

Foundation Education

We invest in foundation education to support the development of core skills. Foundation education builds literacy, numeracy and a range of other skills. These skills enable improved individual, community and whānau wellbeing.

You will need to tell us how your organisation will change to respond to this brief if you are:

- developing your Investment Plan or proposing a Plan amendment
- making performance commitments
- engaging over the development of your Plan.

We have used data in this brief that reflects completions for Student Achievement Component (SAC) Levels 1 and 2 as they are important outcomes for learners and can be measured. Not all foundation education measures completions. For other funds we want you to explain the learner needs you are meeting and how you will measure their success.

When we talk about underserved learners we are focused on Māori, Pacific, disabled, low income and low prior achievement learners.

We will invest in high performing tertiary education organisations (TEOs) with evidence-based commitments

We will invest in TEOs who perform best for learners, in particular for the underserved learner groups. Our assessment of your Plan will consider how you have responded to these briefs.

Any Plan amendments will need to show that your parity performance and outcomes are strong.

Your Educational Performance Indicator Commitments (EPICs) will need to reflect parity aspirations.

We can provide information and advice to support your decisions

We give easy access to your learner data through *Ngā Kete*. We encourage you to use this data to inform your Plan.

If your organisation has a Relationship Manager you should discuss your performance data with them. This should form part of your regular engagement with your Relationship Manager. If you do not have a Relationship Manager you can contact the Customer Contact Group for advice.



Your provision should lead to positive outcomes

We want every adult in New Zealand to have the opportunity to develop the foundation skills they need including literacy, numeracy, and digital capability. These skills are linked to better employment and higher income levels but also have a positive effect on individual, community and whānau wellbeing. We want to know what positive outcomes your provision achieves for learners.



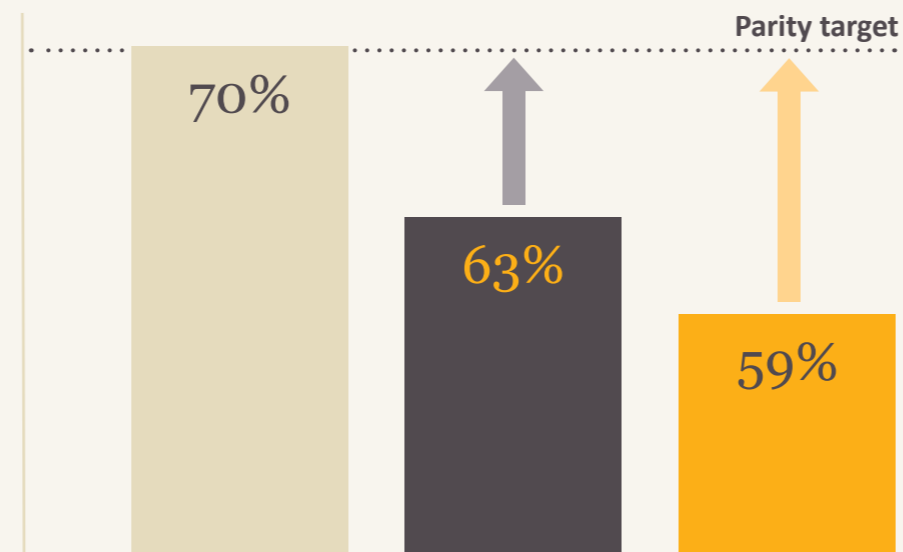
You will need to evidence the outcomes you achieve

We want to see evidence that your learners have positive outcomes. This should include gaining core foundational skills in literacy, numeracy, and digital capability. We want to know how you are prioritising learners with the greatest need and reducing barriers to provision.

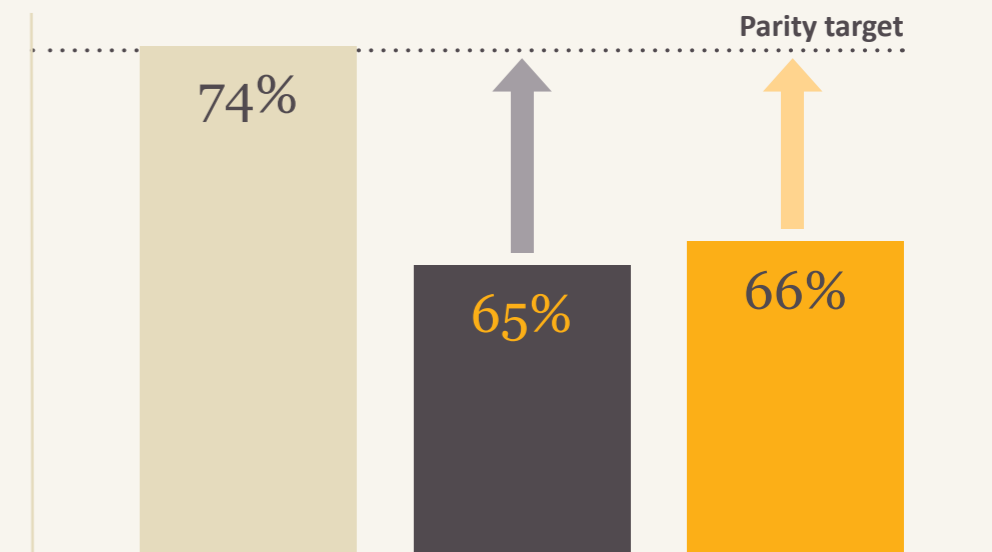


Improving your parity performance will improve the system

Qualification completion*



Course completion*



● Non-Māori and Non-Pacific ● Māori ● Pacific

*Data displayed is for SAC Levels 1-2

At a system level we want to see more learners successfully completing qualifications and progressing on to higher levels and/or employment. We want TEOs to achieve parity for their learner groups to raise system performance.

When making performance commitments, you will need to focus on parity for Māori and Pacific learners. Achieving the parity targets shown is our priority for SAC Levels 1 and 2. You will need to contribute to system improvement by reflecting these targets in your commitments.

By adopting the Learner Success Framework your organisation can better understand how to make changes to improve performance for your learners.



We need you to evidence your commitment to parity

You will need to consider the changes you can make to provide foundation learners with successful learning environments. This should be through the organisational changes you are making under your Learner Success Plan. By providing better support to previously underserved learners you can contribute to an improvement in system performance.

For Māori and Pacific learners completing SAC Levels 1 and 2 programmes, you will need to make performance commitments that show progress towards achieving parity in the key Educational Performance Indicators shown. The level of improvement you commit to needs to consider your performance trends and current parity gaps.