori Achievement.	<p><b>Recruitment approach that encourages more Māori colleagues to come to Ara</b> The Employee Experience team has been working in collaboration with Director of Māori Achievement, Hemi Hoskins, on improving our recruitment policy and processes so they reflect a more bi-cultural approach and actively attract a higher number of Māori applicants for roles across Ara. Job advertisements with Te Tiriti aligned text, have been successfully doing this during the last couple of months. Job Description content is being created and reviewed - the latest being for an Academic Staff Member (Social</p>

## PEOPLE AND CULTURE

	<b>KEY OPERATIONAL DELIVERY INFORMATION</b>	<b>KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION</b>
		<p>Work) and Midwifery Learning Advisors. The employee recruitment experience for Māori has been addressed in a co-design focus group resulting in a series of actions to build recommended practices into interviewing and onboarding of Māori colleagues.</p> <p>The Capability Manager is partnering with the Director of Māori Achievement to support initiatives, including the recruitment of three new roles.</p>
<b>Removing Barriers for Learning by Putting Learners at the Centre</b>	Various members of the People and Culture team are collaborating with colleagues from other Ara teams in implementing aspects of the Government's amended Covid-19 Public Health Response (Vaccination) Amendment Order 2021(No. 3) for impacted job functions and work environments.	
<b>Financial Sustainability</b>	<p><b>HRIS</b></p> <p>The upgrade to Ascender Version 20 was completed during September.</p>	

**As at 9 November 2021 – jobs advertised to be actively recruited**



**Future Deliverables**

1. Support leaders to co-create engagement and wellbeing plans with their teams to maintain and build resilience among colleagues. This will provide a strong basis from which Ara will be able to manage the impact of change during transition to Te Pūkenga in 2022.
2. Support Te Kāhui Manukura members in managing structural change associated with proposed creation of fixed term Director level roles which are designed to deliver an integrated operational management approach across Ara to support the transition to Te Pūkenga and provide capacity to Te Kāhui Manukura to integrate and align strategic priorities across Ara, with Te Pūkenga and in response to prioritised regional demand.
3. Support the development and implementation of a centralised Ara Covid-19 vaccination records management system, process and guidelines which meets current and anticipated mandates requirements and an internal communications plan regarding the current mandates and the upcoming 'Traffic Light' Framework for management of New Zealand's response to the pandemic.
4. Celebration of our People event – 8 December 2021.

## CORPORATE SERVICES – REPORT FOR ARA BOARD NOVEMBER 2021



### Executive Summary

#### Key focus areas this reporting period:

- COVID-19 and Vaccination response work continues to have a significant impact on resourcing across Corporate Services
- eProcurement project successfully implemented
- Holidays Act compliance, external specialist company engaged and data analysis underway
- 2022 budget process progressing well, with the final stages of CAPEX allocation underway
- Continuing work on the Executive dashboards and reporting for the Board
- Next stage of machine learning functions, informing predictive learner analytics, is continuing and within the 90-day plan for Organisational Performance
- All 2022 funding submissions and AFR (additional funding requests 2021) are with Te Pūkenga, TEC and the MoE
- Progression of planning and strengthening work for the remaining facilities below 67% of the National Building Standard
- Regional Master Plan:
  - South Canterbury engagement underway for wider campus and community use
  - Project brief in development for the new workshop at Timaru campus
  - NSO Planning – detailed brief in development for CRC consideration
  - ALX Planning – options analysis based on possible 67% schemes/solutions underway
- Transition Programme:
  - FMA Implementation, Pastoral Care, Mental Health and Wellbeing, Work Integrated Learning, Adaptive Learning initiatives all progressing to plans.
- PMO Support for Code of Practice implementation and Assistive Technology Project underway
- Supporting Te Pūkenga across several initiatives, including: Development of an Investment Governance Framework; an Information and Systems Strategy; Data Management and Governance; Collaboration on Enterprise Performance Management solution; Cross sector Microsoft Licencing and Capital Asset Management High Priority Building's Strategy
- Supported MoA in the development of the partnership investment case.

	<b>KEY OPERATIONAL DELIVERY INFORMATION</b>	<b>KEY STRATEGIC /TRANSITIONAL DELIVERY INFORMATION</b>
<b>1. Regional Responsiveness</b>	<ul style="list-style-type: none"> <li>Progressing work on Timaru ICT network to implement a resilient configuration.</li> </ul>	<ul style="list-style-type: none"> <li>Early RMP initiative to resolve Engineering workshop issues in Timaru being progressed.</li> <li>Engagement in the wider region on their needs from a delivery point of view</li> </ul>
<b>2. Change Leadership / Management and Capability Development</b>	<ul style="list-style-type: none"> <li>SME support to Capability Development for Business and Operational Management upskilling.</li> <li>Working across the sector on a unified approach to Microsoft Licencing and sector representation in the negotiation process.</li> <li>Supporting Te Pūkenga in developing an Enterprise Performance Management solution based on the tool used at Ara.</li> <li>Significant contribution to the Te Pūkenga work that is aiming to develop an Information and Systems Strategy.</li> <li>Strategic input to the Te Pūkenga Cyber security and identity workstream.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing development of strong change management capability within the project management team.</li> </ul>
<b>3. Equitable Outcomes for Māori and Lifting Success of All Learners</b>	<ul style="list-style-type: none"> <li>Considerable input and support for the Code of Practice gap analysis and planning work</li> <li>Supported MoA in the development of the partnership investment case</li> </ul>	<ul style="list-style-type: none"> <li>Project support for 90-day initiative on identifying and utilising effective lead indicators relevant to priority learner groups.</li> <li>Project Management and Business Analysis support for several projects that are delivering to this strategic driver.</li> </ul>
<b>4. Removing Barriers for Learning by Putting Learners at the Centre</b>	<ul style="list-style-type: none"> <li>Ōtautahi House Student Accommodation, common room proposal with OEDT.</li> <li>Backed by OEDT, Implementing wifi across the older accommodation blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Project Manager engaged with the Ākonga at the Centre and FMA implementation initiatives.</li> </ul>

<p><b>5. Financial Sustainability</b></p>	<ul style="list-style-type: none"> <li>• Reviewing Student Finance SOPs for process improvements and future training needs.</li> <li>• Designing online timesheet solution in the HRIS.</li> <li>• Project/Plan being developed to ensure compliance with the Holiday Act following the assessment of selected payroll data by an external consultant that identified areas of non-compliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning started on banking transition to Westpac.</li> <li>• Working with Te Pūkenga on the financial assumptions leading into 2022 budget setting.</li> </ul>
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### ***Future Deliverables***

- Continued support for Covid-19 response, including the Vaccination Working Group and the implementation of the Government's new framework
- Bluestone House the heritage building in Timaru has work underway to move it onto a separate title
- 4 rooms in W Block are being upgraded to support colleagues in developing material and capability in asynchronous learning environments
- Significant upgrade to enable polysynchronous delivery from N Block lecture space
- The work with Tokona te Raki – connected to career and labour market data analytics partnership is progressing
- Finalise project brief for Timaru Trades Workshop
- RMP progression of project briefs for NSO and ALX Blocks, including development of the options and massing paper for the City Campus
- Ara Fibre ring and network demarcation point move to enable RMP
- Ongoing schemes and plans for resolving the remaining buildings under 67% NBS
- Prep work for proposed demolition of Q and T Blocks
- Prep work for moves and decants required for strengthening work on L Block (Library)
- Ara Board Governance reporting review ongoing
- Holiday Act resolution work progressing
- Alignment of Ara Strategic focus areas, Transition Programme plans and internal planning documents (operational plans)
- Completion of the Cyber Response plan and the review of Ara's Internet connectivity resilience.

## ACADEMIC, RESEARCH AND INNOVATION DIVISION [AIR] – REPORT FOR ARA BOARD NOVEMBER 2021



### Executive Summary

#### Key focus areas this reporting period

- *Portfolio preparedness analysis – report completed in preparation for the environmental scan*
- *Increasing Colleague engagement, job satisfaction, welling being and retention – post Gallop survey ‘world café’ engagement commencing*
- *Engagement with South Canterbury – Social Work, Early Childhood Education, South Canterbury District Health Board partnership, and electrical engineering*
- *Partnership with Open Polytechnic of New Zealand Limited - progressing*

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC /TRANSFORMATIONAL DELIVERY INFORMATION
<b>1. Regional Responsiveness</b>	<p><b>Department of Trades</b> in collaboration with Timaru Master Painters, Venture Timaru Development and BCITO in respect of a trial of localised off-job delivery for Painting and Decorating apprentices in Timaru.</p> <p><b>Department of Health Practice</b> working with the Eye Clinic (Christchurch Public Hospital) to develop a micro-credential for the Eye Technician role. Ongoing. Requiring sign off by CDHB</p> <p><b>Business and Digital Technologies</b> partnering with Unitec, Datacom, CCL, Tekona Te Raki of Ngāi Tahu, and MSD, launched the AWS micro credential in Christchurch for a commencement</p>	<p>Portfolio preparedness review - which critically analyses the current portfolio and Ara’s readiness to respond to findings of the regional environmental scan when available and to support Ara strategic goals and Te Pūkenga Charter particularly in the accessible and regionally responsive expectations. Programme of work</p> <ul style="list-style-type: none"> <li>• <i>report completed and tabled at AIR Leadership 11 October.</i></li> <li>• <i>AIRLT workshopped the findings.</i></li> <li>• <i>Goal(s) will be set to move delivery to future state once outcome of the environmental scan is completed.</i></li> </ul>

	<p><i>date of 15 November, to encourage rangatahi into tech careers</i></p> <p><b>Department Hospitality &amp; Service Industries</b> welcomed Chef/Bakers/Restaurant owners to assess capstone events. Feedback positive. Successful South Canterbury Stakeholder Business Breakfast held in Timaru. Strong interest in Cookery Managed apprenticeship for 2022.</p> <p><b>Department of Humanities</b> signed Memorandum of Understanding with UCOL to support the delivery of their Early Childhood Education (Home Based Providers) programme in Christchurch.</p> <p><b>Department of Engineering and Architecture</b> collaborating with the Energy Academy to provide strong connections and learning opportunity between learners and industry. In discussion with eCampus and Otago Polytechnic re-creating a common, on-line learning Construction Management / QS programme.</p> <p><b>Department of Applied Sciences and Social Practice</b> A new micro-credential at L7 has been approved by NZQA for delivery in March 2022 – Principles of Family Violence Intervention.</p>	<p><i>Third meeting with the SCBH/Ara to explore future delivery of health programmes in the region and partnership approach. Discussion extended to include Health Care Assistants/Enrolled Nursing opportunities. Nursing Council New Zealand attended</i></p> <p><b>Actions: to discuss with Career Force, NZQA and NCNZ in principle</b></p> <p><b>Expected outcome:</b> progressing opportunities to partnership between two organisations and to scope plan for increased flexibility in delivery that addresses health care work force needs in the region. Developing a pilot to trial alternative delivery modes – in work/apprenticeship with clear pathways</p> <p><b>Electrical Engineering Timaru</b> Two meetings held to explore Ara engaging in apprenticeship education in South Canterbury. Progressing work with the view to commencing apprenticeship education from Timaru 2022. Industry, Venture Timaru, Master Electricians, and Skills Org involved in discussions. Potential for use of OPNZ courseware</p> <p><b>Actions</b> Joint paper Ara and Industry to go to members of the Electrical Engineering Group South Canterbury late November</p>
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		<p><i>Trades manager to explore OPNZ courseware to support delivery</i></p> <p><b>Expected outcome:</b> <i>Apprenticeship education delivery 2022 in South Canterbury</i></p> <p><b>Social Work Education South Canterbury Meeting with Health and Wellbeing (Level 4) learners, Pacifica community leaders and social work stakeholders (separately) in Timaru to engage in conversations about pathway opportunities. Potential partnership with OPNZ</b></p> <p><b>Actions</b>  <i>Programme Leaders OPNZ and Ara mapping programmes to explore opportunities for blended delivery in South Canterbury</i>  <i>Marketing and engagement undertaking a feasibility review</i></p> <p><b>Next meeting 4 Dec</b></p> <p><b>Expected Outcome:</b>  <i>Exploring opportunities and need for higher level study in Timaru.</i></p> <p><b>Beauty Therapy</b> – <i>preliminary discussions scheduled for 17<sup>th</sup> November. Marketing and Engagement undertaking a feasibility review.</i></p>
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		<p><b>OPNZL partnership</b>  MOU between Ara and OPNZ for iQualify and use of courseware in place  <b>Completed</b></p> <p>Meetings with Open Polytechnic to progress collaboration.  Progress to date:</p> <ul style="list-style-type: none"> <li>• Promoting OPNZ programmes Ara does not offer in discussion with Marketing Manager Ara</li> <li>• New Zealand Certificate in Exercise (Level 4) exploring opportunities – developing recommendation re a business case to outfit gym in Timaru v using local gyms for learning.</li> <li>• New Zealand Diploma in Construction (Level 6) with strands in Construction Management and Quantity Surveying meeting scheduled this month.</li> <li>• New Zealand Certificate in Business (Administration and Technology) Level 3 (NZ2452) progressing for 2022 delivery</li> <li>• Bachelor of Social Work</li> <li>• Bachelor of Early Childhood Education. Marketing and Engagement undertaking feasibility review following preliminary meetings with</li> </ul>
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		<p><i>learners Level 5 and some industry representatives.</i></p> <ul style="list-style-type: none"> <li>• <i>L2 Digital Design blended delivery dual enrolment Creative Industries. Delivery from Feb 2022</i></li> </ul>
<p><b>2. Change</b></p>	<p><b>RoVE coordinator</b>  <i>Completed a consultation with Ara teams involved in unified/co design programme work with Te Pūkenga. There had been some concerns about the processes raised. RoVE coordinator pointed at these areas to explore concerns and what constructive feedback Ara could provide to Te Pūkenga in supporting the progress towards unification.</i></p> <p><i>Report completed and circulated to teams involved. Copy provided to Angela Beaton and Julie Thorburn (following conversation about the process and rationale for the report), and a meeting held with Angela and Julie on October 6.</i></p> <p><b>Outcome</b>  <i>Feedback and very constructive conversation. Te Pūkenga to respond to recommendations made. Furthering of the partnership approach Ara and Te Pūkenga are establishing</i></p> <p><b>Ako Framework Te Pūkenga</b>  <i>Workshops held with participants from Ara. Plan to ensure comprehensive Ara engagement and response.</i></p> <p><b>Expected Outcome</b>  <i>Comprehensive Ara response</i></p>	

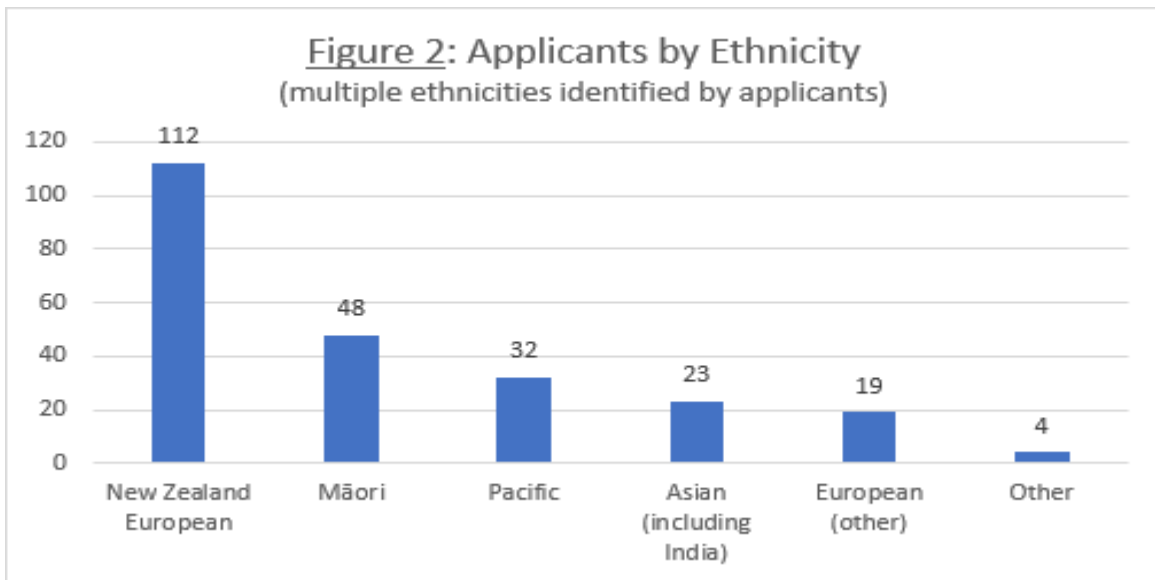
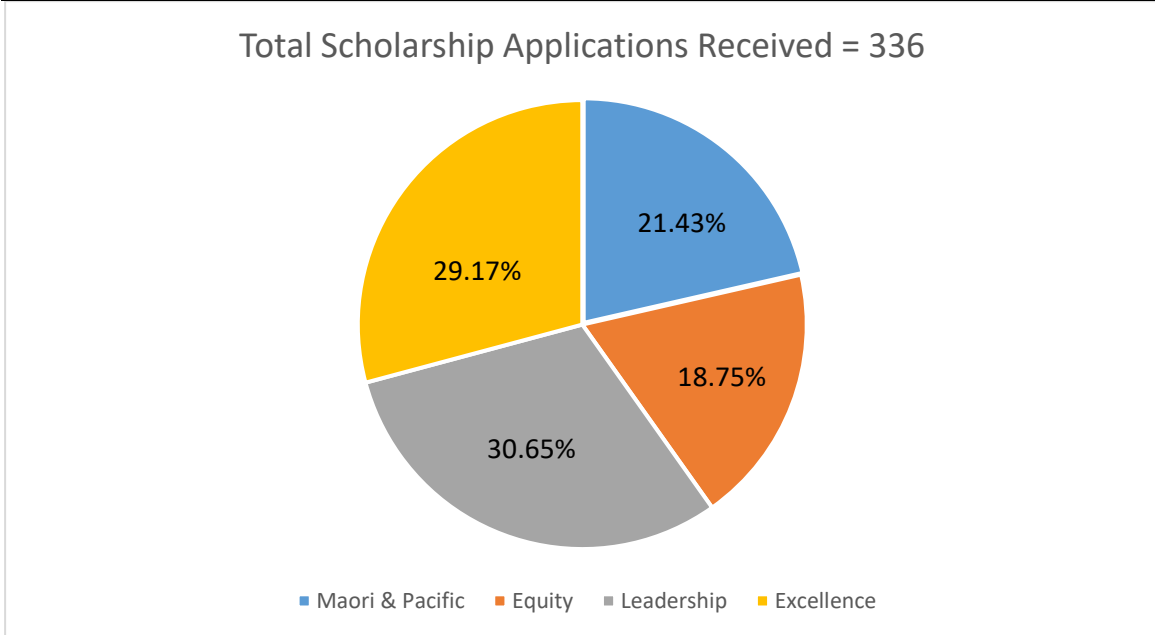
	<p><b>Academic Study Leave</b> Evaluations for 2022 round completed and signed off.</p> <p><b>Recommendation</b> – the process and communications be reviewed before 2022 round, and applicants are engaged to ensure clarity of process and expectations. Being actioned by P&amp;C with input from AIR</p> <p><b>Teaching and Learning Awards</b> – evaluations completed and signed off.</p> <p><b>Recommendation</b> – the process and communications be reviewed before 2022 round, and applicants are engaged to ensure clarity of process and expectations. Being actioned by P&amp;C in collaboration with AIR</p> <p><b>Engagement project</b> Theming of the 2019 and 2020 Engagement Survey responses completed. ‘World café’ process tested with HODs. Process being rolled out over November following Gallop engagement results 2021.</p> <p>Across division involvement in Operating Model feedback</p>	
<p><b>3. Ākonga at the Centre</b></p>	<p>Reviewing learner surveys to ensure questions provide feedback on Māori, Pacific, and Disabled learners satisfaction specifically <b>Underway</b></p>	

	<i>Department of Health Practice greater presence of Ara support services at the Manawa Campus. Currently establishing space for a counsellor one day a week on site</i>	
<b>4. Becoming a Te Tiriti-led institution</b>	<p><i>Working to weave the Te Pae Tawhiti self-assessment framework into Ara self-assessment processes including programme self-assessment reports.</i></p> <p><b>Underway</b>  <i>Framework for Māori Achievement action plans in Departments of Business and Digital Technologies, Hospitality and Service Industries and Health Practice.</i></p> <p><i>Maui Te Taura programme is scheduled for all Level 3 and higher Māori Learner intakes 2022 in Hospitality &amp; Service Industries and will be offered to two (2) groups of Level 3 Bridging learners 2022 Department of Humanities.</i></p>	
<b>5. Participation Barriers Removed</b>	<p><b>HUM</b> <i>Agreement reached with University of Canterbury for an articulation pathway for Ara Early Childhood Education Diploma graduates (level 5) to enter the second year of UC's degree.</i></p> <p><b>Scholarships at Ara</b>  <i>Ara Scholarships Framework – Progress Update Total budget for 2022 ‘Ara Advantage’ scholarships (excl. Community Partnership scholarships) <b>\$812,950</b>. Equates to <b>203</b> scholarships at <b>\$4,000</b> each. First application</i></p>	<i>See Regional Responsiveness preparation above – contributes to Removing barriers conversation</i>

	<p><i>round closed 31 October. Evaluation of applications in progress. Approximate number of scholarships to be awarded <b>100-125</b>. Additional round is planned for April 2022 for mid-year enrolments.</i></p> <p><b>Refer to chart below</b></p>	
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### ***Future Deliverables***

- *AIRLT strategy for lifting colleague engagement discovery work and action from this report*
- *Completion of first round of scholarships evaluation and preparation for round two*
- *Progressing partnerships with OPNZL, SCDHB, Electrical Industry (South Canterbury)*
- *Evaluation of the Energy Academy activities*
- *Refined self-evaluation process that reflects Te Pae Tawhiti*



<b>Ara Board 30 November 2021</b>	<b>Agenda Item</b>	<b>6.3</b>
		<b>For Discussion</b>
<b>PUBLIC</b>	<b>Presented by</b> DCE Customer Experience and Engagement	Sua Tauti, Pacific Lead Karen Te Puke

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	<b>Pacific Strategy 2020 – 2022</b>
<b>BACKGROUND AND PURPOSE</b>	<ul style="list-style-type: none"> <li>To provide an update on Pacific Strategy 2020 - 2022 achievements.</li> <li>Highlight achievement and implementation of Outcomes 1 &amp; 3 from the Pacific Strategy 2020 -2022.</li> </ul>
<b>RECOMMENDATION(S)</b>	<ul style="list-style-type: none"> <li>That the Board note the contents of the report.</li> </ul>
<b>KEY ISSUES IDENTIFIED</b>	<ul style="list-style-type: none"> <li>Further academic support for secondary learners moving into tertiary study</li> <li>Retention and success for learners studying L4 – L6</li> <li>Increase Pacific learner participation rates.</li> </ul>
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>RISK IMPLICATIONS FOR ARA</b>	-
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	N/A



## Pacific Strategy 2020 – 2022 Achievements

Ara has had success in raising Pacific learner participation, course completion and retention within the last year. This has been as the result of a collective approach, with a wide range of departments all challenging each other to find different ways to deliver, support and engage with our Pacific learners and community.

### **Outcome 1: Pacific students participate, progress and achieve qualifications**

- *continue engagement with Pacific families, communities and other stakeholders, including churches, local and central government, and Pacific organisation to promote learning opportunities*

Ara has made positive steps in achieving these outcomes across the board. Our Pacific Engagement team have been able to create specific Pacific events, that have improved year by year. These are now on the Schools and Community calendar giving Ara the best chance to engage with the Pacific community.

### **Outcome 2: The learning environment at Ara incorporates Pacific values**

- *ensure Pacific identity is valued in key spaces throughout Ara campuses*

Our Pacific Student Support team have also created inhouse activities to bring our Pacific learners together enhancing the belonging environment across the Ara campuses. The Pacific student space has been well used since it opened two years ago. Ara is now in the process of looking for a bigger space. The study space has brought an inclusive, friendly, fono environment that supports Pacific learners to continue to push through their studies.

### **Outcome 3: Increase Pacific graduate employment rates**

- *build networks of Pacific students, stakeholders, graduates and the business community to support current and prospective Pacific students by acting as role models or mentors*

We are privileged to be collaborating alongside the Pacific Island students of Ara (PISA) who have continued to share their experience and be leaders in both the Ara community and the wider Pacific community. Their voice as a student group is respected and supported by staff and learners.

### **Outcome 4: Pacific staff participate and progress within the organisation across management, teaching, research, administration and support roles**

- *actively encourage and support the retention of Pacific staff, and increase leadership capacity through professional development*

Ara has provided opportunities for Pacific staff to move into leadership roles particularly in Customer Experience and Engagement departments such as Business Development, Marketing, and Student Support. The support from departments around recruitment have been very purposeful in that we have increased the number of Pacific staff from 21 to 30 in one year. These roles go across the academic and support services.

	2018	2019	2020	2021 (YTD)
<b>Pacific Learners</b>	657	658	693	704
Full - Time learners	249	231	236	298
Part – time learners	408	427	457	406
<b>EFTS – Pacific</b>	313	321	352	369

<b>Successful Course Completion</b>	2018	2019	2020
<b>Pacific Learners</b>	72.7%	74.2%	76.0%
Māori Learners	75.9%	75.6%	78.3%
All Learners	84.9%	85.2%	86.0%

<b>Student Retention</b>	2018	2019	2020
<b>Pacific Learners</b>	70.5%	66.6%	71.2%
Māori Learners	67.9%	66.6%	67.7%
All Learners	77.3%	77.4%	78.2%

One of the focus areas in 2020 was course completions in levels 4 – 6, which had been the most critical areas of concern throughout Ara. These concerns have been raised with the departments and there has been a collaborative approach to identify Pacific learners and provide them with full cultural wrap around support. Through the hard work and dedication of our colleagues there has been an increase of 2.5% successful course completion in this area.

<b>Successful Course Complete level 4 - 6</b>	2018	2019	2020
<b>Pacific Learners</b>	69.5%	68.7%	71.2%

## Pacific Strategy Progress

### **Outcome 1: Pacific students participate, progress, and achieve qualifications:**

- Continue to build relationships through participation in community and cultural events within Canterbury and to strengthen connections with Pacific students, their families, and their communities
- Champion Pacific success through events, awards, mainstream and social media, and profile Pacific staff and students
- Identify Pacific students in need of support as early as possible and provide a circle of support maufatanga tala noa to enable them to build confidence and succeed

### **Outcome 3: Increase Pacific graduate employment rates**

- Enable Pacific graduates to be work-ready through career development activities throughout their student journey

- Promote awareness of pathways and opportunities at Ara from pre-enrolment through to graduate community, including opportunities for progression to higher level qualifications, and employment
- Actively promote student roles, internship opportunities and placements at Ara to Pacific students
- Build networks of Pacific students, stakeholders, graduates and the business community to support current and prospective students by acting as role models or mentors
- Engage with the wider employment community to increase employment opportunities for Pacific graduates
- Strengthen links with the graduate community to provide continued opportunities for networking and learning, to create opportunities to support the next generation of Pacific students

### **Pacific Lead Role**

Through the support of our Pacific staff, Pacific learners, and community the Pacific Lead has been able to create five new initiatives that align with the Ara Pacific Strategy - Outcome 1 & 3.

#### **Pacific Bloom** (*MOE funding*)

Pacific bloom is a three-day holiday programme that runs during every school holiday to support Pacific Secondary school students with their NCEA level 1,2,3, career guidance and cultural identity.

The statistics have shown that in 2020, of 244 learners that enrolled into Ara within three years of leaving secondary school, only 5.3% of those learners had University Entrance. This makes it difficult for Ara to build the academic support that is needed for these learners. By initiating Pacific Bloom we are able to provide early support for these students, setting them up to be successful in their NCEA and bridging the gap between secondary school and tertiary. We know if we can support these learners earlier, they will get a sense of trust and belonging within Ara, and this supports their success.

#### **Cultural Home** (*MOE funding*)

Through the MOE funding Ara has appointed a part time Pacific Navigator. The role is to support and educate our Pacific learners' aiga (whanau) around the learner journey, to give these families the understanding and capability to support their aiga member. We know that Pacific families play a big part in the success of the learner so it's very important to engage with the family and get their buy-in from the start of the learner journey. Our Navigator is working with 20 families and has made some great connections with these families.

Ara believes that by helping our learners in this way, particularly those that are first generation in tertiary, we provide the holistic wrap around support that these Pacific families and learner needs, and this will provide them with a better opportunity in achieving success in their studies at Ara.

Ara is leading the way with the development of Cultural Home having identified a gap that has

prevented Pacific learners the opportunity to be successful in the past.

### **Industry Mentor** *(MOE funding)*

Our Industry Mentors will support our Pacific learners during the last six months of their degree. This will help provide clearer pathways from tertiary to employment.

Pacific learners will be better equipped to take the next challenge as the Industry Mentor will provide guidance around areas of growth, inhouse knowledge and can direct Ara learners into the right employment pathway.

The investment for Ara in this area will bring better outcomes in the transition from tertiary to employment for our Pacific learners

### **Peer Mentoring Programme** *(Ara Foundation one year funding)*

Ara has created a Peer Mentoring programme where our Peer mentors who are in there second or third year of study are given a Mentee for the year to provide the right support on all aspect of their learner journey experience.

Ara has provided peer mentors with in-depth mentoring and leadership training. Some of this training covered aspects such as what to expect during study, how to get the right support. The peer mentor and peer mentee have set times where they can discuss face to face what type of support Ara has to offer.

This year we were able to put 20 peer mentors and 20 peer mentees into the programme. We intend to increase this activity next year.

### **Peer Tutor Programme** *(Ara Foundation one year funding)*

Ara peer tutor is responding to the need of academic support for our Pacific learners. Ara has identified specific core papers where there is a high number of Pacific learners not achieving. The peer tutors have had professional development including topics such as: study strategies and techniques, facilitation skills, and relationship building to support how they tutor one-to-one and for group sessions.

Ara will look to expand to other papers in the following year to give more support to a wider range of Pacific learners.

## Pacific Strategy Progress

### **Outcome 1: Pacific students participate, progress, and achieve qualifications:**

- *Remove barriers to entry so that scholarships can be applied for through a range of creative medium*

There has been a massive increase of applications for the Pacific higher learner scholarships due to a deliberate collaborative approach between our Marketing, Engagement and Pacific staff. We were able to promote to our Pacific community in a more culturally responsive way.

<h1>Ara</h1>	<h2>Information</h2>
<b>Update on RMP at Timaru Campus – Engagement Sessions</b>	Sponsor: Darren Mitchell
	Author: Planning Office
	4 <sup>th</sup> November, 2021

## 1. Context and Background

At the July 2021 meeting of the Campus Redevelopment Committee (CRC) and then Ara's Board, Decision Papers were submitted for approval which outlined a refresh to the Regional Master Plan (RMP). This refresh focussed on three priority areas; the Timaru Campus, replacement of NS and O Blocks and remediation and refurbishment works for L Block with the ALX Rakaia complex. The Future Campus Roadmap, approved by Board in July 2020, provided a clear future direction and it is this future direction that continues to be the recommended course of action.

The Timaru Campus was highlighted as a key area of focus due to the condition of some campus facilities including those with seismic ratings less than the minimum 67% of National Building Standards (NBS) mandated by Ara's Board. Furthermore, the lack of adaptability in some of the buildings make them uneconomic to modify to meet the emerging needs of evolving delivery models and the planning of the campus does not support the Design Principles adopted by the Ara Board.

On the Timaru Campus, the best facilities are located some distance from each other at the northern and southern end of the campus and with some suboptimal buildings found in between them in the middle of the campus. Additionally, older facilities like TC and TD Blocks have been assessed as being uneconomic to strengthen and repair. With such a significant amount of available space compared to the number of learners and colleagues on campus, the Regional Master Plan (RMP) recommends significant change to bring life to the campus, improve engagement opportunities with the community and to prepare the campus for future educational delivery.

With this in mind the first steps of redesigning the Timaru campus required engagement with key stakeholders across the community to elicit their views and opinions regarding the future of the campus to potentially serve as a regional vocational education hub.

## 2. Recent and Current Activities

Several initial stakeholder engagement sessions were held in Timaru on 26<sup>th</sup> to 28<sup>th</sup> October to:

- commence the process of engagement by establishing relationships with colleagues and other key stakeholders
- capture needs and aspirations from stakeholders with a view to the Timaru Campus being a vocational education hub
- enable stakeholders to articulate potential opportunities for leveraging facilities and spaces on the Timaru Campus that have not been considered
- ascertain which stakeholders should be included in more in-depth design workshops planned for 2022

The attendees of these session covered a wide cross section of the Timaru community and included

such representation from local councils, industry, not-for-profit organisations and community groups. A separate session was also held which specifically addressed Ara colleagues in Timaru.

Each group was briefed on the intention of the redesign of the campus and asked to provide feedback in relation to the following questions:

1. How might Ara's provision (what we deliver and how we deliver it) respond better to local and regional priorities for vocational education?
2. For the most comprehensive coverage of ideas and insights from across the different regional stakeholder communities, who should attend the workshops?
3. What strategic plans are under development in the regions that Ara should align with and are there opportunities to collaborate?
4. What could the vocational education hub on the Timaru Campus offer that is not available or accessible already?
5. How might local and regional stakeholders and partners make better use of Ara's built assets?

### 3. Feedback

There were three main overall themes that came from the feedback being:

#### 1. Learning

- a. Provide flexible learning opportunities such as:
  - i. night and weekend delivery
  - ii. short courses / top-up and micro credentials
  - iii. ability to learn in own time
- b. Ensure programmes deliver align with the following large sectors in the community:
  - i. Horticulture
  - ii. Agriculture
  - iii. Social work
  - iv. Health
  - v. Trades
  - vi. Hospitality
- c. Provide blended delivery of programmes which are either delivered on-site or on-line
- d. Provide bridging programmes for graduates
- e. Recognise life experience and other types of knowledge in gaining qualifications
- f. Develop strong partnerships with local secondary schools to provide:
  - i. delivery onsite at schools
  - ii. a seamless partnership to ease the transition to higher learning
  - iii. options / choices to learners for continued learning opportunities done in conjunction with school advisors

#### 2. Cultural

- a. Ensure different cultures are recognised and respected with representation on campus
- b. Build strong relationships with local Iwi and Hapū

3. **Vocational Hub** – provide a vocational hub that is a base for various community groups, industry and support groups that can be accessed by learners, colleagues and the wider community such as:
  - a. TWOA
  - b. Multi-functional spaces for external and internal groups
  - c. Repair café
  - d. Wellness groups
  - e. Outreach groups
  - f. Accommodation
  - g. Health & social services
  - h. Kohanga Reo
  - i. Mentoring and coaching support
  - j. EDAs and Chamber of Commerce
  - k. ITOs
  - l. YMCA
  - m. Career advisors
  - n. 24 / 7 digital learning computer suite
  - o. Literacy Aotearoa
  - p. Gym
  - q. Small business start-up hub

Further stakeholders were also identified at these sessions with whom Ara will also engage with including:

- Other educational providers
- Recreational clubs/societies e.g. Rotary Club
- Regional Skills Leadership Group
- Other local organisations e.g. CAB, Senior Citizens

#### 4. Next Steps

The next steps will be:

- A mop up Zoom session for external stakeholders who couldn't make it. This is now scheduled for 24<sup>th</sup> November.
- A meeting with the Timaru District Council Executive to present Ara's early thinking and plans and to take feedback
- A colleague session at Ara City Campus (and on Zoom) for anyone who wants to hear about the Timaru RMP and provide feedback
- More in-depth workshops, facilitated by the Ara Regional Master Planning Team, to inform the development of the business case to take place in early 2022. Planning for these sessions is already underway using the initial feedback along with previous experience from Chow Hill in facilitating these forms of engagement.

We are also currently corresponding with Arowhenua Runanga seeking to find the most appropriate way to engage with them to give them context of the Timaru Campus RMP and to gather their input. We will be guided by them and this may involve a face-to-face meeting or providing them with collateral to review in advance of attending workshops in the New Year.

# Ara Board Audit and Risk Committee Minutes

## 1 November 2021

Minutes of a meeting of the Ara Board Audit and Risk Committee held on Monday 1 November 2021 at 1.00pm via videoconference.

### Welcome

The Chair opened the meeting and welcomed all members to the meeting.

## 1

### 1.1 Attendance

#### a Voting Members

Nettles Lamont (Chair), Murray Bain and Andrea Leslie.

#### b Non-Voting Members

Darren Mitchell (Acting Chief Executive) and Christina Yeates (Minute Secretary).

#### c In Attendance

Thérèse Arseneau (Board Chair), Michael Rondel (Independent Advisor) and Tilly McKay (Ara Finance Manager).

**Note:** Stephen Walker, Head of Audit New Zealand and Joana Johnston, Sector Manager, Tertiary Education, Office of the Auditor General in attendance for Agenda Item 3.3 only [1.30pm to 2.00pm].

### 1.2 Apologies

Nil.

## 2 Confirmation of Meeting Minutes

### 2.1 Minutes of the Audit and Risk Committee meeting of 6 September 2021

*It was **resolved** that the Minutes of the Ara Board Audit and Risk Committee meeting held on 6 September 2021 be approved as a correct record of proceedings at that meeting and be signed by the Chair accordingly.*

A Leslie/ N Lamont

Carried

### 2.2 Business Arising out of the meeting

Nil.

### 2.3 Action List

Nil.



### 3 Public Excluded

1.05pm

It was **resolved** that the public be excluded from the remainder of the meeting.

It was further **resolved** that Michael Rondel, Independent Advisor to the Committee remain for the public excluded section of the meeting and that Tilly McKay, Ara Finance Manager remain for the relevant items on the Agenda.

N Lamont

Carried

The general subject of the matters considered while the public was excluded was:

3.1	Minutes of the Meeting held on 6 September 2021	s9(2)(i)
3.2	Matters Arising/Action List	s9(2)(i)
3.3	Post-Audit Review and Audit Engagement Letter	s9(2)(i)
3.4	Internal Audit Update	s9(2)(i)
3.5	Treasury Performance Report	s9(2)(i)
3.6	Financial Delegations – Payroll	s9(2)(i)
3.7	Risk Management Update	s9(2)(i)

This resolution was 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 considered while the public was 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)

The Committee moved back into open meeting.

### 4 2022 Committee meeting dates

4.1 To be drafted by the Board Secretary based on 2021 schedule.

There being no further business the meeting closed at 2.30pm.

**READ AND CONFIRMED**

Chair: .....

Date:

# Ara Institute of Canterbury Ltd

## Board of Directors

### 2021 Work Programme

**as at 30 November 2021**

Month	Topics	Notified Non-availability
January	26 <b>Board Meeting – Strategy Planning Session (Christchurch)</b>	
February	17 Audit and Risk Committee	M Geddes 23/2
	18 Graduation (Timaru – Parade 12 noon, Ceremony 2 pm) <i>[Note: Cancelled due to COVID-19]</i>	
	23 <b>Board Meeting (Christchurch)</b>	
March	4 Campus Redevelopment Committee	A Leslie 30/3
	8 Audit and Risk Committee	
	22 Audit and Risk Committee	
	26 <b>Autumn Graduation (Christchurch) (10am &amp; 2pm)</b>	
	30 <b>Board Meeting</b> <ul style="list-style-type: none"> <li>• Annual Report</li> </ul>	
April	27 <b>Board Meeting (Note: Anzac Day 26 April) Timaru</b> Stakeholder Engagement Function	
May	3 Remuneration Committee	
	25 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Report on Affixing of Common Seal</li> </ul>	
June	2 Campus Redevelopment Committee	M Bain 29/6
	9 Audit and Risk Committee	
	29 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Ōtautahi House Board Visit [postponed]</li> <li>• SafePlace Induction</li> </ul>	
July	12 Campus Redevelopment Committee	
	27 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Fee Setting</li> </ul>	
August	31 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• via zoom due to lockdown</li> </ul>	
September	1 Campus Redevelopment Committee	
	6 Audit and Risk Committee	
	16 Academic Committee	
	28 <b>Board Meeting (Christchurch)</b> [Note: 27 Sept S Canterbury Anniversary Day] <ul style="list-style-type: none"> <li>• 2022 Budget Sign Off</li> <li>• Ōtautahi House Board Visit [rescheduled]</li> </ul>	

October	26	<b>Board Meeting (Timaru)</b> <b>[note: 25 October Labour Day]</b> <ul style="list-style-type: none"> <li>Timaru Stakeholder RMP sessions</li> </ul>	
	22	Spring Graduation Ceremony (10am and 2pm) CANCELLED	
November	1	Audit and Risk Committee	
	10	Remuneration Committee	
	16	Campus Redevelopment Committee [electronic updates only]	
	30	<b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>Annual Report 2021 – content/format</li> <li>Pacific Strategy Report</li> <li>Report on Affixing of Common Seal</li> </ul>	
December	6	Remuneration Committee	
	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, Boardroom, Te Kei, Christchurch City Campus

Timaru – Room TA210, Boardroom, Timaru Campus

Waitangi Day – Observed Mon 8th February  
Otago Anniversary – Mon 22nd March (Oamaru campus closed)  
Good Friday – Fri 2nd April  
Easter Monday – Mon 5th April  
Easter Tuesday – Tues 6th April  
ANZAC Day observance – Observed Mon 26th April  
Queen’s Birthday – Mon 7th June  
South Canterbury Anniversary Day (Timaru campus closed) – Mon 27th September  
Labour Day – Mon 25th October  
Canterbury Anniversary/Show Day (Christchurch campuses closed) – Fri 12th November

# Ara Institute of Canterbury Ltd

## Board of Directors

### 2022 Work Programme

**as at 30 November 2021**

Month	Topics	Notified Non-availability
January	25 <b>Board Meeting – tbc if required</b>	
February	Campus Redevelopment Committee	
	16 Audit and Risk Committee	
	16 Ara Whakatau Semester One – Woolston [11am]	
	17 Graduation (Timaru)	
	22 <b>Board Meeting (Christchurch) STRATEGIC SESSION [1]</b> <b>PRIORITY FOCUS AREA – RELENTLESS FOCUS ON EQUITY</b>	
	23 Ara Whakatau Semester One – Timaru [11am]	
	28 Ara Whakatau Semester One – City [11am]	
March	2 Ara Whakatau Semester One – Manawa [11am]	
	7 Audit and Risk Committee [electronic distribution of papers only]	
	21 Audit and Risk Committee [Note: Otago Anniversary Day]	
	25 <b>Autumn Graduation (Christchurch) (10am &amp; 2pm)</b>	
	29 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Annual Report</li> <li>• Quarterly Executive Director Reports</li> <li>• Transition Programme Update</li> </ul>	
April	Campus Redevelopment Committee	
	26 <b>Board Meeting (Note: Anzac Day 25 April) TIMARU</b> <ul style="list-style-type: none"> <li>• Report on Affixing of Common Seal</li> <li>• Pacific Strategy Report</li> </ul>	
May	Remuneration Committee	
	31 <b>Board Meeting (Christchurch) STRATEGIC SESSION [2]</b> <b>PRIORITY FOCUS AREA – DELIVERY EXCEPTIONAL LEARNING EXPERIENCES</b>	
June	Campus Redevelopment Committee	
	15 Audit and Risk Committee	
	28 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Ōtautahi House Board Visit</li> <li>• Quarterly Executive Director Reports</li> <li>• Transition Programme Update</li> </ul>	
July	25 Ara Whakatau Semester Two – City [11am]	
	26 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Fee Setting</li> </ul>	
	27 <ul style="list-style-type: none"> <li>• Ara Whakatau Semester Two – Timaru [11am]</li> </ul>	

August		Campus Redevelopment Committee	
	10	Ara Whakatau Semester Two – Woolston [11am]	
	17	Ara Whakatau Semester Two – Manawa[11am]	
	23	<b>Board Meeting (Christchurch) STRATEGIC SESSION [3]</b>  <b>PRIORITY FOCUS AREA – INCREASED COLLEAGUE ENGAGEMENT AND WELLBEING ACROSS ARA</b>	
September		Campus Redevelopment Committee	
	5	Audit and Risk Committee	
		Academic Committee	
	9	Spring Graduation (Christchurch)	
	27	<b>Board Meeting (Christchurch)</b> <b>[Note: 26 Sept S Canterbury Anniversary Day]</b> <ul style="list-style-type: none"> <li>• 2023 Budget Sign Off</li> <li>• Quarterly Executive Director Reports</li> <li>• Ōtautahi House Board Visit</li> <li>• Transition Programme Update</li> </ul>	
October	25	<b>Board Meeting (Timaru)</b> <b>[note: 24 October Labour Day]</b> <ul style="list-style-type: none"> <li>• Annual Report 2022 – content/format</li> <li>• Pacific Strategy Report</li> <li>• Report on Affixing of Common Seal</li> </ul>	
November	7	Audit and Risk Committee	
		Remuneration Committee	
		Campus Redevelopment Committee	
	29	<b>Board Meeting (Christchurch) STRATEGIC SESSION [4]</b>  <b>GREATER REGIONAL ACCESS</b>	
December	13	<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, Boardroom, Te Kei, Christchurch City Campus

Timaru – Room TA210, Boardroom, Timaru Campus

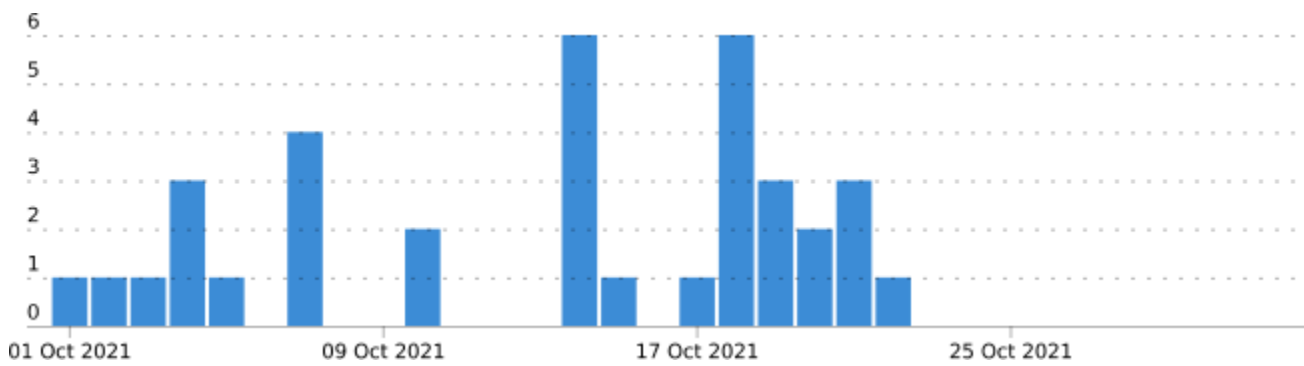
Waitangi Day – Observed Mon 7th February  
 Otago Anniversary – Mon 21<sup>st</sup> March (Oamaru campus closed)  
 Good Friday – Fri 15th April  
 Easter Monday – Mon 18th April  
 Easter Tuesday – Tues 19th April  
 ANZAC Day observance – Observed Mon 25th April  
 Queen’s Birthday – Mon 6th June  
 South Canterbury Anniversary Day (Timaru campus closed) – Mon 26th September  
 Labour Day – Mon 24th October  
 Canterbury Anniversary/Show Day (Christchurch campuses closed) – Fri 11th November



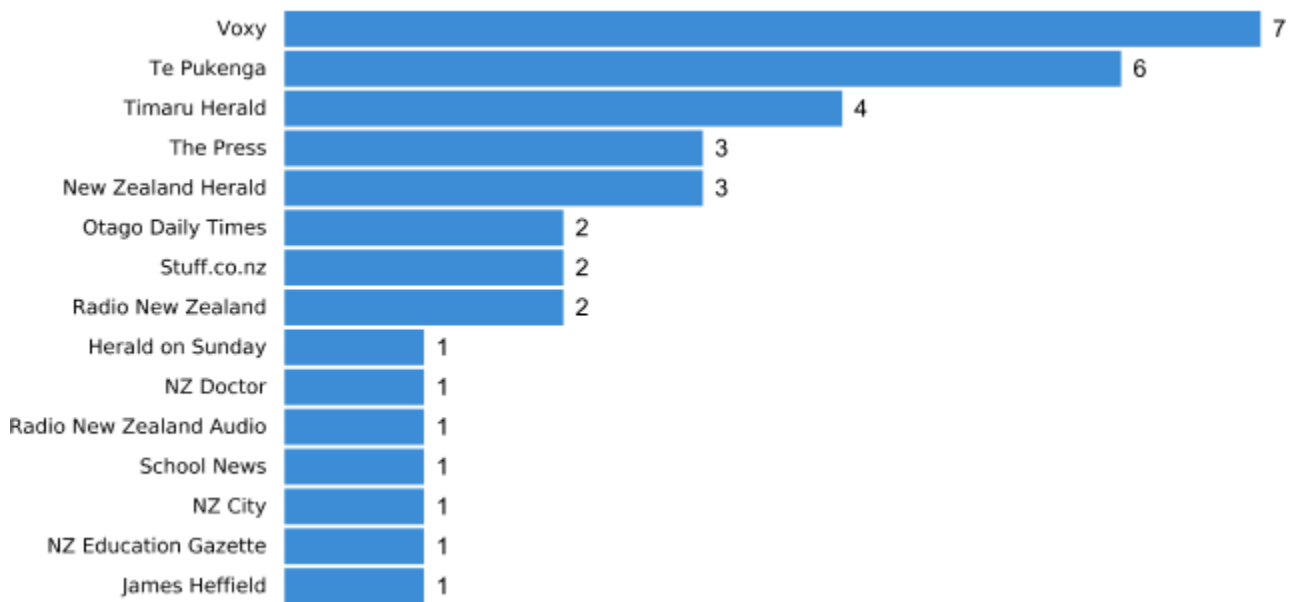
## Ara Institute of Canterbury

### Media Report October 2021

#### Volume



#### Sources



## 1. EXTERNAL SOURCES:

### What's on: Event highlights in Ōtautahi Christchurch

**From** The Press, Vicki Anderson  
**Published** 05:18 22/10/2021  
**Also from** [The Press print edition](#)  
**Keywords** NASDA

### Mastering the art of creativity - Ara

**From** Te Pukenga  
**Published** 14:00 21/10/2021  
**Also from** [Voxy](#)  
**Keywords** Canterbury's, Ara Institute

### Free coffee, kai with vaccine offered to Ara students in Ōtautahi

**From** Radio New Zealand , Kim Moodie  
**Published** 19:57 20/10/2021  
**Also from** [Otago Daily Times](#)  
**Keywords** Ara, Te Marino Lenihan, Canterbury, Canterbury's, Ara's, Ara Institute

### Free coffee, kai with vaccine offered to Ara students in Ōtautahi

**From** Radio New Zealand Audio  
**Published** 18:46 20/10/2021  
**Keywords** Ara institute, Ara, Te Marino Lenihan, Canterbury, Ara Institute's, Ara Institute

### Students are once again the focus of vaccination clinics in Canterbury

**From** NZ City  
**Published** 09:53 19/10/2021  
**Keywords** Ara, Te Marino Lenihan

### Inspirational outdoorspeople celebrated at NZOIA awards

**From** James Heffield  
**Published** 09:44 19/10/2021  
**Also from** [Voxy](#)  
**Keywords** Canterbury, Ara Institute

## South Canterbury's vaccination doses now over 73 per cent

**From** Timaru Herald, Esther Ashby-Coventry  
**Published** 16:24 18/10/2021  
**Also from** [Timaru Herald print edition](#)  
**Keywords** Canterbury, Ara Institute

## Fighting Covid on many fronts at Ara

**From** Te Pukenga  
**Published** 09:20 18/10/2021  
**Also from** [Voxy](#), [Otago Daily Times](#), [NZ Doctor](#)  
**Keywords** Ara, Te Marino Lenihan, Canterbury, Ara's, Ara Institute

## 'We're just doing our bit': Cantabrians out in force for Super Saturday vaccine drive

**From** Stuff.co.nz, Lee Kenny  
**Published** 14:06 17/10/2021  
**Also from** [The Press print edition](#)  
**Keywords** Canterbury, Ara Institute

## What's on: Event highlights in Ōtautahi Christchurch

**From** The Press, Vicki Anderson  
**Published** 05:08 15/10/2021  
**Also from** [The Press print edition](#)  
**Keywords** NASDA

## NZ broadcasting school confirms multiple bullying and harassment allegation against staff

**From** New Zealand Herald, Katie Harris  
**Published** 16:49 14/10/2021  
**Also from** [New Zealand Herald National](#)  
**Keywords** school, Ara's, New Zealand Broadcasting School, students, NZ, broadcasting



## Graduate shines a spotlight on mental health

**From** School News, School News  
**Published** 14:18 14/10/2021  
**Keywords** Canterbury, Ara Institute

## Promising future for Buller students

**From** NZ Education Gazette  
**Published** 10:21 14/10/2021  
**Keywords** Singing, NASDA, Dramatic Arts, National Academy

## NASDA presents The Drowsy Chaperone at The Court Theatre

**From** Te Pukenga  
**Published** 07:01 14/10/2021  
**Also from** [Voxy](#)  
**Keywords** www.ara.ac.nz, Canterbury, Singing, NASDA, Dramatic Arts, nasda, Ara Institute, National Academy

## 'We can do marvellous things': Kiwis living with disabilities, and their supporters, prepare to celebrate

**From** New Zealand Herald, Cherie Howie  
**Published** 05:02 10/10/2021  
**Also from** [Herald on Sunday Modular](#)  
**Keywords** Aoraki Polytechnic

## Creative community responds to Ara's private art collection - Te Pukenga

**From** Te Pukenga  
**Published** 16:42 07/10/2021  
**Also from** [Voxy](#)  
**Keywords** Canterbury's, Ara Institute

## Growing Pacific success in tertiary education - Ara Institute of Canterbury

**From** Te Pukenga  
**Published** 11:16 07/10/2021  
**Also from** [Voxy](#)  
**Keywords** Ara, Canterbury, Institute, Ara Institute

## Pilot to test innovative consumer-centric electricity services

**From** Radio New Zealand

**Published** 10:35 05/10/2021

**Keywords** Ara, designed

## Graduate 'shines a spotlight' on mental health

**From** Te Pukenga

**Published** 09:02 04/10/2021

**Also from** [Voxy](#)

**Keywords** Canterbury, Ara Institute

## Out and about

**From** Timaru Herald

**Published** 05:00 04/10/2021

**Keywords** Ara's, campus

## 100 vaccinated at Pasifika family health event

**From** Stuff.co.nz, Esther Ashby-Coventry

**Published** 17:08 03/10/2021

**Keywords** Canterbury, Ara Institute

## Timaru woman shares mental health struggles in hope of helping others

**From** Timaru Herald, Esther Ashby-Coventry

**Published** 16:07 01/10/2021

**Also from** [Timaru Herald print edition](#)

**Keywords** Canterbury, Aoraki Polytechnic, Ara Institute

## **2. INTERNAL SOURCES:**

### **Police sergeant swaps the beat for the ward**

Published 1/10/2021

### **Graduate shines a spotlight on Mental Health**

Published 5/10/2021

### **Pacific success in education grows**

Published 6/10/2021

### **Ara Disability Services offers support at the ready for all learners**

Published 6/10/2021

### **Curate Me, A Response to the Ara Artwork Collection**

Published 8/10/2021

### **Free Pacific trades course leads to new career**

Published 13/10/2021

### **NASDA presents The Drowsy Chaperone at The Court Theatre**

Published 15/10/2021

### **Fighting Covid on Many Fronts at Ara**

Published 18/10/2021

### **Mastering the art of creativity**

Published 22/10/2021

### **Georgia Designs Her Own Future**

Published 26/10/2021

### **Winning Canterbury Youth Tackle Big Issues at 2021 Young Enterprise Scheme (YES) Regional Awards**

Published 29/10/2021

<b>Ara Board 30 November 2021</b>	<b>Agenda Item</b>	<b>7.5</b>
		<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b>	D Mitchell

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	<b>Affixing of the Common Seal (26 May 2021 to 30 November 2021)</b>
<b>BACKGROUND AND PURPOSE</b>	<ul style="list-style-type: none"> <li>Public record of the quarterly report provided to the Ara Board recording the number and type of document to which the common seal has been added. This includes the list of degree and diploma documents signed and sealed by the Ara Board Chair and Chief Executive and awarded for the 2021 Spring Graduation and includes the number of early qualifications awarded (if any) outside of the graduation. Due to Covid and the Graduation ceremonies being cancelled, the awards were posted to the learners.</li> </ul>
<b>RECOMMENDATION(S)</b>	That the Ara Board receive and note the contents of the report provided.
<b>LINK TO ARA STRATEGY</b>	N/A
<b>KEY ISSUES IDENTIFIED</b>	N/A
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	N/A
<b>RISK IMPLICATIONS FOR ARA</b>	N/A

## Common Seal

The Ara policy on affixing the common seal calls for a quarterly report to the Ara Board recording the number and type of document to which the common seal has been added.

This report covers the period from 26 May 2021 to 30 November 2021 and includes the list of the degree and diploma documents signed and sealed by the Ara Board Chair and Acting Chief Executive for the Spring 2021 Graduation, noting the ceremonies were cancelled due to the current Covid environment and the awards were posted to Ara learners.

### **Graduation documents carrying the Ara Institute of Canterbury Ltd Common Seal issued for Graduation 17 September 2021.**

Qualification Title	Quantity Awarded
Bachelor of Applied Management	26
Bachelor of Applied Science	5
Bachelor of Architectural Studies	3
Bachelor of Broadcasting Communications	2
Bachelor of Construction	8
Bachelor of Design	1
Bachelor of Engineering Technology	12
Bachelor of Information and Communication Technologies	22
Bachelor of International Tourism and Hospitality Management	3
Bachelor of Language (Japanese)	2
Bachelor of Medical Imaging	3
Bachelor of Midwifery	2
Bachelor of Musculoskeletal Health	1
Bachelor of Nursing	90
Diploma in Broadcasting Communications	2
Diploma in Japanese	1
Graduate Diploma in Applied Management	18
Graduate Diploma in Computer Aided Design	7
Graduate Diploma in Construction Management	2
Graduate Diploma in Hospitality Management	2
Graduate Diploma in Human Resource Management	3
Graduate Diploma in Information and Communication Technologies	19
Graduate Diploma in Laboratory Technology	7
Graduate Diploma in Marketing and Sales	5
Graduate Diploma in Operations and Production Management	4
Graduate Diploma in Project Management	5
Graduate Diploma in Quantity Surveying	2
Graduate Diploma in Supply Chain Logistics	2
Graduate Diploma in Tertiary Teaching and Learning Level 7	1
Master of Creative Practice	8
Master of Health Practice	1
New Zealand Diploma in Agribusiness Management (Level 5)	9
New Zealand Diploma in Applied Science (Level 5)	31

New Zealand Diploma in Applied Science (Level 6)	4
New Zealand Diploma in Architectural Technology (Level 6)	1
New Zealand Diploma in Business (Level 5)	39
New Zealand Diploma in Construction (Level 6)	19
New Zealand Diploma in Cookery (Advanced) (Level 5)	17
New Zealand Diploma in Engineering (Level 6)	14
New Zealand Diploma in Enrolled Nursing (Level 5)	26
New Zealand Diploma in Hospitality Management (Level 5)	7
New Zealand Diploma in Hospitality Management (Level 6)	1
New Zealand Diploma in Information Technology Technical Support (Level 5)	12
New Zealand Diploma in Systems Administration (Level 6)	3
New Zealand Diploma in Web Development and Design (Level 5)	2
Postgraduate Diploma in Health Practice	8
Postgraduate Diploma in Sustainable Practice	1
<b>TOTAL</b>	<b>463</b>

As per Ara policy, the Ara Board should also note that the Ara Acting Chief Executive approved 14 early qualifications conferred outside of the normal Graduation Ceremony.

Darren Mitchell  
**Acting Chief Executive**