



Intuери Education New Zealand Limited (IENZ)

2017 Investment Plan

TEO details

Name of TEO	Intuери Education New Zealand Limited
EDUMIS number	8944
Contact person/s: This person/s must have a good understanding of the proposed Plan, be able to access Workspace 2 and be able to be contacted by the TEC for at least six weeks from the submission date.	Will Horridge
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Section 1 – Mission and role

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice](#).

Pursuant to section 159P(c), the TEO must describe its mission and role for the term of the Plan, including its role within the overall network of provision.

The TEO should demonstrate that it understands its distinctive mission and role within the system, and how this relates to the community it serves, and that it has a sustainable Plan for fulfilling this mission and role through its programmes and activities.

The assessment criteria that we will use when reviewing this aspect of a TEO’s proposed Plan are:

1a – The TEO’s proposed mission and role, and the outcomes the TEO intends to contribute to show an awareness of, and are appropriate to the TEO’s place in the regional and national tertiary system and the Government’s priorities.

TEC considerations

Does the proposed Plan:

- clearly describe the mission and role of the TEO?
- show that the TEO understands its place in the regional and national tertiary system?

TEO response

Intueri Education Group Overview

The Intueri Education Group (Intueri) is a publicly listed group of Private Training Establishments (PTEs). The group is listed on the NZX and is the only organisation of its kind in New Zealand.

Intueri's family of Schools

- Intueri Education New Zealand Limited (IENZ) trading as Academy New Zealand, Design and Arts College of New Zealand, Elite International School of Beauty and Spa Therapies and Cut Above Academy
- NSIA (Global Education Group Ltd trading as North Shore International Academy)
- New Zealand Institute of Sport
- The New Zealand College of Massage
- New Zealand School of Outdoor Studies Limited (NZSOS) trading as New Zealand School of Commercial Diver Training (NZSCDT)

Intueri, through the New Zealand schools listed above, delivers NZQA-accredited programmes across a broad range of disciplines; Culinary and Hospitality, Business and Computing, Hairdressing and Barbering, Special Effects Make-up and Makeup Artistry, Commercial Diving, Beauty Therapy, Fashion Design, Travel and Tourism, Professional Counselling, Pharmacy, Floristry, Information Technology, Sport, Massage, Foundation Learning and ESOL.

Through this diverse mix of provision, the development of teaching excellence, the high quality student outcomes achieved, the relevant skills and knowledge students acquire and the resulting impact on their employment prospects, Intueri schools contribute significant value to the wider New Zealand community and the economy in general. This is consistent with the Government's goals, vision and strategic direction as set out in the Tertiary Education Strategy (TES).

Each school within the group has its own identity and is currently an NZQA registered Private Training Establishment. However, the schools operate under a single unified governance and overarching management structure and quality assurance framework.

Values

Intueri's exciting future is strongly grounded in its core values:

Always doing the right thing

All of us together

Embrace our differences

Focus on the learner

Pursue growth

Love what you do

It can be clearly demonstrated that Intueri has made significant operational and business decisions grounded in these values which underpin developments within the organisation as it responds to the changes in the tertiary education environment.

Intueri aspires to lead the innovation of high quality, accessible and relevant tertiary education which enhances the lives of New Zealanders including those whose needs are not well met by the existing tertiary provision and

are priorities under the current TES.

Support Function Framework

Intueri has a highly experienced governance and senior leadership team whose focus is on the leadership, development and implementation of coherent strategic goals across the group. A support function framework exists across the Group providing strong professional and functional support while allowing each school flexibility to adapt and develop to meet the needs of a variety of stakeholders including the needs of a diverse range of students.

The framework includes the four support functions of:

- Academic & Quality Assurance and Student Administration
- Human Resources
- Marketing, recruitment and Communication
- Commercial Services - Finance, IT and Property

The focus has been the establishment of effective systems covering sector and student engagement, academic development and compliance, quality assurance, student administration, marketing, international and domestic recruitment, finance, IT and accounting, and human resources, with the goal of meeting the operational needs of the organisation, supporting students, ensuring Intueri is operating at best practice, and delivering relevant quality outcomes for all stakeholders. For each support function a record of tasks and responsibilities which reside centrally and within the schools has been established. This division of tasks and responsibilities continues to be refined and can vary from school to school.

Strategic Planning

Intueri has established five broad strategic goals and associated key thrusts for the next 1-3 years

<u>Strategic goals</u>	<u>Key Thrusts</u>
Focus on outcomes for learners.....	Recognised as the benchmark for quality
Invest in our people.....	Recognised as the employer of choice
Better information for better decisions.....	Value from operational enhancement & growth initiatives
Explore opportunities.....	Strengthening relationships and relevance with industry
Harness technology.....	Effective tech. based engagement, learning & reporting

There are a number of group wide initiatives related to these thrusts including such things the development of:

- Co-ordinated programme development support
- Professional development, appraisal and development of a vocational teaching programme to develop our people and focus on professionalism and teaching and learning.
- Implementation of a group wide Quality Management System to ensure a consistency of quality while also enabling schools to manage school specific policies and procedures where appropriate for the benefit of their learners.
- A robust Self-Assessment framework to ensure schools are meaningfully reviewing their operation and programme delivery to ensure strong outcomes and continual improvement.
- Systems to capture student voice at key stages - 'settling in' – programme completion – post graduation/employment
- IT and eLearning strategies
- Development of analysis capability, business development and project planning

Each school also establishes annual goals in each of the five areas of:

- Teaching and Learning
- People
- Self-assessment
- eLearning
- Recruitment

The goals within these areas link to the strategic goals of the group and specifically relate to the three year outlook within the Investment plan of each school. They represent tangible steps towards the fulfilment of longer term strategic development.

Graduate Profile

Intueri has established a Graduate Profile which applies across all its provision.

In essence, the Graduate Profile describes the key qualities of a graduate from a programme at an Intueri school.

“The Intueri graduate has the knowledge and real-world skills, combined with the professional and personal qualities to make a difference”.

In other words a graduate from any Intueri school will have the appropriate knowledge combined with the ability to put that knowledge into practice. They will also have both the personal and professional qualities to gain employment and be successful.

The Graduate Profile is intended to be a key part of the conceptual framework of all Intueri programmes, influencing both content and delivery. The success of the Graduate Profile resulting in positive outcomes for students is increasingly being evaluated.

Programme development and the Targeted Review of Qualifications (TRoQ)

In 2010, NZQA began its targeted review of qualifications. The key aim is to significantly reduce the number of qualifications on the New Zealand Qualifications Framework (NZQF); and ensure they are useful and relevant. The focus is on qualifications at Levels 1-6. All existing qualifications will ultimately be replaced by a suite of New Zealand qualifications.

The majority of the programmes currently delivered within Intueri have been or are in the process of being reviewed and developed ready for submission to NZQA for approval. The process of programme review and development involves key staff from each school with support from the Academic and Quality Assurance support function.

The programme review in conjunction with the TRoQ process is ensuring appropriate content and design and alignment with the Intueri Graduate Profile. There is also a focus on delivery including strategies to engage challenging learners, improve numeracy and literacy and the efficient use of eLearning.

eLearning Developments

Intueri has developed an eLearning strategy which continues to evolve. Broadly the strategy includes:

- Content development strategy
- Pedagogy
- Technology
- Effective management of resources
- Student portal

A blended approach to teaching and learning is at the heart of the strategy and this is intended to improve student engagement and success as well as preparing students for increasingly technological workplaces. As part of the strategy each school has eLearning champions leading specific projects which are also contributing to the development of staff capability.

Engagement Strategy

Over the next three years, Intueri is committed to further developing stakeholder engagement to better understand and fulfil employer, student and Government needs in an ever changing environment.

- Active engagement of Intueri and its schools with the business community to enhance employment outcomes for students and obtain input on curricula and educational delivery; and
- Establishment of Intueri as a thought-leader within the tertiary education arena
- Development of a Maori and Pasifika engagement strategy
- The ongoing promotion of Intueri and its Schools to prospective domestic students, both direct and via our valued school career advisor network; liaising with Careers New Zealand; participating in fairs and exhibitions; hosting secondary school visits; and showcasing our Schools' talents in competitions attended by potential students, their parents and the community
- The ongoing promotion of Intueri and its Schools to prospective international students across known and developing markets and utilising the services of Education New Zealand, where relevant
- Intueri schools will continue to develop their engagement with graduates

Key to our strategy is understanding our students; meeting their needs and helping them fulfil their aspirations. Our domestic recruitment strategy will give attention to categories of learners identified in the Government's Tertiary Education Strategy.

All programme development, marketing and recruitment activity will be informed by consideration of current and emerging trends in the labour market and qualitative and quantitative research from our government tertiary education partners to ensure relevance and timeliness in our approach.

Intueri Education New Zealand Limited

Eight companies, all of which are wholly owned by Intueri Education Group Limited (*IEGL*) amalgamated on 20 October 2016 under Part 13 of the Companies Act 1993.

This involved five companies that held PTE registrations as follows:

- Academy Group (N.Z.) Limited (9259)
- IT Training Limited (7847)
- Design and Arts College of New Zealand Limited (8656)
- Elite School of Beauty & Spa therapies Limited (8196)
- The Cut Above Academy Limited (8944)

and the following companies that did not hold PTE registrations and are either dormant or are a holding company:

- Information Technology Training Institute Limited
- D&A Education Holdings Limited

The Cut Above Academy Limited is the ongoing company and continues to hold a PTE registration and all others will be removed from the Companies Register.

On amalgamation, The Cut Above Academy Limited was renamed Intueri Education New Zealand Limited (*IENZ*) and the trading names are:

- Academy New Zealand
- Design and Arts College of New Zealand
- Elite International School of Beauty and Spa Therapies
- Cut Above Academy
- Information Technology Training Institute subsequently Academy NZ IT Provision

IENZ will continue to be a wholly owned subsidiary of Intueri Education Group Limited. The directors of IENZ post-amalgamation will be all of the directors of Intueri Education Group Limited.

One PTE registration is to be held for the amalgamated company and five registrations would be relinquished.

Legal effect of amalgamation

On amalgamation, section 225 of the Companies Act 1993 specifies that the following things will occur by operation of law:

- the Registrar of Companies must remove the amalgamating companies, other IENZ, from the New Zealand company register; and
- IENZ succeeds to all the property, rights, powers, and privileges of each of the amalgamating companies; and
- IENZ succeeds to all the liabilities and obligations of each of the amalgamating companies; and
- proceedings pending by, or against, an amalgamating company may be continued by, or against, IENZ; and
- a conviction, ruling, order, or judgment in favour of, or against, an amalgamating company may be enforced by, or against, IENZ

Management structure of IENZ

IENZ, on amalgamation, will be wholly owned by IEGL.

It is intended that the IENZ board will have the same composition as the IEGL board.

A School Director has been appointed to lead IENZ and a review of the management structure within IENZ will follow. All of the IEGL PTEs, including IENZ, will report to the Intueri Education Group GM Organisational Capability, as they do currently.

Following amalgamation, IENZ will be able to more easily offer programmes and training schemes at sites other than where they are currently taught, giving students more options and facilitating student pathways to further education.

IENZ will be a signatory to the Education (Pastoral Care of International Students) Code of Practice 2016, by virtue of The Cut Above Academy Limited (8944) currently being a signatory, and IENZ acceding to that obligation by law.

After consultation with the TEC and in consideration of the time constraints, this Investment Plan was formed largely by combining the individual Investment Plans of the amalgamating PTE's. Hence the 'flow' and unity of the plan is not considered ideal. The next Investment Plan for IENZ will fully reflect a unified plan under a common leadership and management structure. There is a response from each 'school' (Academy New Zealand, Cut Above Academy, Design and Arts College of New Zealand, Elite International School of Beauty and Spa Therapies and Academy NZ IT Provision) where appropriate, under a sub-heading within each section of this Investment Plan. Extracts from EER reports included in the plan relate to the latest NZQA EER report for the individual 'schools' prior to the amalgamation.

Academy New Zealand

Our staff are critical to the success of the School and have been selected for their expertise and ability to relate to our learners. More than 50% of our teaching staff are from Maori or Pasifika backgrounds. Alongside the site reductions and planned improvement of locations is a professional development plan for all staff. During the second half of 2016 this work is focused on general teaching development, and including delivering improvements in assessment capabilities

At the end of 2016 and into 2017 we will increase the focus on improving our staff ability to deliver well within a

blended eLearning environment. This e-Learning focus links to the Intueri Education Group's eLearning strategy and will be ongoing for some years as we strive to make the best possible use of technology to successfully engage with a range of students.

A wide range of provision is offered across Academy NZ, from Level 5 and Level 6 diplomas in Business and Pharmacy to Level 3 and 4 Travel and Tourism and Business and IT and Academy New Zealand Youth Guarantee programmes and vocational pathways provision.

Academy New Zealand, also referred to as AcNZ throughout this document, is committed to the achievement of the Government goals for education as set out in the Tertiary Education Strategy 2014 – 2019. AcNZ is committed to providing high quality educational provision to help New Zealand achieve its economic, social, cultural and environmental goals.

AcNZ delivery is focused on classroom teaching across a number of levels. We have provision in the Youth Guarantee space where staff are delivering a small amount at Levels 1 and 3 and the majority of our funded allocation at Level 2. Additionally we have SAC 3+ funding at Level 3 for floristry and at Level 5 for Pharmacy Technician.

Many of the AcNZ students, particularly youth guarantee, come from challenging backgrounds where very often they have previously been unsuccessful in studying. AcNZ fits into the national tertiary system by catering appropriately for these students, offering programmes and delivery methods that give these students a strong chance of successfully completing their studies. AcNZ offers achievable pathway opportunities within the Intueri Education Group up to Level 4 and beyond at a range of teaching sites. This ensures that we can offer workable pathways to our students so they can reach their potential. Additionally, we are offering higher level SAC delivery in niche areas where there is industry demand for skilled staff e.g. Pharmacy.

Cut Above Academy

The Cut Above Academy (Academy) is a leading provider of industry-specific, NZQA accredited training for personal services and creative industries located in Central Auckland and in South Auckland. Cut Above was originally founded in 1971 as a chain of hairdressing salons and in 1972 became New Zealand's first NZQA-approved hairdressing academy.

The **core purpose** of the Academy is to equip young New Zealanders with valuable skills to gain qualifications in Hairdressing, Make-up, Beauty Therapy and Special Effects, to progress to further studies or directly into relevant employment.

All courses are delivered in full-time mode, in up-to-date industry-simulated environments, designed to meet the needs of each specific industry as well as a strong commitment to providing relevant industry work experience within each programme. The skills gained by our students are transferable across a range of employment and small business opportunities in the industry sectors of hair, beauty, make-up artistry and special effects. Evidence from TEC's Infometrics reports and other labour market reports demonstrate that these industries make a substantial contribution to Auckland's and the nation's economies, and will require a significant number of additional employees by 2016.

The Academy delivers outstanding educational performance with excellent employment outcomes. Nearly 75% percent of our students in 2015 were under 25 years of age, with 59% of SAC funded learners identifying as Maori or Pasifika and 71% of youth guarantee funded learners identifying as Maori or Pasifika. Performance for these groups is in line with our excellent overall performance and above most other parts of the tertiary sector. Over the 31 years that the Academy has been operating, thousands of learners have gained skills, achieved qualifications and secured worthwhile sustainable jobs.

The Academy is constantly reviewing its provision and its processes to ensure it meets the needs of its learners and other stakeholders, and has focused on further improving its performance and ensuring that its graduates are successful and productive in their working lives. The Academy has well-established and successful relationships with key industry representatives and other stakeholders, including other tertiary institutions and schools both from within and outside the Intueri Education Group. These relationships continue to shape our strategic direction and directly influence our programmes.

Under the IEG umbrella and within the IENZ PTE, the Academy continues to operate with a degree of autonomy while IEG contributes to the governance, strategic direction, human resource development, and international marketing. The change in ownership is enabling the Academy to further thrive and to benefit from the economies of scale, enhanced governance and management, and collaboration opportunities available from being part of IEG's portfolio of high-performing PTEs.

Contribution to regional and national tertiary education needs

Auckland regional economy and its relevance to the Academy's provision

- Employment growth peaked between 2014 and 2015 March years at 3.4 per cent, the highest growth rate since 2005.
- Over the next three years, employment is forecast to grow by 2.3 per cent (or 52,400) between 2015 and 2016 March years, by 1.8 per cent (or 42,300) between 2016 and 2017 and by 1.2 per cent (or 29,500) between 2017 and 2018
- Regional employment growth over the next three years is forecast to be spread across many regions. The Auckland region will account for more than a third of the overall growth during the three years
- This employment growth forecast excludes job opportunities that will arise as workers retire. The Ministry estimates that this 'additional demand' due to those retiring is likely to be about 30,000 jobs per year over the coming years. While employment could rise by 52,400 in the 2016 March year, another 30,000 people may be required to replace those retiring from the labour force
- Other private services as a whole will account for about 21 per cent of the total employment growth over the forecast period due to the size of this industry group. Employment growth is also expected across the public sector services along with wholesale and retail trade industries
- Auckland has the fastest growing population in New Zealand. It grew by 1.6% in 2011, in comparison with 1.2% for the New Zealand population as a whole, and has grown at an average rate of 1.9% per annum over the period 2001 – 2011.
- In Auckland, the broad industry sector of cultural personal and other services is expected to create an additional 9,410 jobs between 2011 and 2016, with an annual growth rate of 3.5%.
- Auckland's contribution to total GDP in the year ended March 2014 was 35.3 percent with a growth rate of 5.1%
- In terms of employment by broad industry in 2010, the broad industry of cultural personal and other services was the sixth largest industry in Auckland, employing nearly 50,000 people, or 7.1% of total employment in Auckland.
- The industries that Cut Above serves are continuing to grow at a faster rate than the labour market as a whole; in the period 2000 – 2010 this industry created the fifth largest amount of jobs, with over 14,000 new jobs created in Auckland during that time.
- The cultural, personal and other services industry made the ninth largest contribution to Auckland's GDP in 2010, with the industry providing for 3.6% of Auckland's total GDP. Its GDP grew by an average of 2.2% per annum for the period 2000 – 2010.
- In Auckland, the broad industry sector of cultural personal and other services is expected to create an additional 9,410 jobs between 2011 and 2016, with an annual growth rate of 3.5%.
- In Wellington, the broad industry sector of cultural, personal and other services is expected to make the greatest contribution to new jobs over the period 2011 – 2016, with 3,700 new jobs likely to be created
- Between 2011 and 2016 the cultural, personal and other services sector is ranked 2nd amongst all industries likely to create the most jobs. It is expected there will be an annual growth of 3.5% in this sector contributing to the total growth in all jobs of 8.8% (2015 Sector Needs Analysis, beautytroq.com).

Evidence from TEC’s Infometrics labour market and economic profile reports show that these industries make a substantial contribution to the Auckland, Waikato and Wellington regional economies, and will require a significant number of additional employees by 2016. Figures on the size of the beauty industry in New Zealand are challenging to identify as many national data sources do not distinguish between the hair and beauty sectors.

- Projecting these trends forward, it is anticipated that the cultural, personal and other services industry will require significantly more employees by 2016. In Auckland, the broad industry of cultural personal and other services is expected to create an additional 9,410 jobs between 2011 and 2016, with an annual growth rate of 3.5%.

Table 2: Projected Population Growth and Employment Rates

	Projected Population Growth		Employment Rates New Zealand	
	2013-2031	2013	2014	
Auckland	1.4%	33.5%	63.7%	
Waikato	9.1%	9.1%	64%	
Wellington	0.5%	11.5%	68.4%	

The Infometrics data and analysis indicates that there will be a turn-around in the economy of the Greater Auckland region over the five year period leading up to 2016, leading to additional jobs and higher GDP for the region. This will translate into significant additional demand for the types of skilled graduates with qualifications from the Academy.

A large number of Cut Above students identify themselves as being from the Manukau region; Comet 2010 identifies that the Manukau region has the highest proportion of adults in Auckland with no qualifications (http://www.comet.org.nz/webfiles/CometNZ/files/035_Unlocking_Auckland.pdf p14). The Auckland Study (<http://www.tec.govt.nz/Resource-Centre/Reports/The-Auckland-study/> - p4) also identifies the Manukau region as a high needs area, and confirms the area’s socio-economic status (p15) as a barrier to accessing and engaging in tertiary education. This is further supported by Statistics New Zealand that states 28% of population in Otahuhu have no qualifications compared to 15% for Auckland. (www.stats.govt.nz/~media/Statistics/browse.../education.pdf). Cut Above has a campus in the Manukau region and is well-placed to meet a significant number of TEC and Government strategies by providing targeted vocational and foundation level training to support and encourage those with no formal qualifications to re-engage with the tertiary system, especially in areas of Manukau City and Papakura District.

The Academy provides real-life training opportunities to all students through the provision of four hairdressing salons and one beauty clinic. The salons and clinic are open to the public which ensures that students gain practical hands-on customer services skills. The EER confirmed that *“Employers have contact with learners on site and there were examples of learners being employed as a result of their performance during work experience or on the recommendation of a respected tutor”*.

Design and Arts College of New Zealand

Within the context of the Intueri umbrella, the **mission** of Design and Arts College of New Zealand (D&A) is to work closely with and for the creative industries to provide high quality, industry-relevant training for graduates that complements other relevant TEO qualifications. Our graduates will strongly reflect the Intueri graduate profile having the knowledge, practice and personal and professional qualities to meet the creative industries’ current and future workplace demands, thus contributing to business growth and the ongoing transformation of New Zealand's economy.

Elite International School of Beauty and Spa Therapies

Our mission at Elite International School of Beauty and Spa Therapies Limited (Elite) is to ensure that our learners receive the highest calibre of training, providing them with excellent employment prospects in the beauty therapy industry in New Zealand and overseas. Elite's programmes respond to future employment growth and demands for a skilled and qualified workforce in 3 regions: Auckland, Wellington and Waikato (refer to supporting employment growth and skill requirements data outlined in section 2a below).

Elite's sole focus is the wider beauty industry and currently we provide three programmes that lead to qualifications at NZQF levels 4 and 5. We equip our learners for employment in the following areas:

- Cultural, personal and other services; and
- Beauty salons

Graduates strongly reflect the Intueri graduate profile in key areas of:

- Knowledge
- Practice; and
- Personal and professional qualities

(Refer to Table 2 in section 2a below)

Strategic Planning

Elite's strategic plan is connected to the broader Intueri strategic goals as outlined above and implemented through key initiatives detailed below under the following focus areas: Teaching and Learning, People, eLearning, Self-Assessment and Recruitment

Focus Area

Initiatives

Teaching and Learning

Current and Proposed Programmes

Elite currently delivers the following programmes:

- National Certificate in Beauty Services (Level 4)
- Elite Diploma in Beauty Therapy (Level 5)
- Diploma in Beauty and Spa Therapies (Level 5)

Programme review and development of 6 new programmes:

- NZ Certificate in Beauty Therapy (Level 4)
- NZ Diploma in Beauty Therapy (Level 5)
- NZ Certificate in Spa (Level 5)
- NZ Certificate in Specialised Epilation (Level 6)
- NZ Certificate in Advanced Skin Care (Level 6)

Programmes will be designed to include integrated assessments to improve learner engagement and to enhance real world skills and in so doing meet the Intueri graduate profile, employer needs and fulfil learners' aspirations for long term sustainable employment. Regular engagement with our industry advisory groups and graduate feedback provides valuable insights to ensure our programmes are relevant and prepare our graduates for sustainable employment.

People

At the end of 2015 Elite revised our internal structure and position descriptions to

improve inter-campus communication and consistency of delivery. The restructure enabled Elite to create new roles, for example, eLearning leaders, stakeholder engagement representatives and programme leaders; the new position descriptions provided role clarity and accountability across the organisation. Over the next year, Elite is committed to put into action these new roles and to monitor and evaluate whether they have met the change objectives.

Elite continues to invest in staff capability across a range of areas through individual professional development planning and a suite of professional development activities, including IT skills training, pedagogy workshops and effective culturally responsive teaching practices. All staff are required to gain adult teaching qualifications and we are looking forward to the IEG delivery of tailored vocational teaching programmes. This investment will ensure the success of our new blended approach to teaching and learning which will be at the heart of our newly developed programmes.

Self-assessment Implementation of a group wide Quality Management System to ensure a consistency of quality and the review Elite specific policies and procedures for the benefit of our learners, this includes the design of visual representations of procedures to improve the sharing of information with learners.
The implementation of a group wide Self-Assessment framework to for identifying areas for improvement and indicators of success that will contribute to stronger employment outcomes for learners, especially TES priority groups.
The development and strengthening of our academic committee with ongoing support from our central IEG Academic and Quality Assurance Support team.

eLearning The IT infrastructure upgrade project including the capital investment in new IT hardware and the creation of an Elite SharePoint site for the effective management of our learning resources. This will better equip Elite for our new blended approach to teaching and learning.

Recruitment Key to our future is understanding our learners; meeting their needs and helping them fulfil their aspirations, giving attention to categories of learners identified in the Government’s Tertiary Education Strategy. In order to do this we have implemented better systems to capture student voice at key stages, that is, pre-enrolment, ‘settling in’ within the first 4 weeks, at programme completions and post graduation.
Additional initiatives involve active engagement with the wider business community and registered charities to enhance employment outcomes for learners and obtain input on curricula and educational delivery.
Elite has significantly increased engagement with local school and regularly attend secondary school careers events throughout the North Island.

1b – The TEO’s proposed mission and role, as outlined in its proposed Plan, is relevant to its current and likely future environment. The TEO’s proposed mission and role demonstrates that it clearly understands its distinctive mission and role within the system, and how this relates to the community it serves. The TEO demonstrates it has developed a sustainable plan for fulfilling its mission and role through its programmes and activities.

TEC considerations

- Do the proposed programmes and activities align well with the TEO’s stated mission and role and are they likely to help the TEO achieve that mission?

Does the Plan clearly show that the TEO has a focus on regular self-review¹ and evaluation to ensure it remains relevant to the needs of its communities and stakeholders in a changing environment?

TEO response

Academy New Zealand

AcNZ's primary mission is to deliver programmes that are relevant to the workplace, that offer the opportunity for students to pathway on to study at higher levels and with a particular focus on students who have not succeeded well at school and in NCEA.

AcNZ programme offerings are focused on a wide range of programmes in the Youth Guarantee Vocational Pathways area, in Floristry and Pharmacy Technician for SAC Levels 3-5 and Information Technology at Level 4 to Level 7 discussed in more detail under Academy NZ IT Provision

AcNZ SAC provision for floristry is at Level 3 and continues to show demand from students. Our Pharmacy programme at Level 5 has been a significant success, which is delivering well domestically and has shown some very positive growth from the international market. At present the demand for these programmes is in the larger cities so we offer these programmes currently from our Auckland and Christchurch campuses. We are considering expansion of our Pharmacy programme from 2017 onwards to allow delivery in Wellington where strong employment opportunities exist for pharmacy staff. MBIE figures show employees in the pharmacy sector in Wellington grew by 13% in the five years 2010-2015.²

A number of the programme areas focus in the hospitality and travel and tourism area. There is a strong rationale to support up skilling of the New Zealand workforce in these areas as this sector is growing strongly in New Zealand. In the year to March 2016 international visitors to New Zealand spent \$10.2b with an expected annual growth rate of 25%³. Increases in the tourism sector are getting significant coverage in the media currently and are expected to continue to contribute meaningfully to New Zealand's GDP for the foreseeable future.

Tourism is also an area where employees with focused lower level qualifications can make a difference and contribute positively to the New Zealand economy. Auckland, Hawkes Bay and Rotorua are all areas where AcNZ offers youth guarantee provision and these areas have shown positive growth in the MBIE tourism statistics and are likely to continue to do so in the future.

Since being acquired by Intueri, Academy has been involved in a strategic review aimed at maximizing its potential and aligning its processes with the quality expected from the Intueri Education Group. This work has put in place a strengthened management team and rationalised the campus locations to ensure that we are best placed to meet the needs of our students. AcNZ has been able to leverage use of other campus locations from Quantum and within other schools from the Intueri Education Group to deliver youth guarantee provision where there is demonstrable demand. We plan to expand this provision further in 2017-18. This work has improved progression opportunities for AcNZ Youth Guarantee students to higher level SAC programmes with other Intueri providers.

Academy programme development is well advanced. Almost all programmes have been recently reviewed and rewritten in line with the requirements of the TRoQ and only one area (floristry) still requires this work to be completed, this will be finalised by the end of 2016.

Focus on self-review

This strategic development work is all recorded in the One Page Strategic Plan for the School. This is a formal process that all Intueri Schools conduct to ensure that strategies are well considered and coordinated across the

¹ TEOs may wish to refer to their most recent EER report regarding self-review.

² MBIE – Pharmacy Industry Historical Growth figures 2000-2015.

³ <http://www.mbie.govt.nz/info-services/sectors-industries/tourism/documents-image-library/key-tourism-statistics.pdf>

Group. A part of this process is to set quarterly 'Rocks' which are stepping stones to reach the annual planning goals. This process is followed rigorously in AcNZ and we are on track to deliver to our planned goals for 2016.

AcNZ has been involved in an extensive period of self-review in line with our development strategy. A number of processes have been amended to ensure that provision to students is improved and we are genuinely placing them at the centre of our planning.

An example of this work which specifically relates to AcNZ was in the literacy and numeracy space where a gap was evident in the teaching and with the use of the assessment tool. This has been resolved by investment in a dedicated literacy and numeracy staff member who is overseeing the development and implementation of strengthened literacy and numeracy practice across Academy.

Cut Above Academy

The programmes, activities and performance commitments detailed in the proposed mix of provision and performance commitments for 2017-18, build on Cut Above's demonstrated expertise and strong performance in the programme areas of hairdressing, barbering, makeup, and beauty. Cut Above seeks to continue its contribution to the government's priorities by extending its reach through youth guarantee and through embracing the training and qualification needs of young people, and particularly Maori and Pasifika young adults, of Auckland and South Auckland.

Through this alignment of our training programmes with our demonstrated areas of expertise and success, and with the wider vocational training aspirations of the Intueri Education Group, and the government's priorities, we propose to continue our contribution as a high performer in vocational training directly targeting the government's priorities and adding value to the tertiary system.

Programmes have been developed and are constantly updated to reflect changing industry trends. Our track record of placing the vast majority of our graduates into relevant work is testament to our responsiveness to industry's needs for skilled employees.

Cut Above Academy Quality Assurance Reviews

In its 2015 External Evaluation and Review (EER), the Academy was assessed by NZQA as **Highly Confident** for both Educational Performance and **Confident** for Self-Assessment. The EER noted that *"There is clear, comprehensive, and robust evidence that the educational and training outcomes achieved represent quality and value for learners and stakeholders. The training provided by Cut Above enables learners to achieve qualifications, gain employment, and benefit from longer-term outcomes such as successful careers in the beauty industry and having the confidence to continue in training and education"*

Self-assessment framework

Self-evaluation is ongoing which involves all staff members in all departments within the Academy. All staff contribute to the data gathering, analysis, reflection, decision making and action of self-assessment.

There is a set calendar of self-assessment events that is prepared by the Cut Above management team, and signed off by the IEG executive team on an annual basis, the calendar identifies key events that take place throughout the year and identifies the key people and departments that are responsible for data gathering, analysis and planning.

Data is analysed by heads of department at weekly meetings within their own departments and fortnightly in the head of department meetings. The management team meet weekly to review areas of progress, analyse of attendance, and credit tracking data, and identify areas of concern for action. This ongoing focus on continuous monitoring and improvement has directly led to a range of actions and changes that the Academy has introduced over time to enhance outcomes for learners, graduates, and other stakeholders. In turn, this is reflected in year on year improvements in outcomes for learners and graduates, particularly young people, Maori and Pasifika.

Completion rates are monitored and analysed for Maori and Pasifika students by Qualification in terms of participation and qualification achievement, for example of the students that enrolled into the Certificate in Makeup Artistry Level 4, 23% identified as Maori and 15% identified as Pasifika, with Maori and Pasifika students

achieving 88% qualification completion, by comparison to the overall qualification completion of 88%.

The EER noted *“A self-assessment calendar of events for each year identifies key events and the people and departments responsible for data-gathering, analysis and planning. This allows for forward planning and a proactive approach to upcoming self-assessment activities”*.

Moderation processes

The Academy has effective moderation policies, set out in an annual moderation plan which includes internal, external and practical moderation components, as confirmed by the EER *“An annual moderation plan ensures internal and external moderation is undertaken systematically. Moderation is reported on monthly. Consistency in assessment is supported by cross-campus moderation between the academy and Elite, a school with similar provision that is also under the IEG governance umbrella”*.

The moderation process has been further strengthened through cross campus moderation between Cut Above and Elite, and the Academy intends to continue to work with the Elite campuses to strengthen moderation and consistency within both schools and hence share best practice and ensure the best possible learning experiences for students. It will also have the effect of further improving the educational performance at both institutions.

The Academy will build on its existing strengths to further improve its already excellent student outcomes. Further key initiatives underway include:

- Cross campus moderation between Cut above Academy and Elite Beauty therapy
- Cross campus moderation between Cut Above and an ITP
- Cross campus systems for SDR reporting and course disaggregation
- Introduction of appropriate e-learning and mixed medium teaching and learning modules
- Better aligning of IT with business processes. IEG is researching the best system that can be used across all of its PTEs that will allow effective cross-school and campus data transfer and communication, in order to give as much information as possible for both internal and external analysis and benchmarking.

Design and Arts College of New Zealand

The Design and Arts College of New Zealand (D&A) is a Private Training Establishment (PTE) based in Christchurch providing ‘real world’ studio-based training focused on the needs of this creative industry. D&A has been part of the creative tertiary education industry landscape in Canterbury for the past 32 years. A key aspect of D&A is its links and partnerships within industry, community and institutions that lead to either employment or further study for our graduates.

D&A is the only South Island tertiary provider focused on the provision of economically-significant skills for the creative industries. Sixty-five percent of D&A’s students in 2015 were under 25 years of age a slight increase when compared with 2014 however 21 percent were Maori or Pasifika, a significant increase from 2014.

D&A currently operates out of Christchurch.

D&A has a range of collaborative arrangements with other tertiary institutions, including pathways for its graduates to progress into higher level programmes with other providers. The D&A provision of programmes has been structured to provide a diversity of seamless pathways from level 4 programmes through to degree. This will continue to be a key focus with D&A working alongside other providers to ensure seamless pathways for learners.

The College is confident that its quality performance and responsiveness will provide an excellent foundation to rebuild a highly successful future providing skilled graduates who will contribute to the renewal and regeneration of Christchurch and the wider Canterbury region.

Focus on regular self-review and evaluation

D & A has always been highly reflective and self-assessment has been an organization value. The revised portfolio was arrived at by careful assessment of programming and outcomes within D & A and utilizing the expertise of the wider Intueri Group. As D & A moves into a “business as usual” phase following the significant restructure of focus, the implementation the Intueri Academic Policy which provides more formal structure to

the existing ethos of self-assessment will be completed and evaluated. It is noted that in 2014 our EER report outcome was **Confident** in our Self- Assessment.

Elite International School of Beauty and Spa Therapies

Current and Future Programmes Align to Industry Skill Demands

The New Zealand Certificate in Beauty Therapy (Level 4) once approved and listed will replace the existing National Certificate in Beauty Services (Beautician) Level 4.

The purpose of this qualification is to provide the beauty sector with therapists who have the skills and knowledge to analyse, plan and provide a broad range of beauty services. Learners will benefit by having a qualification which recognises beauty therapist skills and knowledge to enable improved job performance and a credential to enhance employment opportunities. This qualification is suitable for learners who have little or no prior learning or experience in beauty services and wish to attain a recognised level of competence and professional standards to work in the beauty industry.

Graduates will be capable of working under broad guidance with a degree of self-management in a beauty therapy context and graduates of the current Level 4 qualification are being employed in positions such as:

- Beauty therapist
- Cosmetic product company representative
- Product Trainer

It is proposed that this qualification may build on the new NZ Certificate in Makeup and Skin Care (Level 3), and would be encompass the core skills required pathway to the new New Zealand Level 5 Beauty qualifications:

- New Zealand Diploma in Beauty Therapy (Level 5)
- New Zealand Certificate in Spa Therapy (Level 5)
- Business qualification or further study in Homeopathy, Naturopathy, Complementary Medicine, physiotherapy or nursing.

Growth in demand for employment of highly skilled occupations including managers further supports the need for additional Level 5 beauty qualifications, especially those that include management components (Short-term employment forecasts: 2016-2018; MBIE, March 2016).

The New Zealand Diploma in Beauty Therapy (Level 5), once listed, will replace the Elite Diploma in Beauty Therapy (Level 5).

This qualification requires learners to have prior learning or experience as a beauty therapist. It enables learners to attain a recognised level of competence and professional standards to work autonomously as a beauty therapist or manage small business practice relevant to the beauty sector.

Currently graduates of the Elite Diploma (Level 5) are employed, contracted or self-employed, in positions such as:

- Beauty therapist
- Salon manager
- Product company representative
- Brand manager
- Account manager
- Salon owner
- Beauty Educator/Trainer.

This qualification builds on the New Zealand Certificate in Beauty Therapy (Level 4), which is the prerequisite for this qualification, and may lead to the:

- New Zealand Certificate in Spa Therapy (Level 5)
- New Zealand Certificate in Specialised Epilation Therapy (Level 6)

- New Zealand Certificate in Specialised Skin Care Therapy (Level 6)
- Business qualification or further study.

The New Zealand Certificate in Spa Therapies, once approved and listed, will replace the existing Diploma in Beauty and Spa Therapies. The purpose of this qualification is to provide the beauty sector with spa therapists who have the skills and knowledge to critically analyse, plan and provide spa therapy services. Unlike the current qualification this new qualification provides learners with more choice and an opportunity to pathway directly into employment in a spa environment without having to complete the Diploma in Beauty Therapy (Level 5) as a prerequisite. Learners will continue to benefit from a qualification which recognises specialised spa therapist skills and knowledge to enable improved job performance and a credential to enhance employment opportunities in a spa without having to first obtain the Diploma in Beauty Therapy first. Graduates of this programme will be capable of working autonomously within spa therapy contexts.

Similar to our current Diploma in Beauty and Spa Therapy graduates of this qualification may be employed, or contracted, in positions such as:

- Spa therapist
- Product company representative
- Educator/trainer
- Spa owner/manager

Graduates of this qualification may progress to:

- New Zealand Diploma in Beauty Therapy (Level 5)
- New Zealand Certificate in Specialised Epilation Therapy (Level 6)
- New Zealand Certificate in Specialised Skin Care Therapy (Level 6)
- Massage qualifications
- Business qualifications or further study.

Currently there are limited opportunities for beauty therapists to up-skill (or re-skill) within New Zealand and therapists rely on product companies or have to travel to Australia to obtain training in advanced skills. The new New Zealand Level 6 qualifications are welcomed by industry as an answer to meeting the demands for highly skilled workers required for safe practice in New Zealand in the areas of laser, IPL, LED and other advanced beauty technologies.

The New Zealand Certificate in Specialised Epilation (Level 6) has been submitted to NZQA for approval and listing on the NZQF. This qualification is to provide the beauty sector with specialised epilation therapists who have the skills and knowledge to critically analyse and evaluate clients' needs and show leadership in specialised epilation services. Learners will benefit by having a qualification which recognises specialised epilation skills and knowledge to enable improved job performance and a credential to enhance employment opportunities, especially in IPL. The beauty sector and its clients will benefit by having specialised epilation therapists with the skills and knowledge to successfully provide specialised epilation services. These qualifications require learners to have completed prior learning or experience as an advanced beauty therapist. It enables learners to attain a recognised level of competence and professional standards and much needed opportunities to up-skill or re-skill. Graduates of this programme will be capable of working autonomously to provide specialised epilation services.

The New Zealand Certificate in Specialised Skin Care (Level 6) once approved and listed will provide the beauty sector with specialised skin care therapists who have the skills and knowledge to critically analyse and evaluate clients' needs and provide specialised skin care therapies. Learners will benefit by having a qualification which recognises specialised skin care therapy skills and knowledge to enable improved job performance and a credential to enhance employment opportunities. The beauty sector and its clients will benefit by having specialised therapists with the skills and knowledge to successfully provide specialised skin care therapies. This qualification requires learners to have completed prior learning or experience as an advanced beauty therapist.

Graduates will be capable of working autonomously and leading specialised skin care therapies.

Focus on regular self-review and evaluation

Elite had its second External Evaluation and Review (EER) by NZQA in August 2014 (report published December 2014). The EER evidenced strong improvements in both our educational performance and capability of self-assessment with Elite being awarded 'Confident in educational performance' and 'Confident in capability for self-assessment.' The EER affirmed the significant developments within Elite, and Elite achieved a Category 2 rating. There are extracts from the EER report supporting relevant sections of this Investment Plan.

Elite as part of the Intueri Education Group is committed to providing the highest quality provision and becoming a Category 1 school. Significant internal developments continue and the decision to revise the school's internal structure and position descriptions have been instrumental in strengthening a 'one school' approach across all campuses; creating a strong foundation for future delivery.

In addition, at the end of 2015 campus managers were allocated specific 'functional lead' whole school responsibilities to improve consistency across the school. The functional lead roles include responsibilities in the areas of marketing and stakeholder engagement, operations, quality assurance, eLearning and teaching and learning.

Evaluators in the EER 2014 reported that Elite's teaching is effective and our tutors have a strong sense of dedication and passion for their subject (see page 7 and Findings 1.4). Our staff are well-equipped to respond to diverse learner needs and aspirations and we take pride in our tutors' ability to maintain a positive learning environment (see EER 2014, Findings 1.4). Tutors qualified in embedding literacy, language and numeracy enable the development of these skills within our beauty programmes, providing learners with the competence, confidence and motivation to succeed in their vocational programmes, at work and in life. Elite staff have embarked on (or completed) the He Papa Tikanga (level 3) through Open Wananga. He Papa Tikanga is designed to give staff a better understanding of tikanga Māori, its purpose, use and role in tertiary education to develop effective culturally responsive teaching practices.

Elite provides supportive, quality teaching combined with a learning environment that is modeled on industry-styled salons and spas. The curriculum integrates a variety of styles within its practical and theory delivery, engages and motivates learners of all backgrounds to achieve (see Table 6, section 2a below). The EER evaluators noted that the learning support and guidance Elite provides goes beyond general class times and includes individual and/or group learning which allows tutors to focus on individual needs (see EER 2014, page 15).

Tutors are currently developing knowledge and expertise in pedagogy required for blended learning /eLearning techniques.

Learners' achievement progress is monitored throughout their training. Tailored academic and pastoral support interventions are provided for all learners throughout their studies. Learners' weekly tests, weekly one-to-one progress meetings, formative and summative assessments of unit standards and modules, and course and qualification completions are measured across classes, programmes and campuses. This data is used to ensure that all learners receive timely and appropriate support. In 2015/16 we have taken considerable steps to improve our qualification rates by introducing individualised learning plans for learners who experience barriers to learning.

Elite uses both qualitative and quantitative data to measure our performance and gauge where improvements have been made and what subsequent actions need to take place.

Our quantitative data consists of:

- Analysis of Enrolment Data – EFTS consumption of baseline, participation, gender, ethnicity and age
- Monitoring of attendance data
- Measuring Key Performance Indicators (KPI) – unit standard and module achievement, course completion, qualification completion and embedded qualification completion
- Tracking progress against Education Performance Indicators and Performance Commitments
- Detailing withdrawal numbers with reasons
- Collecting Graduate Destination data – all destinations are reported and measured for all enrolments
- Recording international examination completions – CIBTAC, ITEC and CIDESCO awarding bodies
- Recording number of enquiries – how learners heard about us, what areas they are from

All the above are measured across all campuses and within each campus by course and programme and by Māori, Pasifika, Under 25s and International learners. Monthly reports on performance are provided to the Intueri Executive and include both qualitative and quantitative data. The data is drawn from:

- Student evaluations – initial, after each module and weekly self-review of learning
- Feedback from employers in the beauty services sector
- Work experience evidence books – completed by the employer if in a salon or tutor on client days
- Client evaluations – feedback from paying clients on client treatment days
- Withdrawal forms – completed when a student withdraws from the programme

Much of our qualitative data is also taken from:

- Ongoing engagement with external stakeholders including graduates
- Ongoing and regular engagement with current learners - focus groups, monthly student representative groups and monthly campus assemblies.
- Campus daily meetings (mornings) and weekly meetings
- Pastoral care of learners

Progress and improvements are also measured through our internal moderation (conducted in each campus and across the campuses) and external moderation processes, tutor observations, (conducted in each campus and across the campuses) and professional development.

Progression into employment in the industry and pathway to further study in a related field is a key objective of our programmes. Our analysis shows that 78% of those learners that started and graduated in 2015 found work in the beauty industry or progressed on to further programmes at Elite (*see Table 7, section 2a*). Positive outcomes (defined as employment in the beauty industry or a related field and progression to higher studies) for graduates have been between from 78% to 87% for that last 3 years.

The EER 2014 evaluation team noted that our success of tracking graduate destination data is aided by our highly effective local liaison model operating at all campuses (EER 2014, page 12). Our weekly liaison with industry helps us understand what makes a graduate successful and informs programme design, for example, in 2015 we adapted our waxing assessments to include facial waxing and Brazilian waxing to meet employer feedback and industry needs.

Elite focuses very precisely on self-review at programme level including regular team meetings, annual programme evaluation and addressing academic matters in Academic Committee.

Academy New Zealand IT Provision

All programmes align to the Intueri Graduate Profile “*An Intueri graduate has: Relevant and current subject knowledge, Real-world skills to put knowledge into practice, Personal and professional qualities to make a difference.*” This supports our “work ready” focus and will guide our development and delivery of the pathway described below.

During this period Academy will deliver the following programmes

- New Zealand Certificate in Information Technology Essentials (Level 4)
- New Zealand Diploma in Information Technology Technical Support (Level 5)
- New Zealand Diploma in Networking (Level 6)
- Diploma in Advanced Network Administration (Level 7)

Level 4 Programme (New Zealand Certificate in Information Technology Essentials)

The introductory Level 4 programme provides students with a ‘taster’ for IT engineering and administration, to determine interest in progressing further, while at the same time providing them with valuable, transferable skills for employment. The programme also enables us to better identify and qualify students suitable for ongoing study in IT. By directing those with low level school qualifications into this programme, we will achieve increased success for students in higher level programmes through improved preparation. The strategy also identifies students ill-equipped to progress to the Level 5 programme. These students are counselled, then referred to other relevant providers.

The New Zealand Certificate in Information Technology Essentials prepares students with the basic knowledge and skills for further study in the field of Information Technology. This programme aligns well to entry to our Level 5 Diploma programme. Many students know how to use a computer, but do not understand how a computer works and talks to other computers. Students completing this certificate programme will have the skills necessary to obtain an entry level support role in business or retail positions.

Academy NZ strives to maintain a low tutor to student ratio to make sure our students receive the personalized instruction and attention they need to successfully complete our programmes. In our Level 4 programme, students are introduced to essential knowledge and concepts of business analysis, database, user experience, and project management and planning tools to provide a foundation for supporting information systems requirements in an organisation. Students also explore the concepts of software development to provide a basic understanding of programming design requirements.

Students are also taught the soft skills that are required to be successful in the IT profession today. These include CV writing skills, interview skills via role-playing opportunities, and presentation skills to be able to communicate clearly and professionally within an organisational environment.

Level 5 Programme (New Zealand Diploma in Information Technology Technical Support)

Our new Level 5 Diploma programme was approved by NZQA in 2016. The aim of this Diploma is to meet the requirements of the Information Technology industry and employers seeking to develop recruits into IT Technical Support roles. In the recent Needs Analysis of Information and Communication Technology (ICT) Qualifications, the report highlighted the need for a “practical ‘hands-on’ approach to learning” (New Zealand Qualifications Authority, 2013). Our programme is designed around providing our students hands-on, real-world experiences throughout their studies. Students are also expected to take part in our Shadow Day experience where students work with a mentor to shadow what a “day in the life” of an industry professional looks like. This placement is based upon the student’s interest in the ICT field.

Our Level 5 programme provides students with a broad understanding of the core concepts and practical skills in Information Technology and their chosen areas of specialisation (Technical Support, Systems, Network or Database Administration, or Software Development). Students will be prepared for employment in where a broad understanding of the core concepts of information technology skills are relevant for not only for New Zealand, but relevant internationally as well.

Our students are prepared to sit for internationally recognized certifications such as CompTIA A+ and Network + after successfully completing this programme. Graduates of this programme may go on to further study in Information Technology in Systems, Network or Database Administration, or Software Development at Level 6. Graduates will be prepared for employment at entry level assistant roles in the Information Technology field including in computer technician, help desk and technical support, entry level network or system administrator/engineer, and application support analyst roles. According to the March 2016 update of New Zealand Industry Employment Levels, ICT job role needs are still expected to grow by 2-5% over the next few years.

Level 6 Programme (New Zealand Diploma in Networking)

Our new Level 6 programmes have gone from being a general survey of systems, network, and database administration to intense studies in these areas. ITTI plans to offer Level 6 diplomas in Networking (Network Administration – aligned to the Cisco Certified Network Associate (CCNA) Routing & Switching, CCNA Wireless, and CCNA Security certifications), Systems Administration (aligned to the Microsoft Certified Solutions Associate (MCSA) – Windows Server certification), and Database Administration (aligned to the MCSA – SQL Server certification). Each of these diploma programmes will also complete a Foundation course as part of the ITIL IT Service Management training scheme, a course in Project Management skills, and a course in Technical and Professional Writing.

Currently 68% of students go on for further study in the IT industry. The majority of those students continue their studies at ITTI. Our Level 6 programmes offer our graduates a chance to focus on their areas of specialization to gain knowledge and skills that set them apart from other PTE graduates and is one of the few providers that offer coursework aligned to CCNA Security and Wireless certifications.

Level 7 Programme (New Zealand Diploma in Advanced Network Administration)

Our Level 7 programmes allow students to continue their previous studies and further explore the fields of Advanced Systems Administration, Network Engineering, and Security Administration. Students will develop the skills to manage a highly efficient data centre, design, maintain and troubleshoot an enterprise network, and actively protect a business's private data from security threats and respond to security attacks as they occur. Students who complete this programme are prepared to sit for the international certification exams for Microsoft Certified Solutions Expert: Server Infrastructure (MCSE), Cisco Certified Network Professional (CCNP), and CompTIA Security+. These are highly sought after certifications in the industry.

According to MBIE, more computer system design firms reported vacancies than any other sector in the economy – 84% (MBIE, ICT Report 2015). With the push for expanding Ultra-Fast Broadband (UFB) capability throughout New Zealand, opportunities for employment in Systems & Network Architecture and Security Specialists will continue to grow.

Academy NZ is one of the few educational establishments in New Zealand accredited as a CompTIA Authorised Partner, CISCO Authorised Training Partner/Networking Academy and a Microsoft Imagine Academy. These accreditations provide confidence that tutors are up to speed with the latest in technology and that our courseware is comprehensive, and includes the most up to date information possible. The older technologies are included in the course, as many employers take time to upgrade their workforce to the latest versions of hardware or software.

Academy NZ also seeks out industry partners to join our Industry Advisory Board. We play great value in the

voice of the industry to help drive the development of new programs and training opportunities for the ICT sector. Staff are also members of national professional Information Technology organisations to enable our team to keep abreast of the latest trends and needs of the IT industry.

Self-Assessment and review plays an important role within the Academy NZ IT Group. All staff are encouraged and supported to get involved in different aspects of self-assessment including but not limited to those outlined in the table below.

Self-Assessment Method	Brief Description or Example
Academic Committee	<ul style="list-style-type: none"> • Meets monthly • Develops and reviews academic policies and processes • Reviews student feedback and plans any actions required • Approves awarding of qualifications • Suggests and approves development of new programmes
Self-Evaluation Summary	<ul style="list-style-type: none"> • Developed to support the organisation • Reviewed quarterly by the organisation and Intueri AQAST team • Action plans developed from the summary
Self-Assessment Calendar	<ul style="list-style-type: none"> • Yearly calendar broken into monthly action points • Used to inform school goals and rocks
Goals and Rocks	<ul style="list-style-type: none"> • Developed in collaboration with Intueri support functions • Reviewed and modified monthly • Updates and progress reported to Intueri exec team monthly
Moderation	<ul style="list-style-type: none"> • Yearly moderation plan • Monthly moderation team meetings • Both pre and post moderation completed on all assessments • Both internal and external moderation timetabled
Programme Development Team	<ul style="list-style-type: none"> • Yearly development plan • Team meets monthly • Stakeholder feedback reviewed and used to inform decisions • Decisions based upon industry needs
Monthly Directors Briefing	<ul style="list-style-type: none"> • Full IT team meeting • Review goals and rocks • Discuss student feedback and actions from this • Lightbulb session for tutors to provide feedback and suggestions for improvement
Programme reviews	<ul style="list-style-type: none"> • Each programme is formally reviewed annually • Moderation and Stakeholder feedback informs this process
Peer to Peer observations	<ul style="list-style-type: none"> • Used as a tool for continual staff improvement • Sharing and collaborating strategy for the full ITTI team • Drives improvement strategies including professional development, classroom and student needs
Staff appraisals	<ul style="list-style-type: none"> • Formal appraisals completed annually

	<ul style="list-style-type: none"> • Observations inform discussions • Staff self-appraisal leads the discussion • Action plans developed and reviewed • Informal observations completed quarterly for feedback
Stakeholder Engagement Action plan and log	<ul style="list-style-type: none"> • Annual plan developed • Reviewed monthly • Reported to Intueri exec team montly • Summary / feedback / results from any engagement is fed into different teams to inform decisions and future planning
Student Voice Rep and Student Rep Group	<ul style="list-style-type: none"> • Staff member takes position of 'Student Voice Rep' to act as go to person for student concerns and informal feedback. • Student rep meetings monthly • Minutes of student rep meeting get reported to management for consideration, reflection and action as required

Section 2 – Contribution to Government priorities

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice](#).

Pursuant to section 159P(a), the TEO must describe how it will give effect to the Government's current and medium-term priorities as described in the [Tertiary Education Strategy 2014–2019](#) ("Strategy"). This must include information about how the TEO will:

- *identify and respond to the needs of industry and employers and publish information to help inform enrolment choices (the "Delivering Skills for Industry" priority of the Strategy);*
- *attract and engage at-risk young people and support them to progress through tertiary education and into sustainable work (the "Getting at-risk young people into a career" priority of the Strategy);*
- *attract and engage Māori and Pasifika students and support them to succeed educationally and achieve better outcomes (the "Boosting achievement of Māori and Pasifika" priority of the Strategy);*
- *respond to adult foundation learners with literacy and numeracy skill needs (the "Improving adult literacy and numeracy" priority of the Strategy);*
- *if it is a research-based institution, manage its resources to support its research strategy and implementation plan, and support innovation (especially commercial innovation) through research, knowledge exchange, and human capital development (the "Strengthening research-based institutions" priority of the Strategy); and*
- *help to increase the value of international education to New Zealand (the "Growing international linkages" priority of the Strategy).*

The assessment criteria that we will use when reviewing this aspect of a TEO's proposed Plan is:

2a – The TEO’s proposed mission and role, and the outcomes the TEO intends to contribute to, show an awareness of, and are appropriate to the TEO’s place in the regional and national tertiary system and the Government’s priorities.

TEC considerations

Does the Plan:

- state which priority outcomes the TEO contributes to?
- articulate how the TEO plans to:
 - identify and respond to the needs of industry and employers, and / or
 - attract and engage young people and support them to progress into sustainable work, and / or
 - attract and engage Māori and Pasifika students and support them to succeed and achieve better outcomes, and / or
 - respond to adult foundation learners with literacy and numeracy skill needs, and / or
 - manage its resources to support its research strategy and implementation plan, and / or
 - help to increase the value of international education to New Zealand.
- If the Plan does not respond to all of the priority outcomes, has the TEO given a satisfactory reason as to why not?

TEO response

Academy New Zealand

AcNZ will ensure alignment with the TES priorities 1-4 and 6.

- identify and respond to the needs of industry and employers, and / or
- attract and engage young people and support them to progress into sustainable work, and / or
- attract and engage Māori and Pasifika students and support them to succeed and achieve better outcomes, and / or
- respond to adult foundation learners with literacy and numeracy skill needs
- help to increase the value of international education to New Zealand.

Identify and Respond to the Needs of Industry and Employers

AcNZ has continued to run regular industry engagement activities with the Pharmacy, floristry, hospitality and Tourism sectors and this will continue over the period covered by this investment plan.

Industry engagement is maintained throughout the Pharmacy programme via work experience, which is mandated for all students. Tutors meet with work experience employers regularly to ensure the students are being trained to meet the needs of the industry and employers are formally surveyed at the end of each programme.

We maintain strong relationships with some of the larger pharmacy franchises. We are looking to expand these relationships. In addition to these industry relationships we have developed and maintained strong links with staff from the Pharmaceutical Society who are the qualification developers for the New Zealand pharmacy qualifications that our programmes lead to. There is demonstrable growth in pharmacy employment opportunities across all areas of New Zealand, an example of this is 36% growth in the number of pharmacy staff in Auckland over the five years 2010-2015.⁴

⁴ MBIE – Pharmacy Industry Historical Growth figures 2000-2015.

Two key staff members from AcNZ worked with the Pharmaceutical Society and were involved in the development of the Level 3, 4 and 5 pharmacy programmes in line with the TRoQ. We expect this relationship to endure in the future and have offered our services as a new Level 6 work based pharmacy programme is being developed. We plan to introduce this programme in the future.

For floristry programmes we maintain contact with industry to ensure our teaching is current through the Floristry industry advisory group. We also have work experience for students in this programme and have guest speakers and visits to industry for students. For this programme we also survey work placement employers to ensure the content of our programme is meeting the needs of industry. We will be engaging further with industry as we develop our post TRoQ programme in floristry. There is demonstrable growth in floristry employment within some areas of New Zealand, an example of this is 12% growth in the number of florists in Auckland in the five years 2010-2015.⁵

The strongest area of industry engagement as relevant for our youth guarantee programmes is in the Travel and Tourism and Hospitality sector. This was an area where AcNZ benefited from Quantum links and the recent development of Quantum programmes. The AcNZ level 2 programmes in this area were updated alongside work on the Quantum SAC programmes. It was important to make these programmes as industry relevant as possible and every effort was made to ensure that this has happened. The draft programmes were reviewed and discussed with representatives from industry. Sound feedback was received and this was incorporated into the final approved programmes. The programmes were also reviewed and supported by Service IQ. Going forward the programmes will be under ongoing and consistent review and we expect to make updates to our delivery based on input from industry.

As part of our strategic development all four PTEs have adopted a structure of Programme Leadership where a designated individual from across the four PTEs is allocated to take the lead on each programme and work with the AcNZ Academic Team. They develop the programme, produce and share teaching resources, up skill teaching staff on their specialist areas and critically to take the lead for industry engagement to ensure that all our teaching stays relevant. We believe that the investment in these roles will contribute to raising the standard of all our programmes. Along with our Academic Manager these staff members form our Academic Committee, which meets regularly to ensure appropriate oversight of our programmes.

Attract and Engage Young People and Support them to Progress into Sustainable Work

A key aspect for our Programme Leaders and indeed all our teaching related staff is to ensure that all our programmes are as engaging as possible. This is delivered through the implementation of ongoing improvements in our teaching practice that ensures our students genuinely enjoy their chosen area of study and can see the benefits of and possibilities of a future career in that area. A key aspect to all our tuition is to ensure that wherever possible the students are exposed to the workplace. For AcNZ students this is often through a work experience component embedded within their study, we have found this to be very valuable for the student. Additionally, we rely on guest speakers and external site visits. For pharmacy there is extensive practicum, and for floristry programmes our facilities provide close alignment with the real workplace.

AcNZ youth guarantee provision offers NCEA Level 2 and thereby access to a large number of relatively unskilled roles and as well there are clear pathway opportunities to higher level study if a student chooses this option.

Attract and Engage Māori and Pasifika Students and Support them to Succeed and Achieve Better Outcomes

AcNZ's youth guarantee student demographic is significantly made up of Maori and Pasifika students. Our delivery of youth guarantee programmes is in areas with large Maori and/or Pasifika populations and contributes to creating employment and further study options.

- In 2015 the AcNZ youth guarantee student population was 25% Maori and 13% Pasifika.

⁵ MBIE – Floristry Industry Historical Growth figures 2000-2015.

- In 2015 Maori and Pasifika youth guarantee course completion rates were comparable to the general student population
- Labour market statistics for the year to December 2015 show an increase in employment of 8.3% for Maori within the accommodation and food services area⁶. This is the most analogous area for hospitality, travel and tourism, which is not reported separately. This figure was 15.3% for Pasifika⁷. In both areas this was the second largest area of growth and links in well with the general growth that is predicted across the sector.
- AcNZ staff deliver a culturally sensitive environment for our students who routinely participate in Maori protocols and culture.
- Local iwi are involved with campuses where appropriate and in some areas strong relations have allowed key events, such as graduations, to take place on local Marae.

Respond to Adult Foundation Learners with Literacy and Numeracy Skill Needs

AcNZ is committed to actively improving our focus on literacy and numeracy for all our students. One of the results of our recent strategic review was the employment of a staff member to deliver a real focus in this area. This role will up skill all our staff so that literacy and numeracy components are embedded well within all our teaching at Level 3 and below. Additionally, where required Focused Learning Groups have been implemented dedicated to supporting learners identified as having very low levels of literacy and numeracy skills. Nationwide staff training is taking place currently to ensure that all academic staff at the four PTEs are able to fully support students with the on-line assessment tools. In 2015 use of the assessment tool at AcNZ delivered step gain of 64% for YG students in numeracy with 35% showing significant gain. For literacy there was a 60% step gain with a 14% significant gain.

Use of learning progressions	Mapping the Literacy and Numeracy demands of all Level 1-3 programmes in terms of the Learning Progressions.
Use of Assessment Tool	Using the Assessment Tool pre and post programme to inform teaching and learning and Individual Learning Plans; engage learners with results and monitor learner progress. Use the Assessment Tool information at the organisational level to improve ELN practice.
Embedding L&N in all vocational programmes	Embedding Literacy and Numeracy in vocational programmes by ensuring that it is evident in course materials, teaching and learning practice.
L&N Professional development	ELN is adequately resourced to support learning, teaching, resource development and on-going ELN development. Ensuring all staff understand the ELN strategy and have necessary knowledge and skills

⁶ MBIE – Maori in the Labour Market, December 2015.

⁷ MBIE – Pasifika in the Labour Market, December 2015.

and qualifications	to perform their roles. Majority of vocational staff have or are working towards L&N qualifications.
Organisational approach to L&N	The organisational strategy and approach to ELN is written in the organisation's policy and procedure. There are clear roles and responsibilities that ensure implementation of ELN. Quality ELN becomes 'business as usual'.

Manage its Resources to Support its Research Strategy and Implementation Plan

This organisation values the contribution research makes to currency and innovation and expects staff to engage with relevant publications, however, as we have no degree programmes at level 7 we do not have a formal research plan.

Cut Above Academy

Identify and respond to the needs of industry and employers

Cut Above has developed a shared understanding of 'employability', or 'work readiness', skills that are explicitly articulated across the organisation and used systematically as focus of skill development for learners, which is embedded in all practical areas of the programmes. This is measured through student rep meetings, focus groups and student evaluations which include questions on the personal skills gained at the academy, which include motivation, presentation skill, industry knowledge and confidence.

In essence, we are building the key qualities into all of our programmes to ensure our graduates will have the appropriate knowledge and vocational skills, combined with the ability to put that knowledge into practice. They will also have both the personal and professional qualities to gain employment and be successful.

"The Intueri graduate has the knowledge and real-world skills, combined with the professional and personal qualities to make a difference".

We have also introduced a systematic system for quarterly gathering of graduate feedback on these aspects of their training. This is commencing with the quarter ending June 2015 and relates to the Intueri priorities for graduate outcomes in relation to subject knowledge, real-world skills, and personal and professional development. Over time this data gathering will give information about trends in our graduate attributes when seen in a work place setting, and will enable us to adjust our practices to improve these outcomes. Further developments in the immediate future will extend improved and systematic data gathering from employers in regard to our training outcomes as seen in our graduates.

The Academy has 3 specific advisory groups specific to Hairdressing and Barbering, Beauty Therapy and Nail Technology, and Makeup and Special Effects. These groups meet formally twice a year and are made up of industry experts, employers and Cut Above alumni. The Academy also has arrangements in place for employers to have direct contact with the students while they are completing the course for work experience opportunities, and recruiting directly from the student body. The Academy encourages employers to actively engage with the students during their course of study, as there are multiple exit points for our students as demonstrated in appendix two (Pathways from Level 2 to Higher Level Training or Employment post TRoQ).

The Academy has been heavily involved in the Targeted Review of Qualifications for Hairdressing and Beauty Therapy and has also utilised this information and feedback to ensure their programs are aligned to current industry needs. The EER comment that *"Involvement in the Targeted Review of Qualifications for hairdressing and beauty therapy, at both working group and governance levels, has informed current programme development and alignment to industry needs."*

The Academy continues to have excellent ongoing contact with industry and community stakeholders, and holds advisory meetings with a cross section of industry employers at least once a year. Feedback is also sought on an individual and ad hoc basis in relation to student skills and abilities and current industry needs. The EER confirmed *"Cut Above Academy has three advisory committees that meet formally once a year, while individuals meet more often informally. Involvement in the Targeted Review of Qualifications for hairdressing (including barbering) and beauty therapy (including makeup, special effects and nail technology) by academy staff, at both working group and governance levels, has informed current programme development and alignment to industry needs"*.

1.2 What is the value of the outcomes for key stakeholders, including learners? The rating for performance in relation to this key evaluation question is **Excellent**.

1.4 How effective is the teaching? The rating for performance in relation to this key evaluation question is **Excellent**. The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The EER commented in particular that “Analysis of student evaluations at programme level, across the last four years, show that teachers employ a variety of teaching methods that positively engage and motivate students.”
‘The use of Elearning has been actively developed within the academy. A head off department has been supported to complete a master’s thesis on the development of ELearning within a PTE environment. This person has a time allowance to lead the introduction of a blended approach to teaching within the academy.

The organisation works closely with its staff and students and the EER confirmed that “All stakeholders agreed that the teaching and learning at the academy was effective. Learners enjoyed the mix of theory and practice and the tutors’ use of real-life experiences to enhance their learning. Thirty per cent of the tutors are academy graduates and 40 per cent identify as Māori or Pasifika. The latter matches the ethnic mix of the student body, providing good modelling and maximising learner access to support”

Staff are engaged in ongoing organisational improvement as well as using appropriate tailored processes to focus on maximising student achievement, as confirmed by the EER: “Analysis of student evaluations at programme level, across the last four years, show that teachers employ a variety of teaching methods that positively engage and motivate students”.

Relevant information from Advisory Group meetings and participation in the TRoQ is used by HODs to inform planned programme reviews to ensure ongoing relevance and currency in programmes and practices that meet industry standards and expectations.

This interaction with industry stakeholders has led to ongoing improvements in our training delivery in areas such as adding facials for men into the Certificate in Barbering Level 3 as an additional skill set for barbering due to the expanding market in men’s grooming.

Advisory Board feedback continuously focuses on the skillset needed for freelancing and running small businesses, which has led to the academy implementing the embedded literacy and numeracy into all programs and implementing the literacy and numeracy assessment tool across all programmes.

The Academy also works closely with a number of other tertiary providers. This includes delivery of client services at a major ITP, and increasingly, shared services and joint working (such as cross-PTE moderation) with other PTEs in the IEG portfolio (such as Elite and NSIA). Arrangements that were already embedded at the time of the EER are still in place and are an important feature of how the organisation operates: “Learner programmes and activities are well matched. The academy has extensive community involvement with a wide variety of organisations”.

The Academy works effectively with and meets all reporting and compliance requirements from key Government agencies.

Attract and engage young people and support them to progress into sustainable work

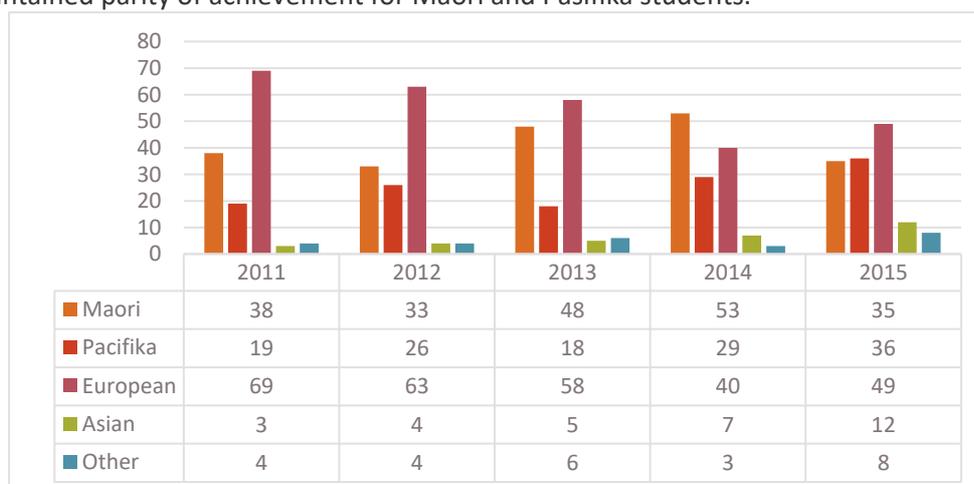
The Academy continues to concentrate on delivering education to young students under the age of 25, with 74% of Academy’s students being aged under 25 in 2014 and 2015. The overall qualification completion rate for the Academy has been maintained as above the national average at 85% in 2015 (EPI 2015) and qualification completion rates for students under 25 and for level 4 and above was 92%, considerably higher than the sub-sector average. Student progression rates from Level 3 to Level 4 programmes have been maintained as above the national average of for 2013 was reported as 54% (EPI 2015) above the sector median of 26%, which demonstrates the Academy’s positive pathways.

EPI 2015 data confirms the successful outcomes of the Academy’s Youth Guarantee programme, of which 35% identified as Maori and a further 36% identified as Pasifika, at 80% successful qualification completions, compared to the National average of 81.2% of 18 yr olds achieving NCEA level 2 or equivalent, and the sector average of 62% qualification completion delivering YG at level 3.

Youth Guarantee providers were set a target of a minimum 40 credits per student for 2012-13, however the Academy continues to successfully deliver YG programmes of 124 credits at Level 3 with 80% qualification completion, compared to the national average credit achievement of 56.34 overall, and an average 49 credits achieved in the PTE sector.

Youth Guarantee participation 2009 - 2015

Participation shows a significant increase in Maori and Pasifika enrolments in the Youth Guarantee programme. The academy has maintained parity of achievement for Maori and Pasifika students.



Source: TEC Youth Guarantee Educational performance

Cut Above has been successfully delivering a Youth Guarantee programme since its inception in 2009 with successful outcomes for both Maori and Pasifika students. The Academy has an excellent track record of attracting and retaining priority learners onto its tailored programmes, and helping them to succeed. The Academy is therefore well-placed to attract more priority learners through the delivery of innovative programmes i.e. “flexible programmes that are designed to fit their goals and pre-existing abilities, rather than being constrained by strict provider requirements” (EAWG report, “Lifting Our Game”). Cut Above recognises that while there is a degree of homogeneity among the targeted cohort, the desired approach will be to ensure that the unique learning and support requirements of each individual are taken into account.

In terms of retaining and supporting foundation learners at Cut Above the key message of the EAWG report, “Lifting Our Game”, is that foundation education needs to be focused on what matters to the learner. This has always been the key to Cut Above’s work – delivering targeted and tailored learning and other interventions, supported by constant tracking and monitoring. Cut Above has an outstanding track record of success and good practice in the areas identified as crucial by the EAWG, demonstrating “...highly effective advice and support for learners as individuals, ‘real’, purposeful and personalised courses, and effective use and collection of data”. Cut Above therefore has all the necessary resources, capability and attributes to deliver excellent Level 2 qualifications for its target group of high-needs foundation learners and helps them succeed in achieving learning goals and subsequently progressing into the next level of learning and employment

As part of the delivery of its programmes, the Academy prepares its learners for progression by building capability for work or further study-readiness. This is a key requirement to best meet the needs of foundation learners.

The recruitment team, industry liaison manager and tutor work closely with the student on providing guidance to make career decisions and study choices. Cut Above is able to offer a variety of stair casing opportunities for those learners who are not work ready and require further educational development. Students are able to staircase to a New Zealand Certificate in Hairdressing, Barbering, Makeup Artistry, Beauty Therapy or Nail Technology with Cut Above Academy or a range of Level 3 programmes through one of Intueri Education Group’s other providers. For those learners wishing to enter the work place, Cut Above assists with job skills through utilising the Career NZ web site tools to build a professional CV, write letters of application etc and aid the learner to find suitable employment through its community stakeholders. This builds on the existing well-established processes and resources used so successfully for YG and Level 3+ SAC learners, where the Academy has excellent performance in progressing students into relevant work or higher level learning.

The Academy undertakes ongoing review of the delivery of all programmes to ensure the content and delivery is as practical and interactive as possible to maintain interest and motivation and increase the quality of teaching and learning. The EER noted that “Learner achievement is monitored by a range of criteria: assessment results, course and qualification completions, student evaluations, TEC educational performance criteria, attendance, credit tracking reports, student goal-setting sheets, and literacy and numeracy analysis by qualification. This regular, systematic

analysis ensures that learners who are under-performing are identified quickly and plans put in place to address the issue”.

Cut Above is piloting a Vocational Pathways programme in partnership with AcademyNZ to deliver Beauty, Barbering and Salon Skills Level 2 as a foundation course from June 2016 to help the life skills required to cope with further education or employment as well as develop literacy, numeracy and language (LNL) skills for foundation learners. The Academy’s focus continues to be predominantly on school leavers, with time and resources spent on developing relationships with the Careers Advisors at schools throughout Auckland (North, South, East and West) at careers evenings, and inviting schools in with their groups of students to tour the Academy and experience the environment. The EER confirmed that “Learner programmes and activities are well matched. The academy has extensive community involvement with a wide variety of organisations”.

More generally, 38% of our SAC funded students were 19 or under in 2015, this does not include students on the Youth Guarantee programme as they are not part of the normal SAC funded courses. Youth Guarantee numbers have been maintained across 2014 to 2015, with an increase in qualification rates from 57% to 80% in 2015. The Academy offers programmes to students while they are at school, which provides an excellent ‘taster’ to young people. These include:

STAR courses in hairdressing, barbering, beauty therapy, makeup artistry and special effects on the Central & South Campus

Gateway programmes in hairdressing, beauty therapy and makeup artistry on the Central & South Campus

There are a number of specific programmes offered to students after leaving school including (but not limited to) our Youth Guarantee – New Zealand Certificate in Salon Support Level 3 and the New Zealand Certificate in Barber Skills. With the addition of the NZ Certificate in Barbering under the YG funding 100% of the YG funding had been consumed between January 2016 and April 2016. Youth Guarantee performance is tracking well and our current cohort of students have been retained and are on track for positive outcomes.

Of the students enrolled in the New Zealand Certificate in Barber Skills Level 3 under YG funding as of January 2016, 38% are Maori, 38% are Pacifica and 25% are European and all 16 students (100%) are meeting attendance requirements and on track to successfully complete the qualification.

Attract and engage young people and supporting them to progress into sustainable work

Progression into employment in the industry and pathway to further study in a related field is a key objective of our programmes. Our analysis shows that 83% of those students that started and graduated in 2015 found work in the beauty industry or progressed on to further programmes, and we are achieving parity for Maori and Pacifica graduates.

The Academy keeps close track of student destinations, and reports monthly to the IEG board on the destinations results. The EER commented that “*Cut Above systematically collects good quality data and information which is analysed robustly to produce valid conclusions about achievement and processes*”. Analysis of the most recent data shows outstanding results as below:

- For **makeup and special effects** students, 80% of the students contacted reported to have either progressed to another qualification or are now in employment, 5% have not progressed due to pregnancy, 12% are working in unrelated fields, and 13% have not been able to be contacted or have not responded.
- For **Hairdressing students**, 86% of the students contacted reported to have either progressed to another qualification or are now in employment, 6% have not progressed due to pregnancy, 5% are working in unrelated fields, and 7% have not been able to be contacted or have not responded
- For **beauty** students, 86% of the students contacted reported to have either progressed to another qualification or are now in employment, 9% have not progressed due to pregnancy, 9% are working in unrelated fields, and 13% have not been able to be contacted or have not responded.
- For **Maori students** 80% of the students contacted reported to have either progressed to another qualification or are now in employment, 10% have not progressed due to pregnancy, 9% are working in unrelated fields.
- For **Pasifika students** 82% of the students contacted reported to have either progressed to another qualification or are now in employment, 8% have not progressed due to pregnancy, 8% are working in unrelated fields

Graduate destinations are tracked by programme, by site, and by ethnicity, analysis informs us that there is parity for Maori and Pasifika students in terms of gaining employment or pathways into further education

The Academy has uses Facebook as a further means of tracking destinations and has also created an Academy linked-in alumni group to help students build an online CV to further enhance student's employment opportunities and create an alternate means of collecting student destination data. This group is a place for alumni and industry to network, promote job openings, and keep in contact with other graduates and make new connections in industry. Our goal is to keep our graduates connected to each other, the industry and the academy and create further networking and employment opportunities.

Ensuring the highest possible quality of teaching and learning has been a crucial factor in the organisation's effectiveness. This was confirmed in the EER assessments for the key areas of student achievement and quality of teaching: The EER confirms that *"All stakeholders agreed that the teaching and learning at the academy was effective. Learners enjoyed the mix of theory and practice and the tutors' use of real-life experiences to enhance their learning. Thirty per cent of the tutors are academy graduates and 40 per cent identify as Māori or Pasifika. The latter matches the ethnic mix of the student body, providing good modelling and maximising learner access to support"*.

"The academy is exceeding the TEC benchmark of nearly 20 per cent in literacy and numeracy gains. For example, in the Certificate in Makeup Artistry Level 4, of the 96 students enrolled, 87 completed the literacy and numeracy assessment. Of these 29 per cent were assessed at Level 5 or above and 30 per cent of the remaining 71 students were assessed as achieving a gain in numeracy skills, of which 21 per cent were Māori and Pasifika"

The Academy encourages employers to visit the academy and to engage directly with our learners to present what is required to obtain employment with their brand and to directly recruit from our student body.

While specific STEM qualifications do not apply directly to the programmes delivered by the Cut Above Academy, there are technological elements to many of our qualifications such as the Anatomy and Physiology courses, and some of the chemical products and special effects programmes.

Attract and engage Māori and Pasifika students and supporting them to succeed and achieve better outcomes

In 2014 35% (EPI 2014) of the Academy's total students identified as Maori, draft EPI 2015 shows that 31% of the Academy's total students identified as Maori compared to the 10.7% Maori share of the population in Auckland (2013 Census).

2014 EPI shows 30% of the Academy's total student body identified as Pasifika compared to the draft 2015 EPIs of 28% of the Academy's total student body identify as Pasifika compared to the 14.6% Pasifika share of the population in Auckland (2013 Census).

The diverse ethnicity of Cut Above's student body, with Maori and Pasifika learners making up over 50% of the students, reflects the cultural diversity of the Auckland region. The strength of this diversity is demonstrated in excellent participation and achievement outcomes.

Our teaching and support methodology is focused on meeting the needs of a primarily young, ethnically diverse student body, who have generally low entry qualifications, who want to learn practical, vocationally targeted skills. By providing the development of culturally appropriate delivery styles, and a culturally sensitive source of guidance, support and mentoring, we are able to achieve exceptionally successful outcomes from the strong Maori and Pasifika representation within our student body. The EER noted that *"Achievement for Māori and Pasifika students (who collectively comprise over 50 per cent of all learners) and for learners under 25 years of age is on a par with or above the respective sub-sector medians, indicating that the academy is meeting government targets for these priority groups"*.

Further to this the academy continues to be actively involved with the wider community through promotional and charity events such as Polyfest, Pasifika, Futureskills, charity events for local schools and churches, and WINZ expos in the Manukau region, creating further opportunities to encourage people with low qualifications to engage with the academy and encourage them to enter vocational training.

Achievement of Maori learners: EPI 2014 shows that 35% of total students identified as Maori and draft 2015 EPI stats show Maori participation as 28%. For 2015 Maori course completions were at 78% and qualification completions were at 80% demonstrating parity of achievement with the academy's overall course completion rate of 83% and qualification completion rate of 86% for all learners. Both the course completion and the qualification completion rates for Maori students 3 has increased, continuing the trend of Maori students achieving at higher levels. The qualification rate of 86% for Maori exceeds the subsector rate of 74% qualification completions

for Maori (<http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/performance-by-type-of-tertiary-provider/about-ptes/>)

Achievement of Pasifika learners: 28% of the Academy's total student body identify as Pasifika.

PCPR 2015 also shows that both the course completion and the qualification completion rates for Pasifika students for levels 3-4 have been maintained, continuing the trend of Pasifika students achieving at higher level. Course completions for Pasifika learners have been maintained at 83% in 2015 against the subsector rate of 80% in 2014 and Academy's overall course completion rate of 83 % (EPI 2015). The qualification completion rate of 83% in 2015 has also been maintained, above the sub-sector rate of 78% in 2014) and demonstrates parity of achievement to the Academy's overall qualification completion rate of 86% (EPI 2015).

Responding to adult foundation learners with literacy and numeracy skill needs

This is a significant priority for the organisation, as recognised by the EER: *"Literacy and numeracy is well supported by assessing all learners on programmes at levels 1-4, over and above the TEC requirement, with assessments at the start and end of a programme. This enables tutors to develop more accurate learner profiles and adapt their lesson plans, resources and delivery styles and provide more one-to-one time with a learner where required. The education manager checks that assessments are completed and sends the results to the tutors. This includes an analysis of the literacy and numeracy gains made, by class and by qualification. The academy's results exceed the 20 per cent benchmark reported by the TEC, with evidence of 30 per cent of the makeup learners assessed achieving a gain in numeracy skills between the start and finish of a full-time programme"*.

In 2009, Cut Above took a 'whole of organisation' approach and it is standard policy at CA for all tutors teaching at levels 3-4 to complete the National Certificate in Adult Literacy and Numeracy Education Level 5 as a part of their employment requirements. Further professional development has been scheduled around the use of the literacy and numeracy assessment tool for tutors and to analyse data to help collect and analyse the data more effectively at an organisational level for the management team.

All students in level 3 and to 4 programmes are required to complete the assessment tool as standard practice, this exceeds the TEC requirement for Level 1 – 3 courses. Results are then transferred to the tutor to give a better overview of where each students literacy profile. The Education Manager keeps track of these results and is able to identify patterns of achievement individually by student and by group. The Academy is working further towards analysing data to look at the literacy and numeracy gains assessment by qualification.

This has enabled the academy to identify learners that may have low literacy levels or learning disabilities through the use of the assessment tool. This enables tutors to have a better overview of their student learning profiles and enables the tutors to adapt their delivery styles and provide more one on one time to those students who have lower literacy levels.

The Education manager sets out a literacy and numeracy assessment plan at the start of the year, and ensures that the literacy assessments are completed and information is transferred to the tutors, this includes an analysis of the literacy and numeracy gains made by, by class and by qualification.

The EER confirmed that *"The academy is exceeding the TEC benchmark of nearly 20 per cent in literacy and numeracy gains. For example, in the Certificate in Makeup Artistry Level 4, of the 96 students enrolled, 87 completed the literacy and numeracy assessment. Of these 29 per cent were assessed at Level 5 or above and 30 per cent of the remaining 71 students were assessed as achieving a gain in numeracy skills, of which 21 per cent were Māori and Pasifika."*

Managing its resources to support its research strategy and implementation plan

This organisation values the contribution research makes to currency and innovation and expects staff to engage with relevant publications, however, as we have no degree programmes at level 7 we do not have a formal research plan.

Helping to increase the value of international education to New Zealand

The international student numbers at Cut Above are currently low. We intend to build on our international reputation by working with Education New Zealand, Study Auckland, Study North Shore, and the New Zealand

Immigration Service to actively recruit and enrol students from overseas.

Cut Above is working with the other PTEs within the Intueri Education Group, specifically NSIA which continues to have great success in recruiting and the delivery of training to international students. We will be leveraging off NSIA's highly effective international experience and working closely with the well-established Intueri International Marketing and Recruitment Team who have a decade of experience, connections with an international network of agents and success in bringing international students to other IEG schools.

Design and Arts College of New Zealand

The College clearly aligns its activities to the Tertiary Education Strategy 2014-19 priorities as demonstrated below.

Identify and respond to the needs of industry and employers

D&A's **mission** is to provide graduates to the Creative Industries. The creative industry is multi-disciplined from fashion and graphic design, to fine arts and photography and makeup artistry. Delivering skills for the industry is at the heart of D&A's purpose.

An outcome of our recent review is that from 2017 there will be a reduction in D&A's provision mix from seven disciplines to three specifically, fashion design, graphic design and makeup artistry. Current programmes in these areas will be replaced with new programmes which will lead to a new suite of New Zealand Creative Industry qualifications. All new and to be developed programmes respond to the overarching Intueri Graduate Profile. *The Intueri graduate has the knowledge and real-world skills, combined with the professional and personal qualities to make a difference*".

An ongoing trend in recent years has been that a high proportion of learners have secured employment with companies where they have completed their work experience/internship. Some learners secure employment prior to completing their programme of study as has been the case for graduating architectural and interior design students.

For example, in 2015, thirty-three percent of the Fashion Design students who have recently graduated were offered employment with companies they completed their internship with. One graduate who is setting up her own label has continued to offer her services voluntarily following the completion of her internship. This company has since been training her on specialized pattern-making software so she will be able to replace the current staff member when on parental leave. It is envisaged that this trend will continue and therefore D&A plans, if supported by industry to include work experience and/or an internship when developing its new suite of qualifications.

With programmes that don't offer work experience, academic staff work closely with industry and/or the community to deliver briefs that provide learners with 'real-world' experiences. Two recent examples of this as below -

- **Makeup Design Programme:** Learners from our Makeup Design programme have been working in collaboration with a local TEO's broadcasting leaders. Teams of six makeup learners have been carrying out the makeup and hair for the team of broadcasting learners at their new live daily broadcast on Canterbury TV. This provides learners with 'real-world' experience in applying specialized makeup for television/film, being exposed to the workings of television as well as learning the importance of time management and working under pressure.
- **Graphic Design Programme:** Recently a first year group of learners studying graphics worked in collaboration with a local secondary school. The graffiti project was to 'brighten' the corridor of the Creative Technology area with graffiti art work that would reflect the activities of creative technology, ie robotics, games, coding, electronics etc. The design was submitted and approved by the school's technology teachers and the learners applied the design to the site working with students and working alongside D&A learners.

All D&A programmes have a business studies course that relates to setting up a business within the creative industries and is taught by tutors with previous experience of this. This approach is supported by the Creative Arts Qualification Review Needs Analysis Report completed in 2014, which states *"increasingly, artists need to have strong business management skills, especially in financial management and taxation, contracts and contract negotiation, copyright and intellectual property, marketing, branding and fundraising."*

D & A routinely contacts recent graduates every quarter to identify their employment outcomes, to receive

graduate's feedback and to respond to this learning. D & A trialled using survey monkey but found the response rate was better to phoning. The outcomes are presented in the Director's monthly report to the GM Organisational Capability and is debated and discussed within the school. Outcomes vary from quarter to quarter and there is a steady stream of employment and other study outcomes. In June 2015, for example, all students contacted had an employment or study outcome.

In summary, we maintain high awareness of the needs of our industries through ongoing and direct contact and we respond by including content, process, experiences in our programmes and their associated activities, and see 3a below for a detailed description of our industry engagement process.

Attract and engage young people and support them to progress into sustainable work,

In terms of retaining and supporting foundation learners at D&A, the key message of the Ako Aotearoa Educational Attainment Working Group (EAWG) report, "**Lifting Our Game**", is that foundation education needs to be focused on **what matters to the learner**. This has always been relevant to D&A's work – delivering targeted and tailored learning and other interventions, supported by constant tracking and monitoring. D&A has an excellent track record of success and good practice in the areas identified as crucial by the **EAWG**, demonstrating "*...highly effective advice and support for learners as individuals, 'real', purposeful and personalised courses, and effective use and collection of data*" (EAWG, 2011)

In 2015 65% of D&A's student body were under 25 years of age. The majority of these learners (26%) are enrolled in D&A's entry level programmes.

D&A has a wealth of experience in this area having delivered the Certificate in Arts & Design, Level 4 (Foundation) programme for well over 10 years. This programme was replaced with the New Zealand Certificate in Arts & Design, Level 4 qualification and was delivered for the first time in 2016. A proportion of learners pathway to higher qualifications at the College or with other providers.

Changes to the creative industries suite of qualifications means that D&A will be adding the New Zealand Certificate in Fashion Design, Level 4 to its mix of provision. This entry programme will provide learners with a broad range of fashion design skills and knowledge to identify and support pathways to further study or careers.

A high proportion of learners enrolling in D&A's Makeup Artistry programme are school leavers. Having been unsuccessful in the secondary school sector the majority of these learners successfully complete the programme and gain employment in makeup and/or related fields, including retail. These learners choose D&A because of the small class sizes, 'studio focused' delivery, and work experience.

Attract and engage Māori and Pasifika students and support them to succeed and achieve better outcomes

D&A's enrolments of Maori and Pasifika learners continues to increase proportionately. In 2013, 12% were Maori and 3% were Pasifika. In 2015 Maori learners increased to 15% and Pasifika learners to 7% hence meeting D&A's Education Performance Indicator Commitments (EPICS) targets for 2015.

The College is committed to providing Maori and Pasifika learners with access to information, advice and appropriate culturally-relevant support, prior to and during their studies to optimise best decision-making and progress throughout their programme of study. This is achieved by implementing the following strategies:

- Enrolment staff consult with Careers Advisors, and attend Careers Expos, workshops at local secondary schools, and training institutes with a high proportion of Maori and Pasifika learners
- Provision of impartial career advice during the interview process to assist learners to match their aspirations with the opportunities available in the Creative Industries employment market
- Assist Maori and Pasifika learners to retain and value their culture by consulting with, and encouraging the involvement of family, whanau and local iwi representatives in College events
- Closely monitoring the attendance of all learners including Maori and Pasifika students, to ensure there is timely and active follow-up with learners and their families to ensure the best retention and completion results are achieved
- Conduct a review of learning and teaching strategies; and provide professional development workshops to ensure teaching staff are equipped to engage effectively with diverse cultures including Maori and Pasifika learners.

Respond to adult foundation learners with literacy and numeracy skill needs,

There is strong awareness in this organisation of the needs of adult foundation learners through participation in relevant seminars and teacher qualifications. These needs are responded to individually through our student learning support systems as all our programmes are at Level 4 and above.

Manage its resources to support its research strategy and implementation plan,

This organisation values the contribution research makes to currency and innovation and expects staff to engage with relevant publications, however, as we have no degree programmes at level 7 we do not have a formal research plan.

Help to increase the value of international education to New Zealand.

The international student numbers at D & A are currently low. D & A intends to build on our international reputation by working with Education New Zealand, Study Auckland, Study North Shore, and the New Zealand Immigration Service to actively recruit and enrol students from overseas.

D & A is working with the other PTEs within the Intueri Education Group, specifically NSIA who continues to have great success in recruiting and the delivery of training to international students. We will be leveraging off NSIA's highly effective international experience and working closely with the well-established Intueri International Marketing and Recruitment Team who have a decade of experience, connections with an international network of agents and success in bringing international students to other IEG schools.

Success in meeting the relevant TES priorities is in part about continuing to build our teaching capability, this includes: revised internal structures and position descriptions, development of an academic committee, professional learning opportunities and teaching qualifications availability. Further, D & A is building on its eLearning capability to the benefit of student engagement with learning and their access to the wider world of creative industries.

Elite International School of Beauty and Spa Therapies

Elite is the largest provider of beauty and spa therapy education in New Zealand and contributes significantly to the strategic priorities in the Tertiary Education Strategy 2014-2019. Most significantly to the following three priorities:

- identify and respond to the needs of industry and employers, and / or
- attract and engage young people and support them to progress into sustainable work, and / or
- attract and engage Māori and Pasifika learners and support them to succeed and achieve better outcomes, and / or

Priority 1: Identify and respond to the needs of industry and employers

Elite's programmes are highly-focused on industry needs. Programmes have been developed and are constantly updated to reflect changing industry trends. Our track record of placing our graduates in relevant work is testament to Elite's responsiveness to industry's needs for skilled employees (see Table 2, section 2a below). Elite works effectively with stakeholders to ensure that the vocational education it provides contributes to the skills and knowledge for New Zealand's sustainable economic, social and cultural development. Stakeholders provide an invaluable source of information to assist in the development of the programmes that we offer, and suggest areas for improvement.

The EER 2014 evaluators stated that practical experience and qualifications are highly valued by the learners and employers interviewed by the evaluation team. Furthermore, evaluators confirmed that at Elite learners acquire relevant skills and knowledge which enhance their employability within the beauty industry (EER 2014, page 12).

The *Short-term employment forecasts: 2016-2018* (MBIE, March 2016) can be used to ascertain priority setting for

vocational training over the next 2-3 years. Short-term employment forecast show that employment is forecast to grow by 2.1 per cent in 2017, by 2.3 per cent in 2018 and by 1.9 per cent in 2019. Strong employment growth is expected in the cultural, personal and other services sector and it is currently ranked 4th amongst all industries in employment growth forecasts for 2017-18. These statistics support the need for additional vocational qualifications in the beauty services to meet the skill requirements and industry demand over the next 3 year. Growth in demand for employment of highly skilled occupations including managers further supports the need for additional Level 5 and Level 6 beauty qualifications that include management course components.

Regional Employment Growth in the areas in which Elite campuses operate:

- Auckland's regional share of national GDP is 35.3%. Auckland provides 33% of national employment and has 34.2% of New Zealand's population. Regional employment growth over the next 3 years is forecast to increase in 2.4% per annum (or 58,800 works). This supports the demand for an increase in tertiary education in this region.
- Waikato's regional share of national GDP is 8.5%. Waikato provides 9.1% of national employment and has 9.4% of New Zealand's population. Regional employment growth over the next 3 years is forecast to increase in 2.3% per annum (or 4,400 workers annually). This supports the demand for an increase in tertiary education in this region.
- Wellington's regional share of national GDP is 13.5%. Wellington provides 11.5 % of national employment and has 11% of New Zealand's population. Regional employment growth over the next 3 years is forecast to increase in 1.8 % per annum (or 4,700 workers annually). This supports the demand for an increase in tertiary education in this region.

Growth of business and employees in the Hairdressing & Beauty Services

Specific figures and forecasts for the beauty industry in New Zealand are challenging to identify as many national data sources do not distinguish between the hair and beauty sectors. However, the New Zealand Association of Registered Beauty Therapists has shown consistent growth in member numbers of 3% a year since 2007 with 659 registered members in 2013 (The New Zealand Association of Registered Beauty Therapists, 2013). The recent 2015 Sector Needs Analysis (beautytroq.com) states that it is widely agreed across both education and industry that the New Zealand beauty industry is a growing service sector. The most relevant statistics, the Australian and New Zealand Standard Industrial Classification (ANZSIC06) compiled by Statistics NZ, showed there were 3,809 businesses in the Hairdressing and Beauty Services industry, and 9,880 individuals working in those businesses (Statistics NZ, 2013).

Projecting these trends forward, it is anticipated that the cultural, personal and other public services industry will require significantly more employees by 2019 (MBIE, 2016):

- In Auckland, the broad industry sector of cultural personal and other services forecasts 2.4% employment growth in 2017-18, higher than the average rate of 2.1% across all industries. Over the past 5 years we have seen a steady growth in hair and beauty services with an increase of 15.8% in geographic units in the Auckland region (Statistics NZ, 2016).
- In Waikato, it is anticipated that the industry sector of cultural, personal and other services is forecast to increase in line with current trends. Over the last 5 years we have seen an increase in hair and beauty services of 8.4% (Statistics NZ, 2016).
- In Wellington, the broad industry sector of cultural, personal and other services is expected to continue to make a contribution to new jobs. We have seen an increase of 9.8% in growth in businesses offering hair and beauty services (Statistics NZ, 2016).

The Government has established three education-related goals which aim to boost skills and employment and Elite makes a significant contribution to these goals as well as contributing positively to the skilled workforce. The Government's target for 2017 is that 55 per cent of 25 to 34 year olds will have a qualification at Level 4 or above. In 2015 19% of Elite's learners were aged 25 to 34 years of age and Elite contributed positively to these targets with

73% of all learners enrolled on the level 4 programme completing their qualification and 100% (EFTS weighted) of learners enrolled on Level 5 programmes completing their qualifications. We believe that we can continue to contribute positively to these Government targets throughout 2017 and beyond.

Graduate Profile Feedback data provides evidence that Elite continues to identify and respond to the needs of our key stakeholder with 100% of our domestic graduates satisfied that they have graduated with appropriate knowledge of beauty therapy to help them succeed in the beauty industry.

We are pleased with these results and will continue to look at programme review data to ensure we continue to receive these positive responses throughout 2016.

Table 2: Graduate Profile Feedback Data 2015

ELITE 2015 Graduate Profile Feedback					
Responses in each category (% of those responding)					
	Strongly agree	Agree	Satisfactory	Disagree	Strongly Disagree
	Dom	Dom	Dom	Dom	Dom
Knowledge of subject	67%	30%	3%		
Skills & abilities to practice	59%	38%	3%		
Personal / professional	68%	31%	1%		
* percentage of the domestic learners who responded					

Priority 2: Attract and engage young people and support them to progress into sustainable work

The proportion of young people who are not in employment, education or training (NEET) is used as an indicator of youth disengagement. As at December 2015, there were 130,600 Māori aged 15-24 years. Of these, 27,200 people were NEET, an increase from 25,800 from a year ago. Among Māori aged 15-24 years, 15.7 per cent of males and 25.9 per cent of females were NEET in the year to December 2015. The NEET rates for both Māori females and males rose. Overall, Māori have higher NEET rates than other ethnic groups (Statistics New Zealand, Household Labour Force Survey, MBIE, December 2015).

Elite recognises the importance of the effective transitions for all young people that extend beyond those supported by the Youth Guarantee. Through established links with career advisors, schools and TEOs, who deliver programmes at levels 1-3, Elite provides young people with opportunities to progress on to higher level courses. In so doing, it provides young people with opportunities to study and achieve higher level qualifications. Achieving higher level qualifications will increase their chances to gain sustainable employment, and further their potential. Cut Above (Elite’s Intueri sister school) offers Youth Guarantee programmes and learners are progressing on to Elite Level 4 courses. This is an example of how schools can work together to support the Tertiary Education Strategy (TES) and illustrates that Elite recognises the importance of effective transitions for young people.

Table 3: Elite completion and participation rates for under 25s and Māori under 25s compared with National completions rates and participation rates for Māori and Māori under 25s:

National Māori completion rates Level 4 and above (beginning study in 2007)	Māori national participation rates for under 25s in study at level 4 and above	Elite participation rates for Māori under 25s in study at level 4 and above	Elite completion rates for Māori under 25s in study at Level 4 and above in 2015
62% Completed within 5 years *	16%	29%	94%

*Tertiary Education Strategy 2014 – 2019

The above table shows that Elite continues to improve support and encourage Māori participation and achievement. Increased visits to schools providing high-quality information, support and advice to learners and their whānau about study choices has improved our Māori participation rate from 22% in 2014 to 29% in 2015. We also continue to focus on increasing the number of Māori teachers in Elite and provide professional development so that all our staff are familiar with matters of tikanga to ensure our provision is culturally responsive.

In 2015 74% (learners) enrolled at Elite were aged 17 - 25 years of age. Of these 412 learners 71% successfully completed their level 4 qualifications, with 73% (299 learners) continuing in education at Elite to complete the level 5 Diploma. In 2015 Elite achieved 100% qualification completions (EFTS weighted) for learners under 25 years of age on our Level 5 programmes. This provides evidence that Elite contributes positively to the TES by providing young people (18 - 25 year olds) with key employability skills and qualifications needed to begin a career and succeed in the beauty industry.

Table 4: % Learners’ who stated they were NEET or in Secondary School prior to enrolling at Elite 2015

Learners’ Known and Recorded Prior Activity	Total % learners within the 2015 cohort who stated they were:	% Māori learners within the 2015 cohort who stated they were:
Not Employed or in Education	13%	5%
Secondary school	22%	5%

Elite continues to work with Careers New Zealand in developing careers knowledge, with a particular focus on young people. We continue to refine our career information, resources and advice to help young people make smart, informed, realistic career decisions. In addition, we support our learners in gaining suitable jobs that match their skills and talents, and further their potential.

Priority 3: Attract and engage Māori and Pasifika learners and support them to succeed and achieve better outcomes

It is forecast that by 2030 30% of New Zealanders will be Māori or Pasifika and therefore TEOs need to improve delivery to these groups, with particular focus on Māori learner achievement (TES 2014-2019). In 2015 29% of Elite’s total domestic student cohort identified with Māori ethnicity, above the national population of 15% (Statistics New Zealand, 2013). Elite’s Māori participation rate is well above the national average and that of the TEC *Statement of Performance Expectations* for 2015/16.

Elite ensures that learners are able to learn in a culturally safe environment, responsive to Māori and Pasifika needs. We recognise the importance of making improvements and have been taking further steps to ensure our course completions and qualification performance rates improve in future years, along with increasing the proportion of Pasifika learners enrolling in our programmes. This includes supporting these learners through tailored guidance and support mechanisms that are culturally appropriate, to ensure they have the best prospects of success.

In order to improve parity in completion rates we have implemented the following across Elite:

- All staff are enrolled to complete the He Papa Tikanga course through Open Wānanga. The He Papa Tikanga (Level 3) programme is designed to give staff a better understanding of tikanga Māori, its purpose, use and role. Through this programme staff are learning commonly used Māori words and place names and how to correctly pronounce them. At the end of the programme they will be able to acknowledge and observe tikanga Māori practices within the home and workplace and will gain an understanding of the role that Te ao Māori plays in today's society.
- 3 Spa tutors are currently undergoing professional development in Rongoa Māori, that is, traditional Māori healing methods for treating wellbeing.
- Increased small group and one-to-one tuition to support Māori and Pasifika learners.
- After school 'catch up' tutorials in a welcoming and informal teaching environment to improve engagement, perseverance and achievement.
- One-to-one learning support and individual learning plans for learners who are falling behind.
- Pro-actively looking to recruit staff who identify themselves as being of Māori or Pasifika ethnicity.
- We are investigating the recruitment of a student support advisor in Hamilton to work with learners struggling due to English as a second language (learners from local Māori total immersion schools).
- Providing one-to-one counselling support to learners at all campuses.
- Reviewing our interview processes and procedures to improve engagement and participation of Māori and Pasifika learners.
- Attending more careers evenings and building relationships with careers advisors at local Māori and Pasifika and Māori language immersion schools.
- Involving whānau in school events/functions to develop a deeper understanding of the breadth of career choice across the beauty industry, and to build closer relationships with tutors and managers.
- Encouraging learners to speak openly about their cultural beliefs and to share information about culture with fellow learners.
- Encouraging learners to speak Te Reo Māori and to educate their fellow learners in commonly spoken Māori words.

In addition, all staff are required to familiarise themselves with the Elite policy to fulfil our obligations under the Treaty of Waitangi. We respect the relevant cultural protocols and beliefs of learners and we ensure that we do make learning relevant, enjoyable and achievable for all learners.

We are endeavouring to provide a Māori language component in appropriate programmes which incorporate an understanding of taha Māori, local and general tikanga and local history, with particular regard to the area. We will continue to recognise Māori values in the provision of resources and facilities within the school when appropriate.

Table 5: Ethnic groups in Auckland, Wellington and Waikato Regions and New Zealand (Statistics New Zealand, 2013 Census)

Ethnic Group	Auckland City (percent)	Hamilton City (percent)	Wellington City (percent)	New Zealand (percent)
European	59.3	69.5	76.4	74.0
Māori	10.7	21.3	7.9	14.9

Pacific Peoples	14.6	5.1	4.9	7.4
Asian	23.1	13.8	15.7	11.8
Middle Eastern, Latin American, African	1.9	2.0	2.5	1.2
Other Ethnicity				
New Zealander	1.1	1.5	1.8	1.6
Other ethnicity	0.1	0.1	0.1	0.0
Total other ethnicity	1.2	1.6	1.8	1.7

7.4 % of people in New Zealand identified with at least one Pacific ethnicity group in the 2013 census (Statistics New Zealand, 2013). In 2015 Pasifika learners represented 10% of the total student cohort at Elite. This percentage is greater than to national average and above the national participation rate of 7.4% for Pasifika in provider based non-degree programmes (*Profile and Trends: New Zealand's Annual Tertiary Education Enrolments 2014. Published by the Ministry of Education, June 2015*).

21.3% of people usually living in Hamilton City identified with Māori ethnicity in the 2013 census (*Statistics New Zealand, 2013*) therefore, we would expect a similar representation in our student cohort in Hamilton. However, in Hamilton we are pleased to exceed the regional average with 40% of our learners identifying as Māori. The unemployment rate of Māori aged 15 years and over in Hamilton City is 19.5 percent, compared with 15.6 percent for New Zealand's Māori population. The most common occupational group for Māori in Hamilton City is 'professionals', and 'labourers' is the most common occupational group for Māori in New Zealand (*Statistics New Zealand, 2013*).

Wellington also exceeded the Wellington city percentage of 7.9 %, with 28% of the Wellington learners identifying as Māori on their enrolment forms. We have seen a steady increase in Māori student enrolments year on year, particularly in Wellington and Waikato. This is very encouraging as it shows that the campuses are building on and strengthening their relationships with careers advisors and local communities. The unemployment rate of Māori aged 15 years and over in Wellington City is 10.6 percent, compared with 15.6 percent for New Zealand's Māori population.

Below is the table of qualification completion rates (levels 4 and 5) and includes any embedded qualifications that are recorded for learners who withdraw before graduating. There is a maximum of one qualification awarded per student.

Table 6: Participation and Qualification Completion Rates 2014 and 2015 by Ethnicity

Ethnicity	2014 Participation	2015 Participation	2014 Qualification Completion Rates	2015 Qualification Completion Rates (EFTS Weighted)
All			67%	100%
*Pasifika	7%	10%	55%	71%
Māori	22%	29%	47%	99%

* Relatively small numbers of Pasifika learners does impact significantly on percentage comparisons.

Pasifika Learners in Hamilton and Wellington

In 2015 only 3% of the learners in Hamilton, and 6% of the learners in Wellington identified with Pasifika ethnicity. We continue to work both internally and with external agencies to improve Pasifika participation rates in Wellington and Hamilton. Overall across Elite we are pleased that our newly introduced initiatives have seen an increase in Pasifika participation from 7% in 2014 to 10% in 2015. This is very encouraging as it shows that the campuses are building on and strengthening their relationships with careers advisors and local communities with respect to increasing the numbers of Pasifika learners.

The qualification completion rates have improved significantly since 2014 for both for Māori and Pasifika learners. Qualification completion rates for Pasifika learners improved from 55% in 2014 to 71% in 2015. Our Māori qualification completion rates have also improved dramatically from 47% in 2014 to 99% in 2015. We continue to identify areas that led to this success so that we can continue to improve in this area. The table below shows the positive graduate destination comparison of all learners to Māori and Pasifika learners. Overall, the graduate destinations for Māori and Pasifika learners remain very positive with 77% of our Māori learners progressing to employment or study, with 34% progressing directly into employment in the beauty sector. 73% of our Pasifika learners progressed to employment or further study, with 44% progressing directly into employment in the beauty sector.

The table below demonstrates the success of the Elite graduates entering into the beauty industry either into employment or self-employment or into further study in the same field. There has been consistently positive graduate destination results over the past 3 years. These statistics form part of the valuable data we use in self-assessment to direct where we need to make changes for improvement.

Table 7: Graduate Destination Data for All graduate and Māori and Pasifika graduates 2015

		Relevant employment	Other Employment	Higher Level Study	Other Level Study
Responses in each category					
		79	17	31	23
Total graduates 2015	194	41%	9%	16%	12%
Māori Graduates	47	34%	9%	22%	12%
Pasifika Graduates	11	44%	6%	17%	6%
Graduates contacted	182	43%	9%	17%	13%
Māori Graduates Contacted	42	36%	10%	23%	14%
Pasifika Graduates Contacted	10	56%	6%	17%	6%

Priority 4: Respond to adult foundation learners with literacy and numeracy skill needs

While our programmes are at level 4 and above, we attract a number of mature learners with literacy and numeracy needs and have in place a system of support that includes teacher education, monitoring of the usability of resources for all learners, availability of individual learning support and targeted tutorials to ensure all learners can be successful. Elite currently has no prior qualification entry requirements and enrolls below level 2 learners. In 2015 22% of learners enrolled to complete the Level 4 qualifications stated that they had not yet achieved Level 2 qualifications, 75% of these learners completed their qualification.

Priority 5: Manage its resources to support its research strategy and implementation plan

This organisation values the contribution research makes to currency and innovation and expects staff to engage with relevant publications, however, as we have no degree programmes at level 7 we do not have a formal research plan.

Priority 6: help to increase the value of international education to New Zealand

The international student numbers at Elite are currently ten across all campus and these learners are all on-shore international learners. Elite intends to build on our international reputation by working with Education New Zealand, Study Auckland and Study North Shore, and the New Zealand Immigration Service to actively recruit and enrol learners from overseas.

Table 8: Graduate Destination Data for 2015 International Learners

		Relevant employment	Other Employment	Higher Level Study	Other Level Study
Responses in each category					
		3			1
Total number of international graduates 2015	4	75%			25.00%
Graduates contacted	4	75%			25.00%

Elite is working with the other PTE

s within the Intueri Education Group, specifically NSIA who continues to have great success in recruiting and the delivery of training to international learners. We will be leveraging off NSIA’s highly effective international experience and working closely with the well-established Intueri International Marketing and Recruitment Team who have a decade of experience, connections with an international network of agents and success in bringing international learners to other IEG schools.

Academy NZ Information Technology Provision

The New Zealand Government has a strong commitment to improved performance from the tertiary education sector, and indicated a number of priorities in the Tertiary Education Strategy, on which funded providers must focus activity.

Those with relevance to IT are:

- identify and respond to the needs of industry and employers
- attract and engage young people and support them to progress into sustainable work
- attract and engage Māori and Pasifika students and support them to succeed and achieve better outcomes
- respond to adult foundation learners with literacy and numeracy skill needs
- manage its resources to support its research strategy and implementation plan
- help to increase the value of international education to New Zealand

Identify and respond to the needs of industry and employers

Academy NZ IT provision identifies and responds to industry and employer needs at multiple levels throughout each year. As discussed within this plan there is a clear stakeholder engagement plan which is structured, reviewed and reported against

Attract and engage young people and support them to progress into sustainable work

Our programmes above Level 4 attract young people and they are fully supported to succeed and progress to work, however, we do not deliver at Level 1 - 3 with the associated opportunity for young people to achieve NCEA or other qualifications for those who have not succeeded at school.

Under 25 year olds has steadily maintained between 38% - 42% of the cohort. Due to the level of prerequisites we require within our level 5 and 6 programmes we have seen a lower proportion of under 25s enrolling. To support growth in this area we are delivering a level 4 NZ Certificate starting in 2017. By offering a level 4 certificate we believe we will not only increase our under 25 achievements but also encourage further under 25's to continue into higher qualifications as they will have the foundations to succeed at the higher level.

As well as new programme development, we are continuing to build capability in this area in the following ways:

Academic Initiatives

Internal review. Through this review we have been able to form a very skilled academic team focusing on having appropriately qualified staff, with attributes that fit within the culture of our Institute. Focus on our tutors and their resources has also been paying dividends in terms of student retention, due to increased understanding, empathy, and energy:

- a. All tutors have a sound Professional Development plan in place to continue their growth as well as ensure they always hold and maintain international certifications aligned to their programme of teaching.
- b. All tutors hold, or are currently working towards a Certificate in Adult Teaching
- c. All are passionate about sharing their knowledge, and having their students succeed and continue with their education
- d. All are competitive, and share the Vision to be recognised as a quality provider
- e. All have industry experience and are able to offer anecdotal evidence to support teaching
- f. All are well-qualified in the subject in which they are teaching, to a level at least one above the course they are teaching
- g. We have a multi-cultural mix: 33% Pacific; 33% Asian; 33% European. All have excellent English speaking skills. This diversity assists in our students feeling as if they have someone to go to with a query or concern
- h. Regular Team Meetings celebrate tutor / student successes, and allow tutors to seek advice from peers and for others to share their techniques

We will be continuing to implement rigorous selection procedures and monitoring student attendance and performance with a view to securing greater success for our under 25s, and progressing them into further education over the next three years.

Student Incentive and Reward Programmes

We have in place our own rewards package for our students, recognising those who perform to the rules and regulations, and who contribute to their own success. These reward initiatives include:

Access to Imagine Academy programmes

Students are able to gain additional certifications in their areas of interest in technical programmes through our participation in Microsoft Imagine Academy. Students have access to over 1200 courses in various technical skills and subject areas that they can complete outside of class time.

Term Activities

Students are offered through the student representatives social engagement each term to support retention, engagement and student social interaction.

Course Design

We have paid attention to industry directions and trends, and works closely with the IT Industry Advisory Panel to ensure that graduating students are meeting the needs of the industry employers.

We have developed active Moderation and Academic Teams, which aggressively monitor each course as it progresses, and determines the need for any changes. This is particularly important when training in an industry as dynamic as Information Technology.

In relation to the TRoQ process, we have re-aligned all level 5 and 6 programmes to meet the prescribed qualifications, and have ensured during this process that consultation with industry has been gained to ensure we are setting our programmes and therefore students up for success within the industry. All programmes have been developed to reflect the Intueri Graduate Profile.

Our courses utilise eLearning strategies to strengthen engagement and to create an authentic IT learning environment

With the development and approval of the New Zealand Certificate in Information Technology Essentials (Level 4) we are able to better support students successfully moving from secondary to tertiary education. Feedback from both the CATE conference and during drop in visits from Course Advisors raised attention to the lack of this area.

Other ways we support students moving successfully from secondary school include but are not limited to

- Attending secondary school expos and open days
- Offering Student for a Day experience
- Family invited to visit the institute with students
- One on One support after class when needed
- Pastoral support available at different levels of the organisation

Attract and engage Māori and Pasifika students and support them to succeed and achieve better outcomes

An average of 16% Pasifika and 25% Maori participation over 2013-2015 and have increased Maori participation from 22% in 2014 to 27% in 2015.

Statistically Maori and Pacific students achieve at lower levels than other ethnic groups within the national educational environment. In the context of performance linked funding, and published performance data, this group of students presents us with a higher risk than other groups. To support our Pasifika and Maori students' success we have implemented the following initiatives:

- a. Whare Tapa Rima model of health and wellbeing being emphasised.
- b. Small class sizes create a comfortable atmosphere that our students describe as 'family'-like. Feedback indicates that our students find these classes less intimidating than larger groups, and foster a closer relationship with their tutor.
- c. Rigorous monitoring of attendance, and follow-up of any absences. Students are learning to take responsibility for missed classes.
- d. Dedicated tutor support – tutors impress upon their students that they will work to the best of their ability to get students through their course, provided that the student demonstrates an equal commitment.
- e. Embedded numeracy and literacy elements within course materials, so that students continue to absorb general learning within their technical programmes.
- f. Having a Pasifika tutor within the team provides our students with a point of contact with whom they can identify and more readily approach.
- g. Key personnel attend Treaty of Waitangi training and are committed to completing Tikanga Maori professional development
- h. Regular Academic Team meetings in which tutors share experiences, successes and failures
- i. Regular review by Academic team of relevant Ako Aotearoa research projects

Increasing the number of young people moving successfully from secondary to tertiary education

Supporting young people above level 4 and building our capability to do this has been a key focus of 2016 and will continue to be going forward. The Course Advisor attends the annual CATE conference which has a focus on the career education of youth and their transition into the wider world of employment, training and/or further education. Through the relationships built at CATE and maintained at school expo's careers evenings, one on one meetings and speaking engagements our Careers Advisor has developed and maintained a strong link between local high schools and Academy NZ.

Where students have no formal secondary qualification, if the student demonstrates ability, interest and commitment, he/she may gain entry to our Level 4 NZ Certificate which on successful completion will give students the prerequisites required to study at level 5 and beyond.

To facilitate progression and success at higher levels, we have redesigned our level 5 and 6 programmes which already had a very high practical component, to include informal numeracy and literacy learning embedded into daily assignments. There are students in this course who experience academic success for the very first time. Many students re-enrol to continue with the more conceptual studies whereas others exit to employment outside of the IT industry, with increased self-esteem, motivated by the knowledge that they can achieve.

We are continuing to extend our engagement with catchment schools and putting in place a plan to increase familiarity, understanding of technology and its career paths through offering professional learning for teachers and experience days for students.

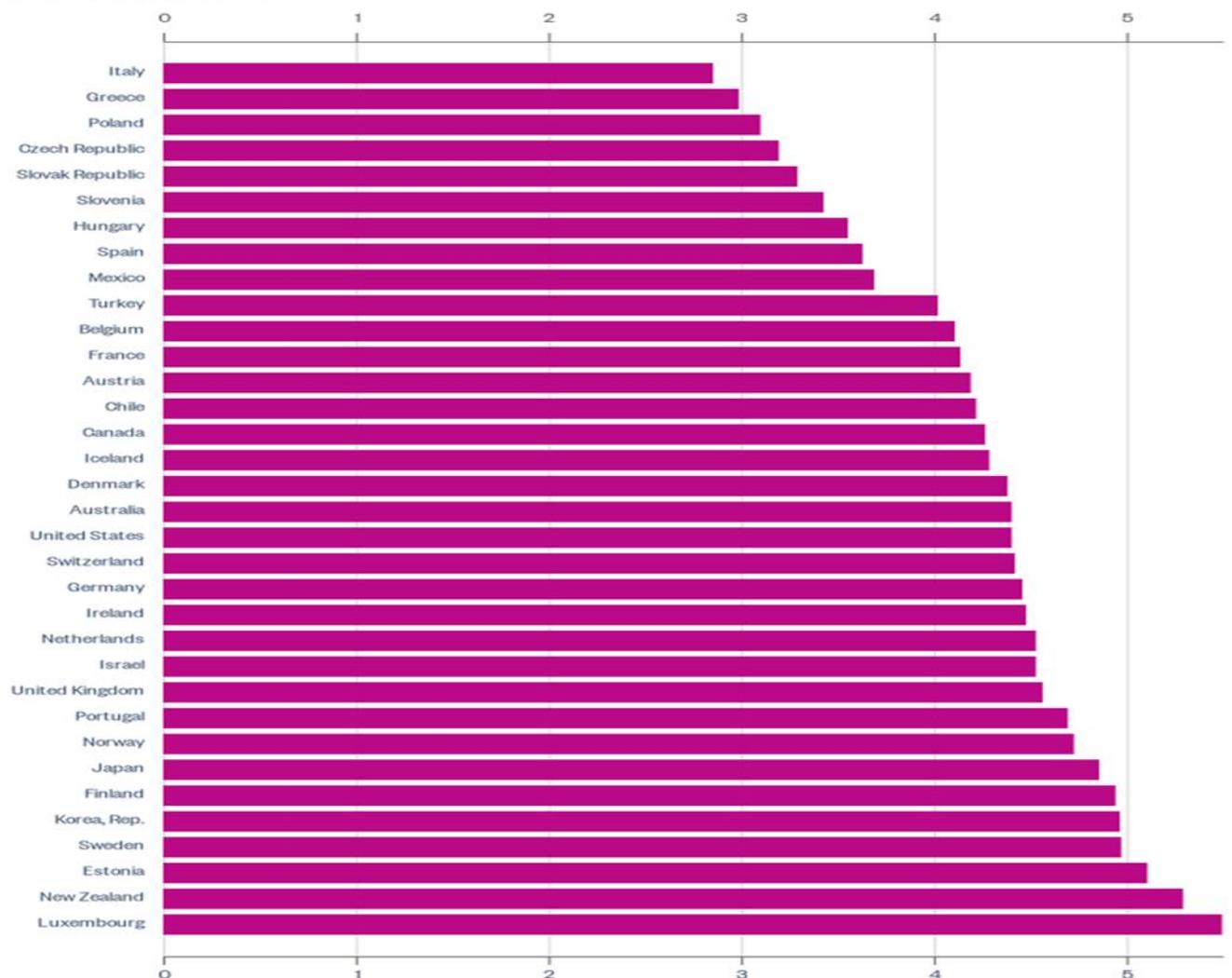
We continue to focus on IT education within New Zealand, the increased focus on IT training in New Zealand and the rest of the world is very well documented and trends show this is not showing any sign of slowing down. IT remains to be of high importance for the NZ governments future vision as seen in the graph below

Importance of ICTs to government vision of the future in the OECD

figure.nz

Most recent data available as of 2015, scale from 1-7 where 7 is best

Source: World Economic Forum



Not only is their evidenced need for IT professionals in New Zealand, we remain focused on the Auckland market, Auckland NZ reports that 48% of New Zealand's ICT companies are based in Auckland and 55% of the entire tech sector is working in Auckland. This is a strong push for IT to maintain its drive to provide quality, work ready graduates into the thriving sector.

Respond to adult foundation learners with literacy and numeracy skill needs

While our programmes are at level 4 and above, we attract a number of mature students with literacy and numeracy needs and have in place a system of support that includes teacher education, monitoring of the usability of resources for all learners, availability of individual learning support and targeted tutorials to ensure all learners can be successful.

Manage its resources to support its research strategy and implementation plan

This organisation values the contribution research makes to currency and innovation and expects staff to engage with relevant publications, however, as we have no degree programmes at level 7 we do not resource a research plan.

Help to increase the value of international education to New Zealand

Academy NZ is working with the other PTEs within the Intueri Education Group, specifically NSIA who continues to have great success in recruiting and the delivery of training to international students. We will be leveraging off NSIA's highly effective international experience and working closely with the well-established Intueri International Marketing and Recruitment Team who have a decade of experience, connections with an international network of agents and success in bringing international students to other IEG schools.

Section 3 – Addressing the needs of stakeholders

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice](#).

Pursuant to section 159P(b) the TEO must describe how it will address the needs of its stakeholders (including, without limitation, students enrolled with the organisation). This section will include a description of:

- *who its key stakeholders are, which may include:*
 - *students enrolled with the TEO or prospective students (in particular those who are Māori, or Pasifika, or young people, or who have low levels of literacy, language, and numeracy);*
 - *employers, businesses or industries relevant to the TEO's areas of delivery; or*
 - *relevant communities, including those that support Māori and Pasifika learners;*
- *how the TEO has identified the needs of its key stakeholders in the community it serves;*
- *how the TEO will respond to the needs of these key stakeholders; and*
- *how the TEO will report to its key stakeholders on progress towards meeting their needs.*

The assessment criteria that we will use when reviewing this aspect of a TEO's proposed Plan are:

3a – The TEO has clearly and accurately identified its key stakeholders, including:

- learners or prospective learners (in particular those who are Māori, or Pasifika, or young people, or who have low levels of literacy, language, and numeracy)
- employers, businesses or industries relevant to the TEO's areas of delivery
- relevant communities, including those that support Māori and Pasifika learners.

TEC considerations

- Has the TEO identified all of its stakeholder types/groups?
- Has the TEO sought to engage stakeholders representing all priority learner groups?
- If some priority learner groups are not included in stakeholder engagement, has the TEO given a satisfactory reason as to why not?

TEO response

Academy New Zealand

The AcNZ youth guarantee student body is made up of Maori (25%) and Pasifika (13%) students. We expect that these proportions of our students will increase in 2017-18 as we have diversified our campus locations for Youth

Guarantee and now teach at Quantum sites in areas where there is a higher Maori and Pasifika population. Across the four PTEs we have deliberately retained sites in key regions around New Zealand, most of which will ensure that we are able to continue to support education to this key demographic.

Campus locations and local demographic analysis of where AcNZ programmes will be taught in 2017 are as follows:

Campus Location	Maori Population %	Pasifika Population %	U25 population %
North Shore	5.9%	2.6%	14.2%
Manurewa	25.4%	33.4%	16.4%
Hamilton	22%	5.3%	17.9%
Rotorua	37.1%	5.2%	13.6%
Hastings	25.2%	6.6%	12.6%
Christchurch	8.9%	3.3%	14.9%

AcNZ has been able to improve its linkages with Maori and Pasifika communities through the established relationships held by the Quantum providers. There are already regular meetings that provide us with relevant feedback and advice on how AcNZ can improve delivery for Maori and Pasifika learners. An example of this is an ongoing relationship Damon Heke, a Manurewa based Kaumatua who supports our Manurewa Campus. Damon has been consulted with regard to improving literacy and numeracy skills for our students and his input was considered as a part of our recent drive for improving our literacy and numeracy provision across all our PTEs.

Another example of changes that have been made in direct response to feedback from its relationships with community Maori organisations and internal advice from Maori staff members is the increased adoption and visibility of Maori culture and protocol. Staff members at many sites regularly conduct karakia and mihiwhakatua. Te Reo Maori is used often by staff speaking at graduations. AcNZ also ensures that Maori festivals and events are supported. For example, staff and students are currently supported Maori Language week by displaying Maori language quotes and examples of pronunciation of Te Reo and incorporating Tikanga to encourage and help learners to understand their cultural identity. This work is less developed within AcNZ than in the Quantum providers but it will be an area of focus going forward.

AcNZ and its sister PTEs have many stakeholders in the Waikato, Auckland, Bay of Plenty, Hawkes Bay, and Canterbury. These include:

- Students – including alumni
- Staff – employees are selected for their expertise and ability to relate to AcNZ’s learners. They are all involved in professional development to continually up-skill.
- Professional associates – ITENZ, Service IQ, Star Alliance Group, Microsoft Partner
- Schools and other PTEs and ITPs.
- Industry Advisory Groups (IAGs);
 - Pharmacy IAGs
 - Floristry IAGs
 - Hospitality and Travel and Tourism IAGs
 - Local Advisory Committees

Quantum and Academy have a large number of informal contacts with Maori and Pasifika groups. Over the next 12 months the intention is to incorporate these links into more formal structures, such as the establishment of a Maori Advisory Board. This would link in closely with an Intueri Group level Maori Engagement Strategy. In particular there are significant opportunities to work collaboratively with The New

Zealand Institute of Sport and the New Zealand College of Massage in relation to developing Maori and Pasifika engagement.

Strong interactions with our stakeholders help to build a support network for AcNZ students and link to progression opportunities, work experience, internships and/or employment opportunities.

Cut Above Academy

Relevant Information and Support Arrangements for learners / prospective learners

The EER noted that *“The recruitment team and industry liaison manager work closely and effectively with learners to provide guidance on career decisions and study choices. This includes personal interviews, academy tours, taster days and introduction sessions. The industry liaison manager visits each class twice a week. This regular contact allows issues to be dealt with proactively”*. One week prior to course commencement students are invited in for an ‘introductory hour’ to get to know each other and have any questions answered. Students are again advised of the course requirements, educational and employment pathways, course fees, course related costs and withdrawal process during the ‘introductory hour’.

Pastoral care and student support is a major focus and strength of the organisation and has helped to deliver our excellent student retention, achievement and progression outcomes. The EER confirmed that *“The EER confirmed that “Comprehensive learner recruitment procedures, effective learner induction, and staff who relate well to learners assist with culturally appropriate, ongoing support for learners.”*

In 2015 learner profiling was introduced to clarify learning styles prior to a course beginning. Learners’ long-term goals are also identified. These goals are reviewed fortnightly (together with the tutor and learner) and used to track ongoing progress. This has had a positive effect and has contributed to a 5% reduction in withdrawal rates.

The Academy employs a full-time Student Welfare/Industry Liaison officer, who is responsible for ensuring the pastoral care policies and procedures (as set out in the QMS) are implemented and maintained, and evaluated when necessary. She visits each class twice a week, and deals appropriately with any issues and concerns that arise. To this end she maintains a network of internal and external pastoral care contacts. She also conducts regular student evaluations and student representative meetings.

The students discuss their needs for support and guidance, and set their individual goals with their home tutor at the beginning of the course. Thereafter the tutor meets with the students on a fortnightly basis to discuss each one’s achievements and general progress towards these objectives. Any impediments or barriers that have arisen are identified, and if necessary new goals set for the forthcoming period.

Student attendance and academic progress is tracked and recorded on a daily basis. The Education Manager monitors the credit level tracking in consultation with the tutors. If a student is identified as ‘at risk’ of non-completion, a meeting is scheduled with the tutor and student concerned.

In addition to the full-time Student Welfare/ Liaison Adviser, whose role centres on students pastoral care and welfare, each management team member is jointly and severally responsible for the monitoring and evaluation of internal and external support policies and procedures.

The diverse ethnicity of Cut Above’s student body, with Maori and Pasifika learners making up over 50% of the students, more than reflects the cultural diversity of the Auckland region. The strength of this diversity is demonstrated in excellent participation and achievement outcomes for learners identified by the government as priority groups.

The multicultural diversity of teaching and support staff makes it easy for learners to communicate with the person whose culture they feel comfortable with in regard to pastoral issues. The EER confirmed *“Forty per cent of staff identify as Māori or Pasifika, which makes it easier for students (over 50 per cent of whom are Māori or Pasifika) to communicate with the person whose culture they feel comfortable with in regard to educational or*

pastoral issues". This is demonstrated by the high retention rate of 85% for Maori and 84% for Pasifika by comparison to the overall retention rate of 87% for the academy overall is an indicator of our success for engagement with Maori and Pasifika communities

All students in level 3 and to 4 programmes are required to complete the assessment tool as standard practice. Results are then transferred to the tutor to give a better overview of where each students literacy profile. The Education Manager keeps track of these results and is able to identify patterns of achievement individually by student and by group. The Academy is working further towards analysing data to look at the literacy and numeracy gains assessment by qualification. This has enabled the academy to identify learners that may have low literacy levels or learning disabilities through the use of the assessment tool. This enables tutors to have a better overview of their student learning profiles and enables the tutors to adapt their delivery styles and provide more one on one time to those students who have lower literacy levels.

Meeting the needs of our stakeholders – employers and industry

The Academy has 3 specific advisory groups specific to Hairdressing and Barbering, Beauty Therapy and Nail Technology, and Makeup and Special Effects. These groups meet formally once a year and are made up of industry experts, employers and Cut Above alumni. The Academy also has arrangements in place for employers to have direct contact with the students while they are completing the course for work experience opportunities, and recruiting directly from the student body. The Academy encourages employers to actively engage with the students during their course of study, as there are multiple exit points for our students as demonstrated in appendix two (Pathways from Level 2 to Higher Level Training or Employment post TRoQ).

Programme review is informed through industry advisory board meetings, individual industry feedback and student evaluation information. Feedback from stakeholders, particularly employers, is systematically gathered, analysed, shared with staff, and used to inform programmes and practices.

The Academy has been heavily involved in the Targeted Review of Qualifications for Hairdressing and Beauty Therapy and has also utilised this information and feedback to ensure their programs are aligned to current industry needs as confirmed in the EER *"Involvement in the Targeted Review of Qualifications for hairdressing and beauty therapy, at both working group and governance levels, has informed current programme development and alignment to industry needs"*

The Academy continues to have excellent ongoing contact with industry and community stakeholders, and holds advisory meetings with a cross section of industry employers at least once a year. Feedback is also sought on an individual and ad hoc basis in relation to student skills and abilities and current industry needs..

The EER commented noted that *"The most recent data reported by the academy for makeup special effects and beauty qualifications showed that 81 per cent of the students contacted had either progressed to another qualification or were now in employment"* and *"90 per cent of the students contacted had either progressed to another qualification or were now in employment"*.

The organisation works closely with its staff and students and all staff are engaged in ongoing organisational improvement as well as using appropriate tailored processes to focus on maximising student achievement

The Academy also works closely with a number of other tertiary providers. This includes delivery of client services at a major ITP, and increasingly, shared services and joint working (such as cross-PTE moderation) with other PTEs in the IEG portfolio (such as Elite and NSIA). Arrangements that are still in place and are an important feature of how the organisation operates.

Community involvement

The academy is actively involved with the wider community through promotional and charity events such as Polyfest, Pasifika, Futureskills, charity events for local schools and churches, and WINZ expos in the Manukau region, creating further opportunities to encourage people with low qualifications to engage with the academy and encourage them to enter vocational training. Our links with community & industry guarantee learners opportunities to work on shows and productions in the marketplace and provides excellent network

opportunities towards future employment.

The Academy also arranges community days held at the academy. Inviting support organisations to present to our student body across a range of support services, as well as covering HR support on interview skills, and managing your online profile.

Employment support is also provided for learners wishing to enter the work place, Cut Above assists with job skills through utilising the Career NZ web site tools to build a professional CV, write letters of application etc and aid the learner to find suitable employment through its community stakeholders.

Design and Arts College of New Zealand

The creative industry sector is multi-disciplined ranging from fine arts, to graphic and interior design to makeup artistry.

Industry Stakeholders

D&A maintains very strong relationship with its communities in this diverse industry sector. Engagement with these communities is both formally through Industry Advisory Group (IAG) meetings and informally through professional relationships with the local industry. IAG members are involved in development of programmes, curriculum review, internship and work experience opportunities, competitions, awards, and attend key D&A events such as graduating students' exhibitions. They provide the College with up to date information about the industry, including technologies, innovations and trends ensuring that D&A meets the changing creative sector and employment demands.

D&A provides sponsorship, scholarships, volunteers' resources (staff, learners, facilities) to a range of community groups for exhibitions, design work and event support. e.g. SCAPE, Young Enterprise, Young Designers Awards, The Canterbury Art Show, Canterbury Fashion Week.

A key focus of industry representatives over the past 12 months has been providing ideas and guidance in the development of the contextual framework for new programmes. In turn the programmes strongly reflect the IEG graduate profile, specially developing –

- knowledge
- practice
- personal and professional qualities

A good number of D&A's staff are actively engaged within their industry, either by freelancing and/or running small graphic businesses or active members of professional bodies, for example Designer Institute of New Zealand.

Current Learners

Feedback from current learners is critical to ensuring D&A's programmes are meeting their needs. Feedback is received through formal means, for example –

- First impression surveys
- Programme evaluations (completed at the end of each academic year)
- Student meetings

Or informal meetings, for example –

- Programme Coordinator and tutors

It is envisaged that this will strengthen in the future with the refinement of the programme coordinator role, which has a strong focus including responsibilities and accountability for the ongoing improvement and development of new programmes, delivery (with an emphasis on quality teaching) and student support.

Prospective Learners

D&A has two distinct market segments – school leavers, and mature learners embarking on a second and/or third career.

The demographic mix varies depending on the programme of study. For Makeup Artistry learners are typically in

the 17-24 age bracket with the majority being school leavers and mostly female. Whereas the majority of the learners enrolled in the Graphic Design programmes are within the 18-24 and 25 and over brackets and gender / split is 50/50 male and female. Many of these learners already have a qualification, either diploma or degree in another field. For Fashion Design the learner body is mixed, half being in the 18-25 age bracket and mostly school leavers. The other half are in the over 25 age bracket. The majority are female across both age brackets.

The geographic profile of D&A learners' studying at the Christchurch Campuses is

- Greater Christchurch & Canterbury region
- Marlborough
- Nelson
- West Coast
- Southland
- Wellington

D&A Graduates

Keeping in touch with our graduates and using information and intelligence to refine our programmes has been an ongoing key objective for D&A. This was noted in our 2014 EER report.

Wherever possible tutors invite recent graduates to present to current learners, this proving particularly successful for graphic design programmes.

Fundamental to the D&A's new suite of programmes is developing pathways to other programmes at higher levels within D&A as well as other tertiary providers.

Elite International School of Beauty and Spa Therapies

Key stakeholders include learners, NZQA, TEC, HITO (Hair and Beauty Industry Training Organisation), beauty industry representatives, clinic/salon owners, suppliers and beauty related business owners, community representatives and charities, secondary schools and local colleges, professional associations, international awarding bodies and international learners and their agents.

Learners

On enrolment, learners are given a clear indication about the requirements of the course as well as the employment opportunities, expectations and complexities of the beauty services industry. All learners attend an induction day, and all expectations and regulations, including the stringent attendance policy, are explained. There are flexible assessment procedures to allow for learners coming from a variety of backgrounds and abilities. The EER 2014 evaluators reported that they had observed a variety of teaching methods were being used to engage learners and manage learning, in particular for challenging theory subjects such as anatomy and physiology.

Elite's tutors are skilled at using data and other signals to identify when a student requires targeted academic or pastoral support. Regular verbal and written feedback, following formative and summative assessments, is provided and learners are invited to attend weekly one to one sessions with their class tutor to check on progress. A system of support and guidance is given to each student so that areas of difficulty are identified and plans made to resolve them including individual learning plans to help learners who are struggling and need additional support (in both practical and theory elements of the course).

Elite's campuses allow learners to experience work in an environment that matches a fully equipped commercial salon or spa. Learners have the opportunity to gain practical experience at various selected salons where they work under the care and supervision of experienced commercial salon operators. Learners often work evenings and weekends, both to supplement their income and to gain further experience within the industry. This work often provides a pathway to employment upon graduation and offers a networking opportunity for learners within the industry.

The EER 2014 evaluators confirmed within their findings that Elite provides assistance and motivates learners to undertake part-time employment during their course of studies, which provides a stepping stone for learners to entry positions in the industry.

Graduate destination data is collected on completion of their programme and updated when contact is made with graduates. Graduation destination data and graduate feedback, in particular feedback on the fulfillment of the graduate profile, is analysed and reported on to the Intueri Executive Team on a quarterly basis. The EER notes that Elite has a clear, informed view on completion, progression, retention, withdrawal and international examination success rates, as well as graduate destination outcomes, based on data and statistics.

Our recent 2015 graduate destination data showed that 99% of the graduates who completed the survey felt that Elite provided them with the professional and personal qualities needed to succeed in the beauty services industry.

Elite will increasingly focus on developing a system to monitor longer-term employment progress of learners to gain a better understanding of employment trends and analyse graduates' reflections on their experiences and outcomes.

Community

Elite is committed to community involvement which benefits both learners and the wider community. Client days are held where learners provide beauty and spa services to paying customers. All profits from client days are donated to a charity.

The EER 2014 evaluators acknowledge within the report that Elite participates in a range of community events, creating opportunities for learners to provide beauty therapy services to the general public. This is valued by the communities receiving Elite's support as well as by the learners (for the experience and for generating a sense of self-worth through community involvement).

Secondary Schools

Elite has strong connections with various secondary schools within each of the four campus catchment areas and is strongly represented at all career expos available at these schools. Campus Managers are members of Careers and Transition Education Association (CATE) and have formed close relationships with careers advisers who have gained a greater understanding of the supportive nature of Elite programmes and the highly valued outcomes that Elite learners gain.

Employers and industry advisory representatives

Each campus has their own group of employers from the beauty industry in their region with whom they liaise. The Industry Advisory Group (IAG) representatives meet formally bi-annually face to face in each region (Auckland, Wellington and Hamilton) and communicate regularly via e-mail to ensure that they contribute to:

- External evaluation and validation of new programmes and materials used, where necessary
- Advising on industry trends and needs
- Recommending programme revisions and inclusions
- Assisting staff to maintain contacts with industry and their peers
- Endorsing new programmes
- Consideration of student appeals and complaints where these cannot be resolved within the management team
- Identifying possible work experience opportunities
- Providing valuable feedback on the performance of graduates and learners on work placement

Elite is committed to better data analysis of industry trends and employer requirements, and ensuring that our programmes continue to reflect industry changes.

Each campus will continue to develop closer, stronger relationships with clinics and spas within their relevant catchment areas. Campus Managers and tutors encourage these clinics and spa owners and managers to visit the campus in their area and discuss any training needs, which they have identified while learners are in work placement.

Elite receives regular requests from within the industry for our graduate learners for their vacant positions. All these job vacancies are advertised on the notice boards at each campus and learners are encouraged to engage with the managers and owners of the various clinics and spas within their immediate community. Elite is approached by many organisations to supply learners to carry out the treatments at fund-raising functions. Learners receive exposure to the business and social communities in their areas and are encouraged to network with possible future employers and clients.

There has also been a growing identified need for up-skilling existing employees in the Beauty sector and Elite has responded to that trend over the past year by looking at the skill gaps within the Beauty industry and developing short courses to meet that need. We have addressed employer feedback on the need for further training in electrolysis, gel nail technology, Brazilian and facial waxing and introduced these additional components in to our programmes to meet industry needs. We are also looking into developing refresher courses for those that have been out of the industry for a while.

Elite receives regular feedback from the industry that helps us to better understand how well we are doing and the developments we can make. In many cases the feedback affirms what we are already doing well.

Suppliers

Elite has key relationships with the major suppliers of the Beauty industry. The information and additional training offered by these suppliers contributes to the course design as these suppliers provide the most current and up to date information about trends in the beauty therapy industry. They also provide training and information around the supply of goods and products based on demand of specific treatments, both internationally and locally.

Other tertiary providers

In addition to Elite's engagement with other providers within the Intueri Education Group, we are also actively involved with other providers of Beauty programmes, the Beauty Therapy Association and the Beauty Therapy Practitioners' Training Council. The key purpose of these relationships is to collaborate, consult and share information on strategic developments related to the Beauty Therapy industry and vocational education. Elite continues to have representation (via Intueri) as a PTE on the Beauty Working Group as part of the Tertiary Review of Qualifications in the Beauty sector.

Academy NZ IT Provision

Stakeholder	Engagement
Students	General Marketing Open Days Emails Screen Savers Social Interactions Student Notice Board Student Rep Advisory Meetings Student Alumni Follow up Facebook/Social Media posts Posters Student Focus Groups
Maori and Pacifica Community	Attend community events and activities Whare Tapa Rima for students Physical Drop Ins to community groups Multi Lingual Posters and information available for students Pacifica staff rep available for pastoral support
Students Families	Invited to visit campus with student Invited to Open Days Graduation Ceremonies/ Presentations
Community Groups	Physical Drop Ins Posters and Notices Emails Invited to Open Days
Youth Organisations	Attend Expos Maintain relationships with Youth groups and advisors Posters in youth offices Presentation during visit/ gatherings Invited to campus
Local IWI and Marae	Physical Drop Ins Invited to Open Days Invited to join Advisory Board
IT Industry and employers	Shadow Day Surveys Possible work experience/ internships Invited to Open Days

	<p>Invited to Join Advisory Board</p> <p>Invite to campus (Guest speakers)</p> <p>Professional Organisation Meetings</p> <p>Local Industry Meetups</p>
Local High Schools	<p>CATE Conference</p> <p>Physical Drop Ins</p> <p>Emails</p> <p>Posters in careers offices</p> <p>Attend Careers Evenings/ Expos</p> <p>Cluster Group meetings (Tamaki Maungakiekie Adv. Group and School Cluster Groups – South Auckland ICT Cluster)</p> <p>Partnerships with local schools</p> <p>Attend local educational conferences (educamps & NZ Tech EdTech Summit)</p>
Other PTE's	<p>Attend conferences (eg. ITENZ – CATE – NZ Tech)</p> <p>Invite to Open Days</p> <p>Meet and Greet</p> <p>Brainstorming sessions to discuss possible collaborations</p>

3b – The TEO has ascertained the needs of its key stakeholders, through direct consultation and the use of statistical information about regional or national demographics and employment market demand.

TEC considerations

In relation to the stakeholder groups listed in section 3a:

- Has the TEO described how it identified the needs of its stakeholders?
- Did the TEO consider relevant statistical information and consult⁸ with stakeholders when identifying regional and stakeholder needs?
- Have current and future stakeholder needs been clearly articulated?

TEO response

Academy New Zealand

AcNZ regularly consults and collaborates with stakeholders when designing and reviewing its qualifications and carries out routine self-assessment of ongoing delivery.

This has been through the forming of Industry Advisory Groups (IAGs), which are made up of specialists in the Pharmacy, Floristry, Travel and Tourism and Hospitality sectors, for example flower markets, growers, the Pharmaceutical Society and pharmacy groups, hoteliers, restaurateurs, travel and tourism operators and professional membership bodies. These groups meet a minimum of once a year. Their role is to:

- Provide advice and guidance on all our teaching programmes to ensure that they are relevant

⁸ TEOs may also wish to refer to the consultation work undertaken when seeking NZQA approval for specific qualifications/programmes.

- to industry needs
- Provide advice and guidance that will support Maori and Pasifika education success
- Guide the evaluation and improvement of the programmes and planning for current and future skill and knowledge needs
- Facilitate partnerships between AcNZ and other key groups involved with and/or interested in supporting high quality programmes for AcNZ students.

The AcNZ Academic Committee tracks and evaluates the feedback from these meetings to determine if action needs to be taken.

AcNZ further ensures that it has the ability to regularly review the needs of industry by employing tutors and staff who are active members of industry business groups/associations.

AcNZ tracks its graduate outcomes through its student management system and using the Intueri graduate profile questionnaire. Tutors also complete an exit profile for each student at the end of the student's course and continue to retain some contact with graduates through social media.

AcNZ provides foundation training via its youth guarantee programmes which prepare its learners to progress to higher education to achieve success at higher levels, so that they are able to access higher-earning employment. Due to the demographic of AcNZ's Youth Guarantee learners, this is often the start of their education journey and we aim to deliver achievable progression to at least Level 4. AcNZ provides ongoing careers advice and support to its learners and to its prospective students by:

- Providing pathway and job outcome information in its prospectus, website and career posters in the Campuses
- Prospective students are interviewed by Course Advisors who discuss career options and opportunities
- On-going career advice throughout the duration of the course

Over the course of the next 12 months we expect to invest further in careers support for our students with the potential of dedicated careers staff at our campuses. The role of these staff members will be teach careers related topics to students and support them into work following their study. This work will tie in closely with 'Connect' an Intueri Group level initiative aimed at delivering these careers outcomes across the whole organisation.

Cut Above Academy

Identifying the needs of stakeholders

Programme review is informed through industry advisory board meetings, individual industry feedback and student evaluation information. Feedback from stakeholders, particularly employers, is systematically gathered, analysed, shared with staff, and used to inform programmes and practices.

Involvement in the Targeted Review of Qualifications for hairdressing and beauty therapy, at both working group and governance levels, has also informed current programme development and alignment to industry needs.

Advisory Board feedback continuously focuses on the skillset needed for example freelancing and running small businesses, which has led to the academy implementing the embedded literacy and numeracy into all programs and implementing the literacy and numeracy assessment tool across all programmes.

This interaction with industry stakeholders has led to ongoing improvements in our training delivery in areas such as adding facials for men into the Certificate in Barbering Level 3 as an additional skill set for barbering due to the expanding market in men's grooming.

The EER confirmed that *"The academy is also proactive when industry needs are identified, for example programme development around digital sculpting (the use of software that can use tools to push, pull, smooth,*

grab, pinch or otherwise manipulate a digital object as if it were made of a real-life substance such as clay) as a result of changes in technology and the effects these will have on industry.”

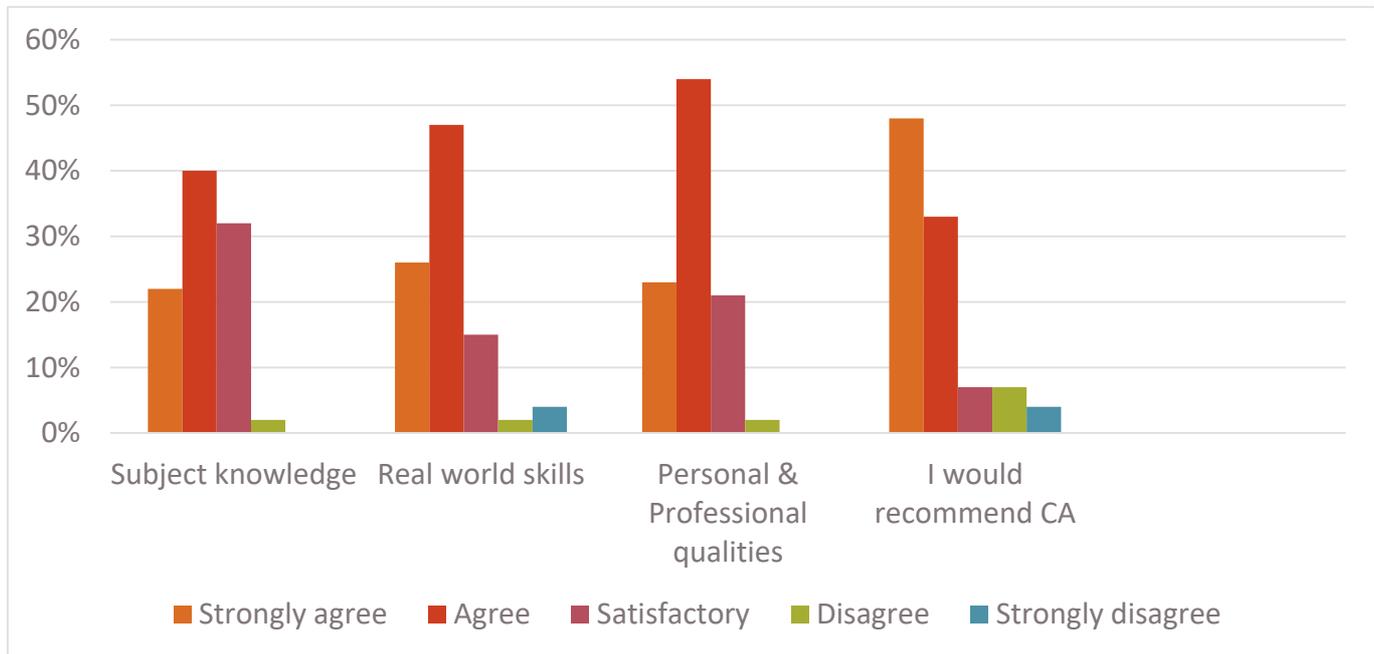
Graduate outcome surveys

The Graduate Profile is intended to be a key part of the conceptual framework of all Intueri programmes, influencing both content and delivery.

Graduate Profile

The Intueri graduate has the knowledge, the real-world skills and the professional and personal qualities to make a difference

Cut Above Alumni are contacted after 6 months of completing their course, student feedback tells us that students value the real world skills gained through the Academy’s focus of real-life training and would recommend the academy to others.



Relevant statistical information

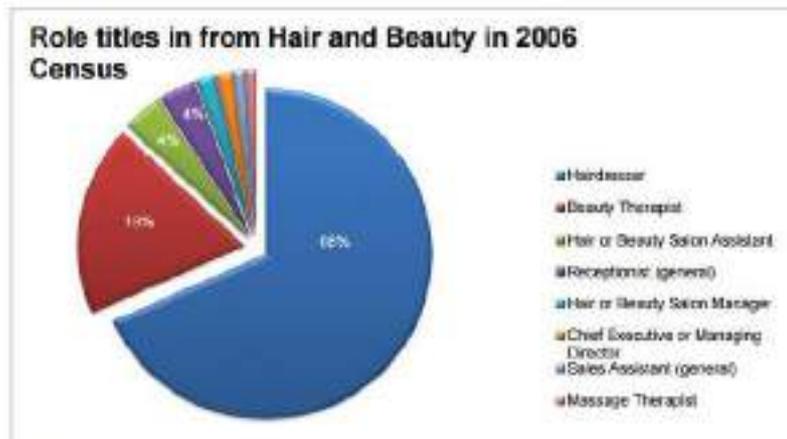


Figure 1: Employees classified as working within Hairdressing and Beauty services in 2006 census.

- Between 2011 and 2016 the cultural, personal and other services sector is ranked 2nd amongst all industries likely to create the most jobs. It is expected there will be an annual growth of 3.5% in this sector contributing to the total growth in all jobs of 8.8% (2015 Sector Needs Analysis, beautytroq.com). Evidence from TEC's Infometrics labour market and economic profile reports show that these industries make a substantial contribution to the Auckland, Waikato and Wellington regional economies, and will require a significant number of additional employees by 2016.
 - Figures on the size of the beauty industry in New Zealand are challenging to identify as many national data sources do not distinguish between the hair and beauty sectors. However, the New Zealand Association of Registered Beauty Therapists has shown consistent growth in member numbers of 3% a year since 2007 with 659 registered members in 2013 (The New Zealand Association of Registered Beauty Therapists, 2013). In addition, the recent 2015 Sector Needs Analysis (beautytroq.com) published that "it is widely agreed across both education and industry that the New Zealand beauty industry is a growing service sector". The most relevant statistics, the Australian and New Zealand Standard Industrial Classification (ANZSIC06) compiled by Statistics NZ, showed there were 3,809 businesses in the Hairdressing and Beauty Services industry, and 9,880 individuals working in those businesses (Statistics NZ, 2013).
 - In Auckland, the broad industry sector of cultural personal and other services is expected to create an additional 9,410 jobs between 2011 and 2016, with an annual growth rate of 3.5%.
 - Creative industry employment is concentrated in Auckland and the city-region has a greater share of creative industry workers than for New Zealand as a whole.
 - Auckland earns about 45 per cent of the nation's revenue from screen production and post-production, and is the country's dominant player in television production.
 - The number of online job vacancies for hairdressers increased by 3.2% from September 2014 to September 2015. This compares with an overall increase of 1.9% for all vacancies over the same period.
- The outlook for retail sales assistants is good. In the year to June 2014 the number of employed retail sales assistants grew. Turnover among retail workers is high, so vacancies come up often. Retail sales grew by 7.1% from June 2012 to June 2014. This should lead to increased numbers of jobs for retail sales assistants

Design and Arts College of New Zealand

D&A has an outstanding record of placing people into employment and has well-established and successful relationships with key industry representatives and other stakeholders, including other tertiary institutions and schools both from within and outside the Intueri Education Group (IEG). These relationships will continue to shape our strategic direction and have a direct influence on our programmes.

In its 2014 External Evaluation and Review (EER), NZQA was Confident in both D&A's educational performance and capability in self-assessment.

These relationships have and continue to shape D&A's strategic directions and have been critical in the development of new programmes, particularly in the fashion and graphic disciplines.

Elite International School of Beauty and Spa Therapies

Elite is represented on the Governance Group of the Mandatory Review of Beauty Qualifications by one of the three Intueri Academic and Quality Assurance Support Managers. This ensures that the new New Zealand qualifications, and especially the Elite programmes, will deliver skills for industry.

NZQA's mandatory review of the Beauty sector qualifications was announced in April 2013. The Beauty

providers and industry alike welcomed the review as it has become clearer over the past few years that the current qualifications are not meeting the industry needs as well as they could be. The new qualifications have been driven by industry and as such will be valued by them as the outcomes will more closely meet their needs.

The Hair Industry Training Organisation (HITO) leads the review of current Beauty qualifications and unit standards and have asked Elite staff for their feedback to support this process. Elite has staff who sit on the HITO Board who will continue to work with the Board and industry to ensure that requirements are met within the qualification review environment.

Elite actively engages with the beauty therapy industry in New Zealand. Elite and Elite staff are active members of the Beauty Therapy Association and the Beauty Therapy Practitioners' Training Council. This enables us to have a direct bi-lateral dialogue between industry and Elite as a training organisation. The information provided through these relationships directly impacts on the design of courses.

Elite uses modern up-to-date technological elements (e.g. advanced skill analysis techniques) in our programmes to ensure our graduates are work-ready for the demands of the beauty and spa therapy industries. Our courses in anatomy and physiology include a significant science element in response to feedback from stakeholders.

Over the 30 years that Elite has been operating, thousands of learners have gained skills, achieved qualifications and secured worthwhile sustainable jobs. The EER 2014 evaluators concurred that our learners acquire relevant skills and knowledge, refine work attribute and gain recognised qualifications, all of which enhance their employability within the beauty industry upon completion. Elite has well-established and successful relationships with key industry representatives and other stakeholders including other tertiary institutions. These relationships continue to shape our strategic direction and directly influence our programmes.

Academy NZ IT Provision

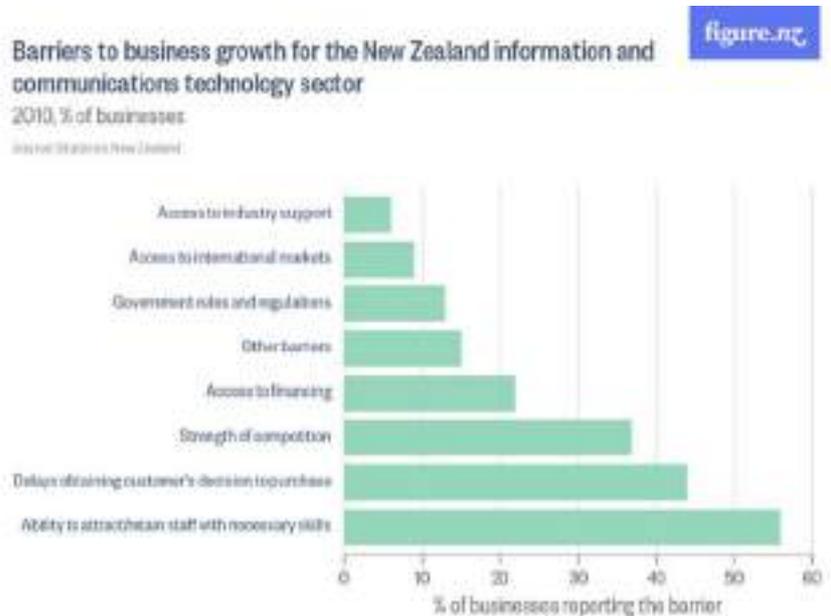
ITTI has identified the needs of stakeholders through our communication strategies mentioned in the above section as well as through expansive research of relevant statistical information including but not limited to

- Ministry of Education
- The Ministry of Business, Innovation and Employment (MBIE)
- New Zealand Now
- TradeMe Jobs
- Seek
- Statistics New Zealand
- Payscale.com
- Aucklandnz.com
- World Economic Forum
- OECD

Due to the increased need and speed of the IT sector in NZ there are many barriers requiring support, the largest barrier which ITTI can and is immediately influencing is providing staff with necessary skills as can be seen in the statistics NZ graph below. The Ministry of Business, Innovation and Employment (MBIE) also recognises this barrier. MBIE reported in 2014 that "more firms in the sector reported vacancies, and that vacancies are harder to fill, than any other sector in the economy"

ITTI ensures all programmes are aligned to international certifications; it is these certifications which are deemed important by employers. This is evidenced through stakeholder feedback but also by searching

positions available on TradeMe Jobs, LinkedIn Jobs and Seek where certifications are being asked for in the majority of IT positions advertised. ITTI also provides students with access to a VCE testing service where practice exams are available which are kept up to date with current practice and exam requirements. Having this testing service allows students to be set up for success by preparing for external examinations before sitting them.



Work Experience

In response to an increasing trend of employers looking for students who have had some form of practical experience, we have re-designed programmes to include more hands-on, practical learning. We have also developed a Shadow Day for students to participate in industry, also includes industry speakers and class field trips within each programme to ensure students are gaining practical knowledge and experience throughout their studies.

These initiatives will provide our graduates with valuable work experience which can be included on their CV, giving them an advantage in the employment process. The opportunity assists in establishing sound work ethics and encourages those with leadership skills to take on management assistance roles.

The ICT Industry has regularly identified the need for graduates to have not only technical skills, but also the soft skills that engender excellent interaction and engagement with others, both internally and externally. These demands for soft skills have increased in frequency over the past year, with specific requirements identified as:

- Deal-making and meeting skills
- Communication skills
- Project management
- Teamwork
- Problem-solving; solutions orientation
- Innovation
- Vendor management

- Contract negotiation

We have incorporated workshops for our students to work on developing CVs which highlights student's skills and experiences, mock interview sessions so that our students feel prepared for the interview process, and writing workshops to help students to develop personalised cover letters to potential employers and thoughtful thank you letters following job shadow experiences and interviews for employment.

We have incorporated real-world, problem-based learning experiences for our students to apply the knowledge and skills learnt in class to real-world situations. These can include responses to tenders, project planning skills, and network design simulations. Students are given opportunities to present their projects to the Academic Manager or industry members for evaluation and feedback. Students learn valuable presentation and speaking skills that they may not otherwise have the opportunity to develop outside the classroom.

The IT industry is particularly dynamic and fast-changing. Our programme objectives are aligned to industry certifications, the standards employers seek. It is therefore imperative that the programme utilises the emerging technologies and concepts so that our graduates are up to date, and able to achieve these certifications. Tutors are also constantly undertaking professional development to ensure that they are completely familiar with the changes.

3c – The TEO has reviewed its current and proposed Plans against the needs of its stakeholders, and has documented what changes it has made, or will make to better accommodate these.

TEC considerations

In relation to the stakeholder groups listed in section 3a:

- Does the proposed Mix of Provision (MoP) clearly respond to stakeholder needs and/or the TES priorities, in the proposed regions of delivery?
- Is the TEO continuing to engage with stakeholders to ensure that their needs are being met on an ongoing basis?
- Has the TEO described how it will report to key stakeholders on its progress towards meeting their needs, and how it will amend its Plans in response?

TEO response

Academy New Zealand

As shown in the sections above there is an ongoing need for staff to work in the pharmacy and floristry industries and for foundation training in the youth guarantee space. The AcNZ MoP aligns with these requirements.

Many of our students have had negative experiences with the schooling system. To take this factor into account and encourage student success we implement the most culturally appropriate delivery for our learners to support improved outcomes. Cultural awareness and sensitivity is crucial to re-engaging and motivating our learners. To optimise achievement, our tutors use pedagogy and methodologies that take into account learners' cultural identity. They adopt the principle of Te Whare Tapa Wha which aims to keep learners engaged using a highly supportive approach. This has yielded positive results for some of our students by building an improved sense of self-belief and confidence.

Tutors and support staff invest a significant amount of time and effort in pastoral care initiatives; the value and necessity of this is confirmed by AUSSE research⁹. The tutor-student relationship, which is often key to a student's success, is based on whanau-like relationships that influence the dynamics, obligations and responsibilities between student and teacher. The importance of this approach is supported by the AUSSE research¹⁰, which states that 75 per cent of students in Australian universities who rate their relationships with teaching staff as poor are considering quitting their courses, in contrast to just 19 per cent of students who rate their relationship with teaching staff as excellent.

AcNZ stakeholders continue to support the need for lower level bridging and foundation education. Employers need a skilled workforce and recognise that the lack of basic literacy, numeracy and digital literacy levels are negatively impacting on their employee's abilities to grow into the roles expected of them. The percentage of people in New Zealand aged 15 years and over who have no formal qualifications is 25% and 39.9% of New Zealand Maori aged 15 years and over have no formal qualifications. AcNZ embedded literacy and numeracy teaching plays a critical role in assisting students to bridge the gap to studying higher level qualifications.

Industry engagement groups will continue to take place routinely and these are the formal meetings where AcNZ can ensure that stakeholder needs are being met and provide feedback on how these stakeholder input is being enacted within our programmes of study. Additionally there is ongoing and regular informal contact with all stakeholders where programme content is discussed.

Cut Above Academy

Proposed Mix of Provision (MoP) clearly respond to stakeholder needs and/or the TES priorities, in the proposed region of delivery

- In Auckland, the broad industry sector of cultural personal and other services is expected to create an additional 9,410 jobs between 2011 and 2016, with an annual growth rate of 3.5%.
- In Wellington, the broad industry sector of cultural, personal and other services is expected to make the greatest contribution to new jobs over the period 2011 – 2016, with 3,700 new jobs likely to be created
- Between 2011 and 2016 the cultural, personal and other services sector is ranked 2nd amongst all industries likely to create the most jobs. It is expected there will be an annual growth of 3.5% in this sector contributing to the total growth in all jobs of 8.8% (*2015 Sector Needs Analysis*, beautytroq.com). Evidence from TEC's Infometrics labour market and economic profile reports show that these industries make a substantial contribution to the Auckland, Waikato and Wellington regional economies, and will require a significant number of additional employees by 2016. Figures on the size of the beauty industry in New Zealand are challenging to identify as many national data sources do not distinguish between the hair and beauty sectors.
- Projecting these trends forward, it is anticipated that the cultural, personal and other services industry will require significantly more employees by 2016. In Auckland, the broad industry of cultural personal and other services is expected to create an additional 9,410 jobs between 2011 and 2016, with an annual growth rate of 3.5%.

Table 2: Projected Population Growth and Employment Rates

Projected Population Growth	Employment Rates New Zealand
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⁹ AUSSE Volume 12 September 2011: Uniting teachers and learners: Critical insights into the importance of staff student interactions in Australian university education

¹⁰ AUSSE Volume 12 September 2011: Uniting teachers and learners: Critical insights into the importance of staff student interactions in Australian university education

	2013-2031	2013	2014
Auckland	1.4%	33.5%	63.7%
Waikato	9.1%	9.1%	64%
Wellington	0.5%	11.5%	68.4%

The Infometrics data and analyses provided by the TEC indicates that there will be a turn-around in the economy of the Greater Auckland region over the five year period leading up to 2016, leading to additional jobs and higher GDP for the region. This will translate into significant additional demand for the types of skilled graduates with qualifications from the Academy.

- Film production revenue in Wellington fell in 2015, Statistics New Zealand said today. In contrast, television programme production in Auckland rose \$150 million on the previous year. Overall, New Zealand's screen industry had total revenue of \$3.22 billion in 2015, up \$66 million from 2014

Engaging with stakeholders to ensure that their needs are being met – refer to section 2a pages 11-17, Section 3a pages 17-19, Section 3b page 20-22 and Section 4a page 25.

Design and Arts College of New Zealand

The Regional Economy

Post-earthquakes the Canterbury Development Corporation alongside Government Agencies have played an important role in the rebuilding of the city's and region's economy. The Canterbury Development Corporation recognized the important link between education, training and workforce when it set out key actions. In 2013 the Canterbury Development Corporation revised the Christchurch Economic Development Strategy to identify long term growth goals and priorities to 2031 that will create a stronger economy and better quality of life. In this report one of the goals outlined is -

"The proportion of the working age population with a post-high school qualification has increased from 40% to 45%. The proportion of the working age population with a Bachelor qualification or higher has increased from 20% to 26%".

D&A is a strong contributor to the delivery of tertiary education to learners in greater Christchurch. It is the only South Island tertiary provider focused on the provision of economically-significant skills for the creative industries. D&A is the only provider within the South Island to offer Makeup Artistry and as such learners come from regional areas to study this programme.

Economic Outlook for Canterbury

From 2010 – 2015 Canterbury's Gross Domestic Product (GDP) increased by 37.2%, much higher than any other region within New Zealand. The closest to this region is Auckland at 29%. Much of this growth can be attributed to the Christchurch rebuild. Although these figures appear positive for the region, there is a downside for education providers that serve the growth sectors as people opt for the immediate rewards of paid employment rather than engaging in training.

As reported in the 2013 Census, the population growth from 2006 to 2013 was predicted to increase by approximately 1% per annum, however for years 2011 and 2012 post-earthquakes there was a decline of 2.5% in 2011 and 1.5% in 2012. Since 2013 the greater Christchurch population has steadily increased.

Employment Sectors

The information media and technology sector contributes about 6% of GDP and equates to approximately \$740 million for the year ending June 2013.

Education and training contributes about \$815 million to Christchurch's GDP, about 5% of the total (to June 2014).

D&A plays a key role in preparing learners for the arts and recreation services sector that contributes approximately \$212 million to Christchurch's GDP, about 1% of its total (Year ended June 2014).

It is predicted that there will be a significant turn-around in the economic profile of the Canterbury over the next five year period. This will translate into additional jobs and higher GDP for Canterbury. Notably, the generation of additional jobs in the broad industries of cultural, personal and other services, business services, manufacturing and construction is expected to require an increase in people holding relevant qualifications in creative arts and architecture and building.

This provides an evidence-based foundation for the continued provision by D&A of a range of arts and design qualifications at current levels of provision. There is a well-established need in the industry for graduates qualified in these areas. In the South Island D&A is the only provider that has a specific focus to this need. And D&A is doing an excellent job in responding to this need. The EER confirmed that -

"students gain worthwhile skills in the programmes that D&A delivers, which make them employable in the art and design industries. Recent graduates and employers report that the skills and knowledge gained were immediately applicable to the workplace and are valued by both the employee and employer."

Elite International School of Beauty and Spa Therapies

All our proposed programmes are designed to provide work ready graduates with industry required skills and our ongoing engagement with industry ensures this currency. Our engagement with industry is regular, ongoing, formal (committees) and informal (visits/ collegial conversations/ tutor engagement with their industry colleagues). The formal channels are the primary feedback approach and the school's academic committee implements programme change in response to industry feedback.

Academy NZ IT Provision

Academy NZ IT Provision maintains its current position of training and providing qualified IT specialists into the Auckland market. This is evidenced by our MoP and supported by both stakeholder and statistical evidence below. We work closely with industry through our Industry advisory board, and through our relationships with Microsoft, Cisco, and CompTIA, as a Microsoft Imagine Academy, Cisco Networking Academy and CompTIA partner. This enables our academic team to gain insight into issues and challenges for employers, and to also identify trends and upcoming changes within our very dynamic sector.

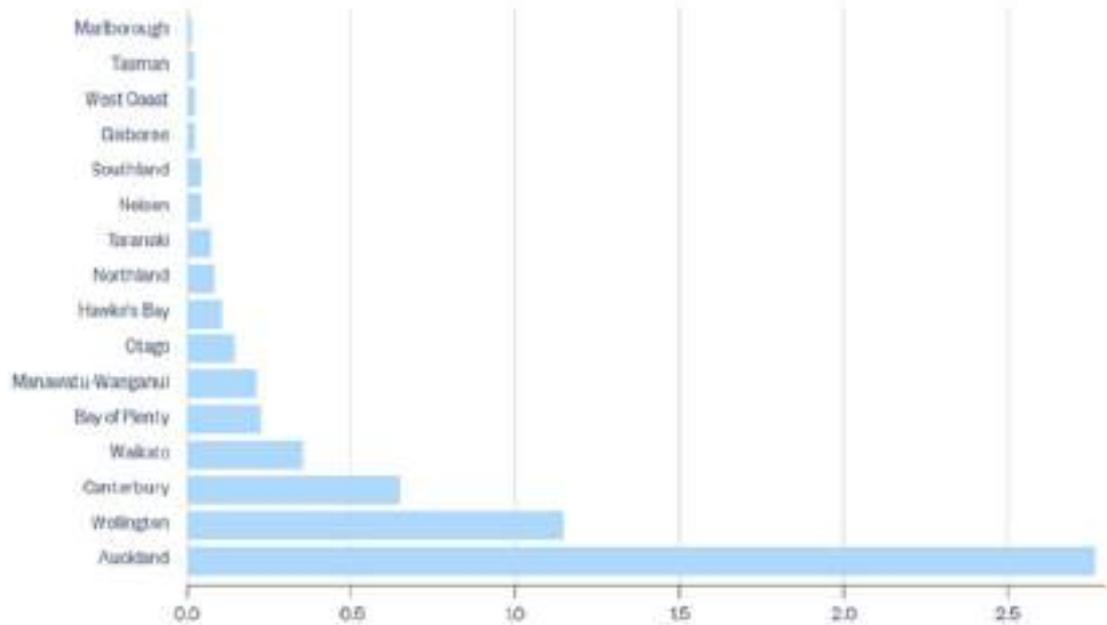
The New Zealand Diploma in Information Technology Technical Support (Level 5) ensures students are equipped for employment in roles such as computer technician, service desk or technical support, or prepare them for further study. Based on current research employment within these areas continues to grow in Auckland as can be seen in the Statistics New Zealand graph below. Forward predictions in this space are also favorable with the need for ICT Network and Support Professionals expected to increase 4.8% within 2016-19

ICT customer support officers in New Zealand

figure.nz

By region, 2013, thousands of people employed

Source: Statistics New Zealand



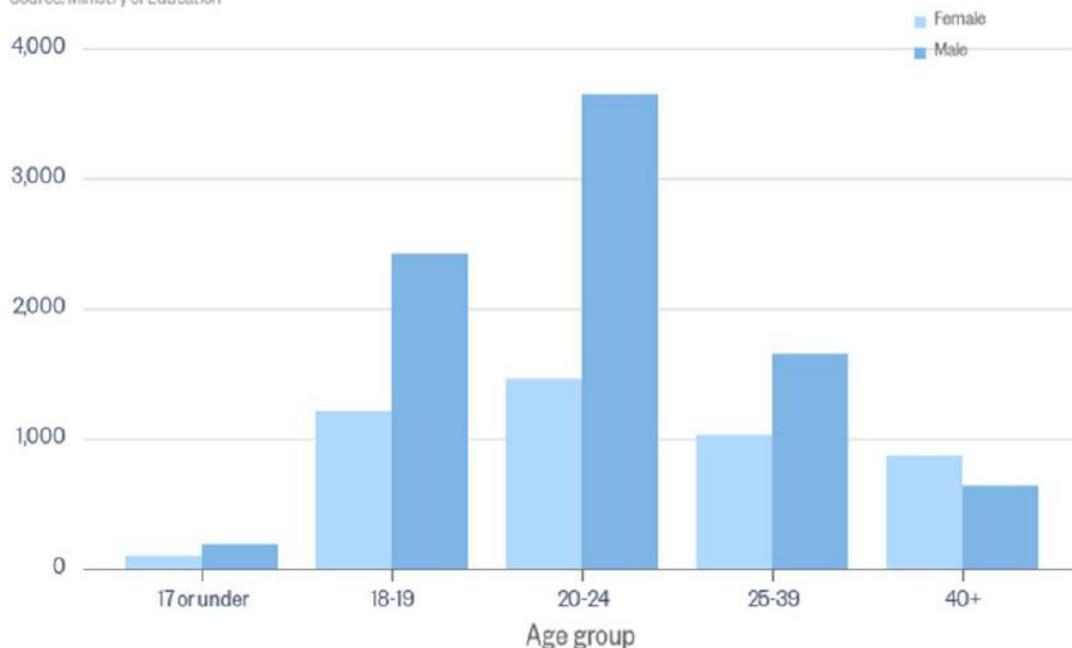
Students studying within this area are predominantly male and within the age range of 20-24 which fits into one of our priority groups. ITTI strives to support students under 25 in gaining this qualification which leads into relevant employment or further study.

Students studying information systems in New Zealand

figure.nz

By age and sex, 2013, tertiary domestic students enrolled

Source: Ministry of Education



To ensure we maintain currency with programme development and qualifications being offered, we maintain a strong network of stakeholders which we have ongoing communication with. We not only involve stakeholders at the development phase but encourage ongoing involvement throughout delivery of our programmes and once students are entering the workforce to ensure we are providing what is needed in the sector. Evidence of this is on completion of our Shadow Day where industry placements have an opportunity to feedback about our students and what they would like to see us strengthening within our programmes to ensure our graduates are work ready.

The New Zealand Diploma in Networking (Level 6) builds upon the level 5 Diploma and prepares people to enter employment in roles such as a network professional in a service environment, or to proceed to further study. ICT Network and Support Professionals are predicted to grow 4.8% within 2016-19 with the median salary range for a student graduating and passing the corresponding certifications is \$62,000 which is \$17,000 above the New Zealand Median reported by Statistics New Zealand.

In a recent NZTech study, figures show there are 44,161 people working in high-tech manufacturing and 54,750 in ICT. It was also found that unfortunately, the sector is constantly challenged by skills shortages. ITTI's Diploma in Advanced Network Administration (Level 7) is the highest qualification ITTI currently provides. Graduates of this Diploma are able to work in numerous middle to senior roles throughout the sector. With a median salary range for a student with this qualification and the corresponding certifications being \$107,442 this is well above the median New Zealand salary exceeding this by \$62,442.

Section 4 – Programmes and activities

In this section of the template TEOs should specifically respond to the following requirements as described in the New Zealand Gazette notice.

Pursuant to sections 159P(d) and (f), the TEO must set out a description of all:

- *tertiary education programmes run by the organisation for which the organisation is seeking funding under section 159YA and specify the amount of funding sought in relation to those programmes;*
- *activities (including, without limitation, programmes and initiatives that will be undertaken by the organisation in order to build its capability) for which the organisation is seeking funding under section 159YA and specify the amount of funding sought in relation to those activities; and*
- *tertiary education programmes run by the organisation other than those in relation to which funding is sought.*

The proposed activities must align with and support the achievement of the mission and role of the TEO.

The description of programmes and activities must include information about:

- *planned programmes and activities for which the TEO is seeking Student Achievement Component or Youth Guarantee funding, including planned learner numbers by New Zealand Qualification Framework Level (this information must be provided via a Mix of Provision template which the TEC will provide to TEOs in due course);*

- *planned programmes and activities for which the TEO is seeking funding from the TEC (other than Student Achievement Component or Youth Guarantee) including planned learner numbers in more detail (this information must be provided via a Mix of Provision template);*
- *total TEC funding sought (this information must be provided via a Mix of Provision template);*
- *a brief description of other programmes and activities not funded by the TEC (this information may be provided either via the Mix of Provision template or as part of a description of the TEO's mission and role);*
- *a brief description of significant programmes and activities undertaken through subsidiary bodies. These include all subsidiaries, trusts, or in-substance subsidiaries. These entities should include all entities included in the TEO's consolidated group reporting in its most recent Annual Report. The description of the programmes and activities undertaken through subsidiaries must include:*
 - *a description of the main activities undertaken by the subsidiary body;*
 - *the dollar value of the TEO's investment in the subsidiary body; and*
 - *a brief description of the governance and accountability arrangements in place; and*
- *any key new activities the TEO is contemplating undertaking over the Plan period.*

The assessment criteria that we will use when reviewing this aspect of a TEO's proposed Plan are:

4a – The TEO's proposed programmes and activities are appropriate in the context of:

- regional and national needs, including those of employers, businesses or industries relevant to the TEO's areas of delivery
- benefits to learners and the proposed programmes and
- the activities of other TEOs.

TEC considerations

- Has the TEO:
 - listed all qualifications contained in its MoP?
 - identified whether each qualification is existing (with no changes proposed), existing (with changes proposed (e.g. new delivery sites or EFTS changes), or new?
 - summarised how each proposed qualification will support the achievement of the TEO's mission and role and how it will respond to the needs of the TEO's stakeholders and/or the Tertiary Education Strategy priorities?
- Are any new qualifications proposed:
 - complementary to the provision offered by others in the proposed region of delivery (e.g. are they likely to improve opportunities for learners, improve rates of learner progression to higher level study, and not duplicate existing provision)?
 - clearly focused on benefits to the learner (e.g. are they offered by TEOs where students are likely to achieve the qualification, and, if at level 3 or above, are they in subject areas where graduates are likely to move on to higher level study or be in employment in fields where median earnings are strong following completion)?
- Are any proposed changes to the location of existing delivery:
 - clearly supported by other TEOs in the region?
 - considered appropriate/desirable?
 - leaving any gaps that will impact on learner access?
- Has the TEO described its other education programmes and activities that are not funded by the TEC,

including any significant programmes and activities undertaken through subsidiary bodies?

- Has the TEO described any key new activities it is contemplating undertaking over the Plan period if applicable?

TEO response¹¹

Academy New Zealand

Planned AcNZ SAC Programmes in 2017-2018 are as follows:

- New Zealand Certificate in Pharmacy Technician Level 5 - [NZ1886 NZ Certificate in Pharmacy (Introduction to Pharmacy) Level 3, NZ1888 NZ Certificate in Pharmacy (Pharmacy Technician) Level 4 and NZ Certificate in Pharmacy (Pharmacy Technician) Level 5].
- Floristry level 3 (PC9536 Certificate in Floristry Level 3)

Planned AcNZ Youth Guarantee Vocational Pathways Programmes in 2017-2018 are as follows:

- National Certificate in Educational Achievement Level 1
- National Certificate in Educational Achievement Level 2 (programmes can include Service Industry Sector vocational pathways in Retail, Hospitality, Travel and Tourism, Sport, Hairdressing and Business and Administration)
- NZ2108 NZ Certificate in Hospitality level 2
- NZ2234 NZ Certificate in Retail (Customer Service and Sales) Level 2
- NZ2100 Certificate in Cookery Level 3

AcNZ is on track to consume all allocated YG funding in 2016, however the 2017-18 indicative YG funding level is below the 2016 threshold. Additionally, we expect to continue to grow this provision by offering it at a higher number of campuses nationally than in the past, utilising space in Quantum sites and within other Intueri Schools. By doing this we are able to offer this provision in areas where a higher number of Maori and Pasifika students are likely to benefit from the teaching. With these factors in mind we have applied for additional funding on our 2017-18 MoP to bring our YG funding level back up to that allocated in 2016.

In addition AcNZ is currently applying for approval of a NZ Diploma in Business level 5 programme and is developing a Level 6 programme. Initially these programmes will be used for international students, however, in the future we may request funding for domestic students.

These programmes, except floristry, have been newly developed post TRoQ and no changes are proposed for them at this stage. All programmes were developed in close consultation with industry and they meet the needs of potential employers. A new floristry programme will be developed and submitted to NZQA in time for delivery to start in 2017.

The New Zealand Tourism Strategy 2015¹² report states that:

‘Tourism is important for New Zealand’s future economic growth. Overall it contributes \$18.6 billion to the

¹¹ If you have not already discussed elsewhere in this form the rationale for the inclusion of new qualifications and/or the shifting of EFTS to new locations, please do so here.

If you wish to signal delivery of a new qualification or are seeking a new funding type, this must also be included in the “additional funding requests” section of the MoP template.

IMPORTANT: If you are requesting new or additional funding, please do not make reference to any EFTS numbers or dollars on this form. Please signal the amount of new or additional funding sought through the ‘additional funding request’ section of your MoP.

¹² MBIE – <http://www.mbie.govt.nz/publications-research/publications/tourism/nz-tourism-strategy-2015.pdf>

economy each year – 9% of New Zealand’s GDP. It is also an important source of employment. One in every 10 New Zealanders work in the tourism industry.’

It forecasts that in 2013 tourism will contribute \$19.6 billion to the economy increasing to \$21.6 billion by 2015. If New Zealand is to sustain and capitalise on the predicted growth, then the number of people who can contribute to the tourism industry needs to increase. AcNZ programmes will meet this need.

For all our programmes we have progression opportunities available, within the Quantum and Academy provision but also across the Intueri Group. Hospitality and Cookery are areas that some Travel and Tourism students are interested in and the Intueri Group has a strong grounding in this area within NSIA.

Cut Above Academy

Current delivery

- *New Zealand Certificate in Hairdressing Salon Support Level 3 (PC1608)*
- *New Zealand Certificate in Barber Skills Level 3 (PC9648)*
- *Certificate in Hairdressing Level 4 (PC2608) approved to change to New Zealand in Hairdressing (Emerging Stylist) Level 4 to start October 2016*
- *Certificate in Fashion Makeup Level 3 (PC9044) - to be developed into the New Zealand Certificate in Skin care Level 3 once listed on the NZQA framework*
- *Certificate in Makeup Artistry Level 4 (PC3121) to be developed into the New Zealand Certificate in makeup Artistry Level 4 once listed on the NZQA framework*
- *Diploma in Sculpting and Production Design Level 5 (PC9150) to be developed into the New Zealand Certificate in Prosthetics and Performance makeup Level 5 once listed on the NZQA framework*
- *National Certificate in Beauty Services (Nail Technology) Level 4 (1047)*
- *National Certificate in Beauty Services (Beautician) Level 4 (1046) to be developed into the New Zealand Certificate in Beauty Therapy Level 4 once listed on the NZQA framework*
- *National Certificate in Beauty Services (Electrology) Level 5 (1048)*
- *National Certificate in Beauty Services (Body Therapy) Level 5 (1049)*
- *Diploma in Beauty Therapy L 5 (PC 9649) (Comprises the level 4 and 5 National Certificates) to be developed into the New Zealand Diploma in Beauty Therapy Level 5 once listed on the NZQA framework*

Introduction of E learning (blended learning)

The introduction of blended eLearning at Cut Above proposes to further increase student participation, and possibly remove barriers for students that have attendance issues through personal problems or family commitments throughout their course of study, through using a teaching medium that is more attractive to the student body for both learning and assessment purposes. Further to this the proposed eLearning system could have capabilities to be integrated with the new SMS system, therefore increasing efficiency levels of the administration and reporting requirements and reducing current levels of manual data entry.

An eLearning focus group has been established within the school to identify areas that could be moved to an online format, in conjunction with IEG, we will be exploring ideas around classroom and research taking place to incorporate online learning.

Pedagogy: Cut Above has committed to creating engaging learning experiences, with the provision of dedicated time for blended learning development in collaboration with IEG’s eLearning Project Director. A new approach to program development has been developed using blended learning pedagogy with a focus on real world skills.

Feedback from industry indicated a desire for more focus in areas of customer service, communication and relevant soft skills. The effectiveness of current program structures in relevant real world skills was reviewed. Then the extensive use of action mapping honed the core purpose of learning objectives. Engaging activities were designed to scaffold skills and additional resources curated for learners to access on a “pull” rather than a “push” basis. The result was the “Map of Me”; forerunner of a planned series of customer service modules in development which can be applied across several disciplines.

A similar commitment to blended learning pedagogy was applied to the newly developed *New Zealand Certificate in hairdressing (Emerging Stylist) Level 4*, focused on developing the learner's awareness of their contribution to profitability in a business.

The increased focus on customer service runs in tandem with IEG's intention to develop graduates with "the real-world skills and the professional and personal qualities to make a difference".

Technology: Cut Above is committed to the development of new programs and learning content which align with the wider IT strategy of the IEG group. Whether platforms such as Office365 Class Notebook are used, or the infrastructure strategy continues to evolve, Cut Above will ensure content development remains flexible enough to adapt.

Central to this flexibility will be the staff training required to ensure users are able to keep pace with innovation. Cut Above will continue to work closely with the eLearning team and AQAASST to ensure alignment of content development with IT strategy, and provide training where required for staff support.

Effective management of resources: Cut Above is committed to a path of aligning resource development with quality assurance requirements, blended learning pedagogy and the structure of content management systems. Whether Sharepoint becomes the preferred course management system, or emerging technology suggests a shift, Cut Above will collaborate with IEG's eLearning group to ensure consistency of resource management.

Our aim is to be robust enough to provide consistency, yet nimble enough to adapt to innovations in resource management and storage protocols across the group as a whole.

New Activities

Vocational pathways: NCEA Level 2 Salon Assistant

The academy would like to introduce NCEA Level 2 incorporating unit standards that will prepare students for introductory level employment or further study in the service industries sector with a particular focus on hair.

Capability development in:

- Fashion trends and personal presentation for the personal services industries
- Introductory skills in hairdressing, barbering, beauty therapy, makeup artistry & out of kit sfx
- Working with clients and customer service
- Being an effective employee and communication skills
- Job search Skills and career pathways in the beauty industry
- Literacy and Numeracy

The programme will build skills and confidence in an authentic work environment where students will have the opportunity to experience all areas of the beauty industry covering hairdressing, barbering beauty therapy, makeup artistry and special effects and use this context to expand their capability to undertake further study and/or be well prepared for employment with a nationally recognized qualification. This development relates to the additional funding requests in the MoP.

Mixed provision for existing Youth Guarantee funding

The Academy introduced the New Zealand Certificate in Barbering Level 3 under the existing provision of Youth Guarantee funding in January 2016. There are 16 students enrolled in the New Zealand Certificate in Barber Skills Level 3 of which 31% identify as Maori, and 38% identify as Pasifika, all 16 students are on track with their studies.

Barbering is a skill that attracts large numbers of Maori and Pasifika male youth, and would be an excellent transition programme for young males who are not achieving in the traditional school environment.

According to Education counts statistics, in 2009, 38% of female year 13 Pasifika and 64% of non-Pasifika females gained NCEA level 3, compared to 24% of male year 13 Pasifika and 48 % of non-Pasifika males.

In 2009, 35 % of year 13 Maori students gained a level 3 qualification or above and 20 % gained NCEA level 1 or 2 as their highest qualification. This compares to 57 % of non-Maori students who achieved NCEA level 3 or above. Achievement in NCEA level 3 or above by Maori male students have increased only slightly in the last year from 27% in 2008 to 29% in 2009.

The MOE Success for Boys report outlines that Maori and Pasifika boys in particular, are stood-down and suspended; significantly more are excluded or expelled; and gain early leaving exemptions and are less likely to leave school with University Entrance or higher qualifications than boys from other ethnic groups.

The academy would like to investigate YG funding specific to Barbering in Wellington to address this issue.

Of the 16 students enrolled in the *New Zealand Certificate in Barber Skills Level 3* under YG funding as of January 2016, 38% are Maori, 38% are Pacifica and 25% are European and all 16 students (100%) are meeting attendance requirements and on track to successfully complete the qualification.

Delivery of the New Zealand Certificate in Barbering Level 3 in Wellington

Currently there are no Schools offering barbering in Wellington which was confirmed by a news article in November 2015. On a more anecdotal note, New Zealand had its first Barbercraft expo at Shed 10 in Auckland in May 2016, which speaks to the rising popularity of barbering. Two articles published off the back of this competition discuss the exploding industry, and a shift in the Kiwi man's attitude to grooming.

All of the above suggest there is demand in the market for barbers and a school to teach it in Wellington and we seek to continue to develop our delivery in this area.

Three articles of interest...

<http://www.stuff.co.nz/business/small-business/74166166/Wellington-barbers-thin-on-the-ground-shops-struggle-to-find-experienced-staff>

<https://www.tvnz.co.nz/one-news/new-zealand/short-back-and-sides-long-gone-nz-barbering-takes-off>

<http://www.stuff.co.nz/taranaki-daily-news/news/80095239/new-plymouth-barber-is-new-zealands-best-with-a-straight-razor>

Given the above, there appears to be both a gap in the market, but also more importantly, a market in the gap for Cut Above to step in to the fill in the Wellington region. Changes are being made to the 2016 MoP to accommodate Wellington delivery, and this continues to be an area of interest.

Delivery of the Certificate in Fashion Makeup Level 3 in Hamilton

- Cut Above is researching the relevance and demand to deliver the Certificate in Fashion Makeup Level 3 which will be developed into the New Zealand Certificate in Skin Care Level 3 once listed on the NZQA framework at the Elite Campus in Hamilton. This qualification will work as a support or pre entry qualification for learners with no level 3 qualifications who wish to pathway into the Elite level 4 beauty therapy qualifications.

Table 2: Projected Population Growth and Employment Rates

	Projected Population Growth		Employment Rates New Zealand	
	2013-2031	2013	2014	
Auckland	1.4%	33.5%	63.7%	
Waikato	9.1%	9.1%	64%	
Wellington	0.5%	11.5%	68.4%	

Regional share of national GDP in the Waikato is 8.5%, provides 9.1% of national employment and has 9.4% of New Zealand's population.

Projecting these trends forward, it is anticipated that the cultural, personal and other services industry will require significantly more employees by 2016 (*Statistics NZ, 2013*):

It is anticipated that the cultural, personal and other services industry in New Zealand will require significantly more employees by 2016 (Statistics NZ, 2013). In Waikato, the industry sector of cultural, personal and other services will be the fifth largest contributor to new jobs with an additional 1,860 jobs being created (2011-2016). It is also predicted that between 2013-2031 the Waikato region will experience a population increase of 9.1 %.

Development of new qualifications

The Academy is currently involved in the development of a new film and media industry qualification based around the changes in technology and the effects it will have on these industries. A draft qualification has been designed, and consultation with the film and media industries is currently being carried out, which includes consultation with Weta around the requirements of digital sculpting. The next stage in this project is to undertake a thorough needs analysis to quantify the labor market need and economic contribution for this leading edge skill set.

The development of the proposed '*NZ Certificate in Digital Sculpting*' is based around the changes in technology and the effects it will have in the film and media industry. Digital Sculpting and 3D printing technology are already being used in the film, media and toy manufacturing industries internationally and in New Zealand. The proposed '*NZ Certificate in Digital Sculpting*' recognises the role that technology will play in shaping the world around us and in creating new jobs and career opportunities over the next twenty years, whilst still respecting the and recognising the vital importance of the traditional skill set.

The skills developed within this new qualification will provide both a valuable set of advanced skills for special effects makeup, and will be transferable to a multitude of different industries as technology advances. Where 3D modelling is predominantly used for film, TV, character creation, prosthetics, and animation and gaming, it will become a vital tool in many different industries as the technology and skill sets are further developed.

The combination of sculpting with technology will potentially open new employment pathways for graduates of this programme as the skill set can be easily transferred across the film and TV, media design and gaming and the toy design and manufacturing industries. Employment pathways include; Digital designer, concept designer, digital sculpting specialist, 3D modeller, texture artist, 3D modelling animator, toy designer.

As the demand for people with these skills increase, there is an opportunity to provide industry the relevant skilled talent required in time. Our graduates will be future proof and highly employable, as these skill sets will be transferable across a range of different industries including visual effects industries in film, game development, advertising, and the toy design and manufacturing industries. Given the nature of the newly emerging employment opportunities, this is also breaking the geographical constraints that New Zealand has previously faced, as a digital artist can work from anywhere in the world and does not necessarily need to be 'on set' as required previously with production work.

Our goal for our graduates is to make them as relevant as possible for the industry they have chosen today and tomorrow. The field of SFX make-up artistry and design is catching up with other fields in its use of digital technology and tools in the process of design and development. As technology continues to introduce new tools, this is creating new employment opportunities and creating jobs that previously did not exist such as 3d modellers, texture artists and concept designers.

Design and Arts College of New Zealand

Mix of Provision

As outlined in Section 1b D&A's mix of provision from 2017 will consist of three disciplines in the Creative Industry Sector. These are: Makeup Artistry, Fashion Design and Graphic Design. Within each of these areas the provision will be significantly different. For example, D&A's suite of Fashion Design qualifications has significantly changed, with a move to three separate qualifications which range from Level 4 to 6, over 2.5 years. D&A's suite of Graphic Design programmes will move to two separate qualifications, Level 5 and 6. Design will still be a strong aspect of the programmes as well as a strong focus on knowledge and technical skills to ensure they reflect the IEG graduate profile –

- knowledge
- practice

- personal and professional qualities

D&A has been closely involved in the Targeted Review of Qualifications process (TRoQ), with a number of key staff being members of governance and working groups as noted in the 2014 EER.

Since 2015 there has been a strong focus by D&A staff to review all current programmes and replace these with new programmes, which lead to the new suite of New Zealand Creative Industries qualifications. As stated in Section 1b from 2017 D&A's mix of provision will be significantly different following the recent change proposal. We have proactively carried out significant change to ensure that D&A is in a financial situation that will support its new delivery.

The proposed mix of provision over the next three years is outlined in the following table as D&A looks to rebuild its provision. The MoP for 2017 will not include any carry over from pre TRoQ programmes.

Proposed Qualifications	2017	2018	2019
New Zealand Certificate in Fashion Design – Level 4 (60 credits)	First Intake – February	Delivery	Delivery
New Zealand Diploma in Fashion Design – Level 5 (120 credits)	First Intake – February	Delivery	Delivery
New Zealand Diploma in Fashion Design – Level 6 (120 credits)	Developed and NZQA approved	First Intake - February	Delivery
New Zealand Diploma in Graphic Design – Level 5 (120 credits)	First Intake – February	Delivery	Delivery
New Zealand Diploma in Graphic Design – Level 6 (120 credits)	Developed and NZQA approved	First Intake – February	Delivery
New Zealand Certificate in Makeup Artistry – Level 4 (60 credits)	Developed and NZQA approved	Delivery	Delivery

D&A has developed and approved by NZQA the New Zealand Certificate in Fashion, Level 4 programme. The New Zealand Diploma in Graphic Design, Level 5 and the New Zealand Diploma in Fashion Design, Level 5 are being developed and will be submitted to NZQA for approval in 2016 ready for commencement of delivery in 2017.

Work will commence on the development of the New Zealand Certificate in Makeup Artistry, Level 4 this year once the Beauty suite of qualifications has been listed by NZQA.

D&A also intends to investigate the need and identify opportunities for new programmes such as digital media, web-design, animation and 3-D sculpturing.

This portfolio of programmes creates workable pathways for student to begin their studies at the level appropriate for the learning and to take them through to an employable level of skills (notes also 5b below **EOTE Data June 2016**) or on to further study.

Elite International School of Beauty and Spa Therapies

Programmes in the MoP

Beauty Services (Beautician) (Level 4)
Elite Diploma in Beauty Therapy (Level 5)
Diploma in Beauty and Spa Therapies (Level 5)

Proposed changes to the MoP

When the Beauty Services TRoQ is complete, Elite will request release of the MoP to replace the pre TRoQ programmes with the Post TRoQ programmes:

- NZ Certificate in Beauty Therapy (Level 4)
- NZ Diploma in Beauty Therapy (Level 5)
- NZ Certificate in Spa (Level 5)
- NZ Certificate in Specialised Epilation (Level 6)
- NZ Certificate in Advanced Skin Care (Level 6)

Programme development

Over the next year Elite will be designing new programmes that will continue to equip our learners with the knowledge, skills and attributes required by the Beauty sector. The new programmes will follow the Graduate Profiles and related Outcome Statements clearly stated in the new New Zealand Certificates and Diplomas that have been driven and developed by the Beauty sector. The programmes will also be developed to reflect the Intueri graduate profile. The TRoQ review of Beauty qualifications has completed the first stage of approval (of which there are two) with 7 of the 9 qualifications being approved thus far.

In conjunction with programme development Elite is developing an online learning environment which will support a blended delivery approach. Each of the campuses has a staff member identified as an eLearning champion. The champions are 'driving' the development of the eLearning environment as programmes are reviewed and developed.

It is predicted that our programmes will be available from mid-2016 and we will be monitoring and reviewing the programmes and activities in line with feedback from industry and other stakeholders to ensure these programmes continue to be relevant and are meeting industry needs.

Internal Structures

A review of internal structures including roles and responsibilities will support the future development of Elite and the 'one school' approach. The new structure has established school wide, academic and operational responsibilities. It is intended to create clear accountability for programme review, development, and delivery.

Academy NZ IT Provision

Listed Qualifications contained in the Current MoP

- Diploma in Computer Network Management (Level 6)
- Diploma in Advanced Network Administration (Level 7)
- Graduate Certificate in Security Administration
- Graduate Certificate in Network Engineering
- Graduate Certificate in Systems Administration.

- The New Zealand Diploma in Information Technology Technical Support (Level 5)

During 2016 the following programmes are being developed and will likely be added to the MoP for delivery in 2017

- New Zealand Certificate in Information Technology Essentials (Level 4)
- New Zealand Diploma in Networking (Level 6)

Proposed Changes to Programmes

We are spending much of 2016 developing a new level 4 Certificate as well as redeveloping both the level 5 & 6 diplomas to be ready for delivery from 2017; therefore, there are no extensive changes predicted for these qualifications during the period of this plan. Ongoing moderation, programme review and stakeholder feedback will be considered and changes made accordingly throughout the term of this plan.

The Diploma in Advanced Network Administration (Level 7) will be reviewed throughout 2017 to ensure we are delivering to industry needs. This programme will be redeveloped to ensure we are keeping current with industry and supporting more positive student outcomes.

New IENZ Qualifications proposed

Academy is investigating the development of the following two programmes

- New Zealand Certificate in Assessment Practice (Level 4) 40 credits and
- New Zealand Certificate in Adult and Tertiary Teaching (Level 5) 60 credits

Intueri is committed to excellence in teaching. Senior staff hold multiple qualifications in education, have extensive teaching experience and are passionate in this area. We also have a high level of adult learning qualification and skill within our wider Intueri support functions which will be key drivers of this development. By offering this qualification we will not only support the Intueri Group capability but also the wider adult education sector where stronger emphasis is being placed on tutors gaining knowledge and skill in teaching adult learners. The addition of these programmes including a direct focus on the Vocational sector will add a unique and much need dimension to teacher development in New Zealand.

Proposed Changes to location of delivery

With Auckland having a strong hold on IT employment within New Zealand, our IT provision will maintain its position in Auckland and continue to develop and maintain relationships to grow within this region. In July 2016, we moved to new premises in Central Auckland. This was to meet student and industry needs as well as set us up for future success of employment outcomes for students and increasing the international market. By being in closer proximity to various IT companies and consumers, students will be able to increase exposure to the IT departments and infrastructures of businesses of all sizes.

Other education programmes and activities not funded by the TEC

We will build our IT networks with industry and stakeholders by continuing to develop and offer both business, community and school training programmes outside of the New Zealand Qualification framework. By offering these programmes we ensure all teaching staff are remaining engaged and relevant to industry as well as offering our students with opportunities for experience and employment possibilities.

It was found within a recent NZTech study that there is a need to teach teachers how to bring technology into the classroom, not as a specialist subject, but as a method of teaching all subjects. One key programme we have developed to support this is our Google Apps training for primary and intermediate educators. This was a collaboration between a Primary School and AcNZ to develop well needed training for educators to utilise Google Apps and Google Classroom which are free resources to public schools in New Zealand.

Changes to the MoP

We have begun developing the New Zealand Certificate in Information Technology Essentials Level 4. When this is approved by NZQA and TEC we will be requesting a release of the MoP to redistribute EFTS into this programme.

We has begun developing the New Zealand Diploma Networking (Level 6), it will replace the existing Diploma in Computer Network Management Level 6 and we will look to include this in the MoP.

The new position descriptions also establish clear expectations of tutoring staff which align to an Intueri teaching and learning framework. The new structure further supports the implementation of Elites Strategic intent and strengthens its contribution to the TES.

4b – The TEO is capable of delivering the proposed programmes and activities, and outcomes.

TEC considerations

- Have any matters arisen with this TEO which suggests there may be capability issues impacting on its ability to achieve the activities and outcomes outlined? For example, financial viability matters, reporting and forecasting timeliness/accuracy issues, EER concerns, recurring EPI issues etc?

Optional TEO response

Section 5 – Outcomes and measures

In this section of the template TEOs should specifically respond to the following requirements as described in the [New Zealand Gazette notice](#).

Pursuant to section 159P(e), the TEO's proposed plan must describe an organisation's proposed outcomes (including, without limitation, in relation to the tertiary education programmes and activities for which funding is sought) and the performance indicators that the organisation will use to measure whether those outcomes have been achieved.

The TEC will provide all TEOs with information about any specific metrics they must use when making certain performance commitments, and in some cases will specify minimum commitments for TEOs. TEOs should propose additional commitments as required.

A Performance Commitments template and Guidelines to give effect to the Māori and Pasifika TES Priorities will be available on the TEC website to assist commitment setting. This will include the need to set targets which will contribute to the achievement of parity of participation and achievement for Māori and Pasifika.

The proposed plan must describe:

- *how the TEO has performed against the commitments it made in its last plan (for TEOs that have previously received plan funding);*
- *how the TEO has responded to specific data from the TEC about employment outcomes and the level of re-enrolments;*
- *the findings of any quality assurance reviews; and*
- *any key changes the TEO is making that are likely to have a significant impact on its educational performance or other outcomes.*

The TEO's proposed performance commitments should be:

- *designed and presented so that they give clear evidence about the quality of the activity being measured;*
- *relevant, so that they give meaningful information about the TEO's progress toward its proposed outcomes;*
- *set at a level that represents a meaningful improvement on past performance, especially with respect to outcomes for priority learner groups; and*
- *complete, so that they cover all significant programmes and activities the TEO intends to undertake, and all important dimensions of those activities.*

The assessment criteria that we will use when reviewing this aspect of a TEO's proposed Plan are:

5a – The TEO’s proposed performance commitments are:

- designed and presented so they give clear evidence about the quality of the activity being measured
- relevant, so that they give meaningful information about the TEO’s performance against its proposed outcomes
- set at a level that represents a meaningful improvement on past performance, especially with respect to outcomes for priority learner groups (including contribution to achieving parity in participation and achievement for Māori and Pasifika), and
- complete, so that they cover all significant programmes and activities the TEO intends to undertake, and all important dimensions of those activities.

TEC considerations

Big 15 PTEs only

- Do the commitments in the descriptive TES Priority Commitments Template¹³ cover all of the TEO’s main activities, and are they relevant and SMART¹⁴?

All PTEs (including the big 15)

Do the commitments in the numerical Educational Performance Indicator Commitments (EPICs) template(s):

- show that a high performing TEO is committed to maintaining that high performance?
- show that a lower performing TEO is striving for incremental performance improvement?
- show that the TEO is committed to the recruitment of priority learner groups¹⁵ at levels that are sufficiently representative of regional demographics?
- show that the TEO is committed to the same levels of achievement for all learner groups?

TEO response

Academy New Zealand

Overall AcNZ’s educational performance continues to remain strong and demonstrates a commitment to high performance. In 2015 there was some reduction in EPIs for our SAC students to 75% course completion. These statistics were due to the introduction of our 18 month pharmacy technician programme where a majority of existing students did not complete within the calendar year. These statistics will even out in 2016 and beyond and we expect our results to come back into the 80%+ range.

AcNZ YG EPIs demonstrate good improvements with 33% for Level 1 course completions in 2013 and 61% in 2015. Our Level 2 provision also showed some improvement over the two years with 37% course completions in 2013 and 48% in 2015. Our YG EPIs will continue to be an area for incremental improvement in 2017-18.

Cut Above Academy

The **core purpose** of the Academy is to equip young New Zealanders, particularly at risk young people, Maori, and Pasifika, with valuable skills to gain qualifications in Hairdressing, Barbering, Beauty Therapy, Nail Technology, Make-up Artistry and Special Effects, to progress to further studies or directly into relevant employment. This was noted by the EER as the Academy having *“Comprehensive learner recruitment procedures, effective learner induction, and staff who relate well to learners assist with culturally appropriate, ongoing support for learners.”*

¹³ Only Big 15 PTEs are required to complete this template, which will be e-mailed to all relevant PTEs for completion.

¹⁴ Specific, Measurable, Achievable, Realistic & Time bound

¹⁵ Māori, Pasifika, and under 25s.

Educational performance indicators are analysed against other providers with the same delivery nationally and regionally, and the achievement of Maori and Pasifika is analysed against the academy's overall performance indicators.

This was confirmed during the EER as *“Educational performance is benchmarked against providers with the same or similar provision, and also within the IEG group by course completion, qualification completion, retention and progression, for both Student Achievement Component-funded qualifications and Youth Guarantee programmes, and for Māori and Pasifika learners. These comparisons indicate that the academy is performing as well as or better than other similar PTEs”*

A one-page strategic plan is mapped out with the Academy Director and the IEG Executive Management team, which is fed into from all areas of the academy. Goals and objectives are then set out into quarterly plans and each area of the academy is actively involved in achieving the set goals, which are reported on a monthly basis by tutors, Heads of Department, and the Academy management team and fed through to the executive team and the Board of Directors.

The Academy has a clearly defined process of meetings to review data and progress at all levels, the Academy Director meets weekly with GM Organisational capability, and monthly with all IEG Academy Directors and the Executive team. The Cut Above Senior Management team meet weekly to review the previous week's actions and student progress is monitored closely.

HoDs regularly engage with relevant data and information as a basis for self-assessment and improvement in team, programme, and learner performance. HoDs meet fortnightly with the Education Manager and monthly with the Senior Management team, and share this information with their respective teams on a fortnightly basis.

Our commitment to maintaining high performance is demonstrated through ongoing initiatives, of which current examples include: maintaining our Category 1 status as an outcome of our recent EER; development of new programmes in response to the listing of New Zealand qualifications in Hairdressing, with Beauty to follow as soon as listed; building closer ties with Elite International School of Beauty and Spa Therapies particularly for moderation, resource development and sharing; broadening our involvement in YG through an arrangement with Academy NZ; and broadening our provision with the introduction of Barbering in Wellington in 2016 – which we would like to continue and develop.

Design and Arts College of New Zealand

Overall D&A's educational performance continues to remain strong despite challenges post-earthquakes and the reduction in enrolment numbers. There has been a significant increase in qualification completion, progression and retention rates for 2015 when compared with 2014 as shown in the table below.

Education Performance Indications – 2011 - 2015										
	2011		2012		2013		2014		2015	
	EPIs	Sector Median								
Course Completion	74	86	79	85	81	85	85	85	82	83
Qualification Completion	91	80	78	82	68	80	62	81	76	79
Progression	48	23	44	23	45	23	26	22	38	26
Retention	68	75	74	77	73	77	71	75	77	76

Qualification completion rates has been a key focus for D&A in 2015 and results show a significant improvement of 11% when compared with 2014 rates. D&A's qualification completion rate is still slightly lower than the sector median. D&A's course completion rates show a fluctuated trend since the 2011 earthquakes. D&A's rate has followed that of the sector median with a decrease of 2% in 2015 when compared with 2014

rates.

Completions has been and continues to be a key focus for D&A. The 2014 EER confirmed our constant focus on helping learners succeed.

The statistical data outlined above shows high participation of Maori and Pasifika learners however course and completion rates are lower than the sector median and D&A's Investment Plan commitment. When compared with D&A's 2014 results course completions are the same as 2015 however qualification completion rates have declined for both Maori and Pasifika learners.

D & A has been continuing performance improvement through

- Establishment of an academic infrastructure that provides a connected process of continuous improvement.
- Further development of more industry-focused programmes
- Instigation of more robust operational procedures
- Strengthening of ICT and education industry relationships
- Engagement with the Intueri support functions in HR, capital and IT developments, marketing and recruitment, AQA support, College Directors network.
- Participating in a strategic development process as part of the Intueri College Directors Group

Elite International School of Beauty and Spa Therapies

Commitment to efficiency

Elite has been continuing a momentum of performance through the establishment of an academic infrastructure that provides a connected process of continuous improvement through the following initiatives:

- Continuing development of industry-focused programmes
- Instigation of robust operational procedures
- Strengthening of Beauty and Education industry relationships
- Engagement with the Intueri support functions in HR, capital and IT developments, marketing and recruitment, AQA support, College Directors network.
- Participating in a strategic development process as part of the Intueri College Directors Group
- Collaboration with other Intueri Schools to ensure efficiency for both organisations e.g. sharing a campus with Cut Above in Wellington and planning for closer collaboration with Cut Above regarding common programmes.

Commitment to priority learners

29% of Elite's total domestic student cohort in 2015 identified with Māori ethnicity, above the national population of 15% (Statistics New Zealand, 2013). According to the Ministry of Education statistics, the Māori 2014 participation rate was 15% in provider-based tertiary education and 11.2% in non-degree programmes (such as those offered by Elite). Overall, Elite's Māori participation rate is well above the national average and that of the TEC *Statement of Performance Expectations* for 2015/16. The two Auckland campuses had participation rates of 12% and 17%, above the MoE national participation statistics but below the Māori regional representation of 23.9 % (Statistics New Zealand, 2013).

Academy NZ IT Provision

We have been continuing a momentum of performance improvement since 2007 through

- Establishment of an academic infrastructure that provides a connected process of continuous improvement.
- Development of more industry-focused programmes
- Instigation of more robust operational procedures
- Strengthening of ICT and education industry relationships
- Engagement with the Intueri support functions in HR, capital and IT developments, marketing and

recruitment, AQAST support, College Directors network.

- Participating in a strategic development process as part of the Intueri College Directors Group
- Collaboration with other Intueri Schools.

We have shown a steady increase of performance over the last three years with both course and qualification completion rates increasing. This remains a key priority to continue increasing student achievements each year.

Year	Overall Qual Completion	Overall Course Completion	Maori Course Completion	Pacifica Course Completion	Under 25yrs Course Completion
2015	77%	89%	85.6%	71%	89.1%
2014	75%	75%	85.5%	73%	86.2%
2013	38%	75%	68.2%	74.7%	69.7%

5b – The TEO has reviewed its own performance against its current and previous Plans.

TEC considerations

- Has the TEO noted the commitments it made in its Plan for the last completed contractual year, reviewed its performance against those, and proposed appropriate future commitments in light of the progress made?
- Has the TEO responded to data from the TEC about employment outcomes and the level of re-enrolments?

TEO response

Academy New Zealand

AcNZ is very aware of the centrality of graduate outcomes to its performance as an effective organization adding value to students, employers and the economy. For 2015 of students contacted, 48% were in employment and 33% were involved in further study at the same or higher level.

Cut Above Academy

- *Refer to EPIC and MOP spreadsheets attached*
- *Refer to section 2a pages 11-17*

Cut Above is very aware of the centrality of employment outcomes to its performance as an effective organization adding value to students, employers and the economy.

For students who studied Hairdressing at level 3 and 4, 63% of NZ Stayers were in employment 3 years after study and 8% were in further study. For students who studied Beauty Therapy at level 3 and 4, 65% of NZ Stayers were in employment 3 years after study and 7% were in further study. This improves to 79% employed with study at Levels 5 and 6. Cut Above exceeds these transitions into further study affirming the strategy of creating workable pathways in Hairdressing, Barbering and Beauty and we will continue with this approach in our post TRoQ programme developments.

Design and Arts College of New Zealand

The table below compares D&A's education performance rates with its 2015 Investment Plan commitments. D&A have overachieved in participation for Maori and Pasifika rates when compared with D&A's 2015 commitment. It is expected that D&A's participation rates for under 25 would be lower than its 2016 commitment due to the changing demographics in the greater Christchurch area. High employment in the region has also contributed to this decrease. Under 25 participation rates for 2016 is tracking at 75% however with the change of provision proposed for 2017 an adjustment to D&A's 2017, 2018 and 2019 EPI commitments will be required.

PTE:	Design and Arts College		
Campus:	All		
Month:	Full Year 2015		
Performance Indicator	Actual 2015 %	2015 TEC Commitment %	Difference %
Participation			
Maori	18	14	+4
Pasifika	6	4	+2
Under 25	63	85	-22
Course Completion			
All	82	85	-3
Maori	81	85	-4
Pasifika	75	85	-10
Under 25	81	85	-4
Qualification completion			
All	76	80	-4
Level 5&6	53	80	-28
Maori	49	80	-35
Pasifika	23	80	-66
Under 25	97	80	+17

In its last Investment Plan D & A committed to a robust change process to ensure that we have a highly effective portfolio of programmes to be delivered within an efficient, well supported organization with significant potential for growth. This change process is now complete and D&A will offer a refined, dedicated portfolio focusing on fashion, graphics and make up design with strong connections to industry and other providers.

EOTE Data June 2016

D & A is very aware of the centrality of employment outcomes to its performance as an effective organization adding value to students, employers and the economy.

Employment Profile for Graphic Design:

For students who studied Graphic Arts and Design Studies at Level 5/6, 69% of New Zealand Stayers are employed three years after their studies and 18% are in further study. Transition to other providers for level 7

study is available in the region and well supported, at this level 85% are employed.

Employment Profile for Fashion Design:

Students who study fashion at level 4/5/6 are well prepared for the workforce or further study. Transition to other providers for level 7 study is available in the region and well supported. Following this, New Zealand Stayers who have studied fashion at level 7 are 87% employed three years after their studies. The pathway beginning at level 4 provides opportunity for students who may be under prepared for level 7 to work their way into the industry of their choice, and with a range of exit points on the way.

Sector Consultation for Make-up Design (Beauty Services Needs Analysis, Targeted Review of Qualifications (2013))

The need for Make Up Design qualifications leading to employment was confirmed by the TRoQ Needs Analysis conducted across a range of industry employers and specialists

Elite International School of Beauty and Spa Therapies

Operational self-assessment

At Elite we are committed to continually improving performance, the quality of our provision and outcomes for our learners. The EER confirmed that:

“Coherent and comprehensive mechanisms are in place to self-identify weaknesses and drive continuous improvements at all levels of the organisation” and “The evaluation team noted with delight that a reflective culture is being embedded within Elite.” Our reflective culture and comprehensive mechanisms to drive improvements has led to Elite gaining a Category 2 in the August 2014 EER.

Within Elite we continuously review our strengths, weaknesses, opportunities and threats, based on our self-assessment processes and feedback from stakeholders, to determine what we need to do to keep ourselves on the path to sustained excellence.

Some of the key initiatives undertaken that relate directly to improved educational performance include:

- All staff trained in our student management system (ENROLpro) at the level and detail required for them to report accurately and in a timely manner.
- Enable learners to access ENROLpro through a web portal so they can keep up to date with their progress and achievements instantly.
- Campus Managers continue to review and develop tools and techniques for gathering data and making decisions about changes for improvement.
- Campuses strengthening links with and gathering valuable feedback from their local industries.
- Campus Managers are now more aware of monitoring and analysis of EFTS consumption, EPIs and KPIs, which has led to better, more targeted improvement planning.

We continue to build on this momentum during the implementation of our plan and have seen how recent activities maximise student success.

Recent activities have included:

- Closer monitoring of attendance and individual progress through one to ones, resulting in improved attendance.
- Introduction of individual learning plans for learners who need additional support and guidance to help them achieve.

- Initiatives to reward personal and social achievement components within the course e.g. professional attitude and conduct as industry has advised that these are important attributes.
- Comprehensive professional learning for staff

These strategies, that have already been successful in increasing attendance and course completion rates, as well as reducing the withdrawal rates, will be added to in the period ahead.

The course completion rates have improved to 94% for Māori learners in 2015 and by 18% to 66% for our Pasifika learners, a result that reflects the efforts made by staff in all areas, especially progress tracking/monitoring and pastoral support.

EOTA Data June 2016

Elite is very aware of the centrality of employment outcomes to its performance as an effective organization adding value to learners, employers and the economy.

For learners who studied Beauty Therapy at level 3 and 4, 65% of NZ Stayers were in employment 3 years after study and 7% were in further study. This improves to 79% employed with study at Levels 5 and 6 (EOTE Data, June 2016).

Elite exceeds this transition into further study affirming the strategy of creating workable pathways in Beauty Therapy. Elite will continue with this approach in its post TRoQ programme developments.

Academy NZ IT Provision

We have undergone a myriad of changes since the last Investment plan including a change of ownership and subsequent management however, fulfilling the core commitments of the plan has not changed and many efforts were made to achieve these.

Areas where we will continue to focus going forward

- I focus on the needs of our local community and we are committed to continue better our performance with our Maori and Pacific students. All levels of our organization from the executive, management, operations and industry advisory board are committed to the delivery of 'work-ready graduates' and the achievement of the ultimate employment goal for our students.
- working with local secondary schools, community groups and other stakeholders to ensure we are providing quality and relevant programmes and outcomes for all learners.

This commitment is demonstrated through the availability of funding to recruit excellence in both academic and administrative personnel, for strong professional development programmes, for small class sizes and well equipped classroom laboratories.

EOTE Data June 2016

We are very aware of the centrality of employment outcomes to its performance as an effective organization adding value to students, employers and the economy.

For students who studied Information Technology at level 3 and 4, 53% of NZ Stayers were in employment 3 years after study and 15% were in further study. This improves to 77% employed with study at Levels 5 and 6, and 91% after level 7 study. Thus, ITTI has created pathways from Level 4 – 7 to maximize student employment opportunities and continues with this approach in its post TRoQ developments.

5c – If applicable, the TEO has performed well against its current and previous Plans, and in particular has:

- improved its performance over time (this may include reference to return on investment, for example employment outcomes of its graduates)
- met its Plan commitments and KPIs
- demonstrated satisfactory educational performance, including meeting the upper thresholds of the TEC’s performance-linked funding framework (for TEOs subject to performance-linked funding)
- demonstrated satisfactory financial performance, including meeting the TEC’s prudential financial standards for PTEs
- been assessed as satisfactory in terms of its last external review by the relevant quality assurance body
- demonstrated good governance and management capability in forecasting, planning, and implementation, and the (where applicable) ability to provide supplementary information
- demonstrated its ability and commitment to work with other organisations to build system responsiveness and sustainability, and pathways through the education system
- complied with conditions imposed on funding approval
- complied with any other requirements and expectations imposed on funding approval, and
- complied with its obligations to report to TEC.

TEC considerations

- have all the criteria listed in 5c been met?
- have there been any reporting issues (eg, late or frequent data return resubmissions, or absent or untimely reporting of learner results to NZQA)?
- have there have been any instances where the TEO has engaged in activities outside the approved Plan (eg, delivery in unapproved regions, not delivering agreed EFTS according to the approved MoP)?
- have any audits, reviews or investigations undertaken identified compliance issues?
- has allocated funding (and unfunded EFTS where applicable) been consumed historically?
- have funding conditions and expectations been met historically?

Optional TEO response

Other information

Optional

If you wish to add any further information not already covered above, you may do so here.

TEO response



We ensure New Zealand’s future success.