

**Summary of plan shifts in your 2022-2024 Investment Plan**

**This template supports engagement with us**

This template is required for the **2022-2024 Investment Plan** process.

It supports the Investment Plan (Plan) engagement by capturing the high-level shifts you propose to make in response to the government priorities as outlined in the [Tertiary Education Strategy](http://www.education.govt.nz/further-education/policies-and-strategies/tertiary-education-strategy/), [Plan Guidance](https://www.tec.govt.nz/funding/funding-and-performance/investment/plan-guidance/), and the Investment Briefs in the [Investment Toolkit](https://www.tec.govt.nz/funding/funding-and-performance/investment/investment-toolkit/). You should engage with your Relationship Manager/Advisor on government priorities and how you intend to respond to these.

We also want to engage with you on how you will respond to any performance issues, including any low performing provision. Please include in the template any changes you intend to make as a result of identified issues.

**Only some tertiary education organisations need to complete this**

You are required to complete this if you receive $5 million or more of TEC funding.

**The template has examples to help guide you**

Some examples of the type of content this template is designed for are included on the next page. **Please delete** these as you complete the template. You can engage with your Relationship Manager or Relationship Advisor on this template when developing your Plan for 2022-2024.

**Your completed template is due by 30 April 2021**

This template must be submitted using the document upload function in Workspace 2 by 30 April 2021. Please email your Relationship Manager/Advisor to advise them that this has been submitted.

**Key notes:**

• This template replaces the requirement to submit a draft Plan. Please talk to your Relationship Manager if you wish to submit a full draft Plan instead.

• The template does not form part of your Plan. It should provide a high-level indication of, and be consistent with, the more significant proposed shifts and initiatives that you subsequently present in more detail in your Plan. You do not need to detail every proposed change you intend to make.

• The template is simple to encourage you to give a concise summary of the most significant shifts that you are planning and the expected impact on government priorities.

• Proposed changes in provision or performance should be quantified in estimated Standard Training Measures (STMs)/Equivalent Full-Time Students EFTS/dollars or other relevant metrics, e.g. EPI percentage shifts.

• Any planned changes in response to post study outcomes (PSO) data or low-performing provision should be included in the template.

| **Summary of planned shifts for 2022-2024** | | | |
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| **TEO Name:** | | | **EDUMIS Number:** |
| **Government priority area or identified performance issue** | **Brief description of proposed shift/initiative and its expected impact** | **How we will implement the proposed shift/initiatve** | **Expected changes in STMs/EFTS/dollars and/or performance** |
| E.g. Tertiary Education Strategy Objective 2 Priority 3  Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. | E.g. We are changing our first year equity support to improve our first year retention for Māori. | E.g. Equity support systems have been reviewed and changes implemented to increase engagement with Māori learners. | E.g. Lifting our First Year Retention at Level 7 (degree) for Māori learners rate by 5 percent over three years. |
| E.g. Tertiary Education Strategy Objective 4 Priority 7  Collaborate with industries and employers to ensure learners/ ākonga have the skills,  knowledge and pathways to succeed in work. | E.g. We are partnering with employers to ensure our graduates have more relevant industry experience. | E.g. We are engaging with four large local employers to identify skills shortage and updated relevant courses to address this need. | E.g. Increasing relevant provision by 50 EFTS over three years and improving employer satisfaction scores with graduates from these programmes. |
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