

# Higher Education

We invest in degree provision to help ensure New Zealand has graduates who contribute to the knowledge economy and society. This provision should help to support stronger linkages between tertiary education organisations (TEOs) and business, to drive productivity, and to respond to labour market demand.

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.

Across all levels of higher education we want to see high completion rates. We also want to see parity for Māori, Pacific, and other underserved learner groups as well as good outcomes.

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 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

Studying for a degree should prepare learners to have a successful career. We want to see TEOs evidence the value their provision has to the learner, their whānau, their community, and New Zealand.



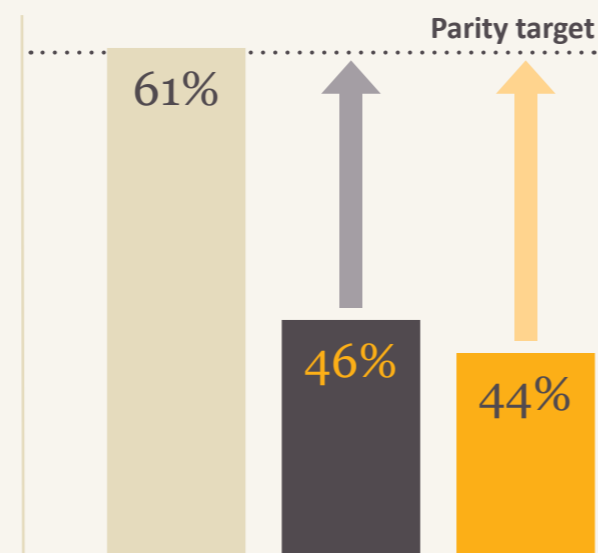
## You will need to evidence the outcomes you achieve

We want to see evidence that the degrees you offer have positive outcomes for learners, their whānau, communities, employers, and industries. This evidence should include how you measure outcomes.

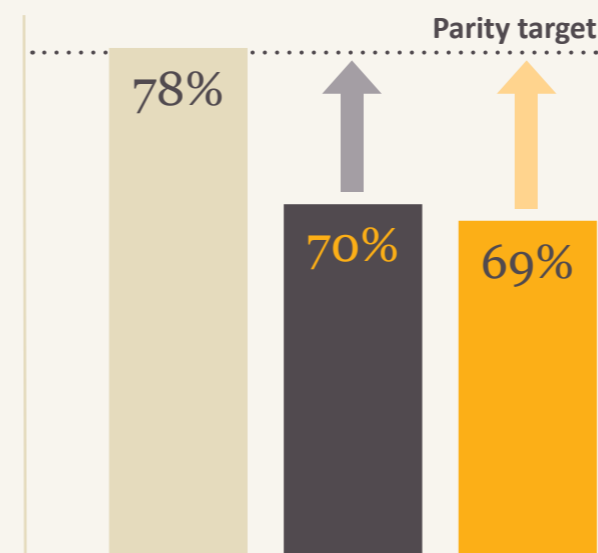


## Improving your parity performance will improve the system

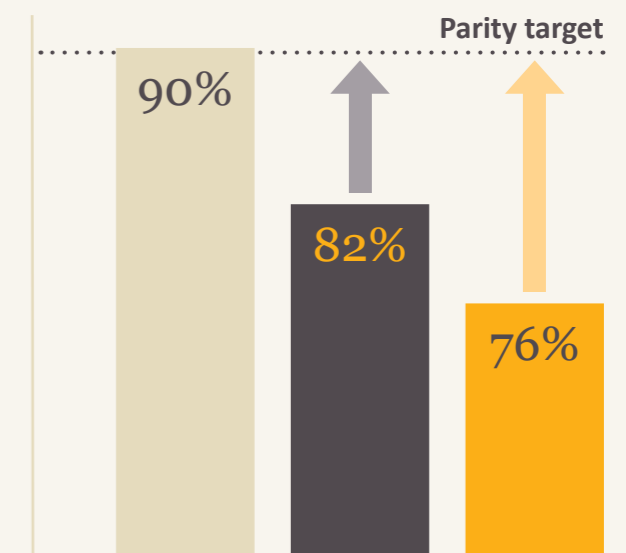
Qualification completion\*



First year retention\*



Course completion\*



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

\*Data displayed is for SAC Levels 7 (degree)

At a system level we want to see more learners completing qualifications, courses and being retained at degree level. We want TEOs to achieve parity for their underserved learners to raise system performance in these key Educational Performance Indicators (EPICs).

When making performance commitments, you will need to focus on parity for Māori and Pacific learners. Achieving the parity targets shown is our priority. 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 underserved learners.



## We need you to evidence your commitment to parity

You will need to identify your underserved learners and tell us how you are improving your support both for them, and future learners. 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, you will need to make performance commitments that show progress towards achieving parity in the key EPICs shown. The level of improvement you commit to needs to consider your performance trends and current parity gaps.