

**Tertiary Education
Commission**
Te Amorangi Mātauranga Matua



Learner Success Plans

Guidance for tertiary education
organisations

Contents

New Learner Success Plan	3
Overview of the LSP template.....	3
Section 1 – future state	4
What we expect to see.....	4
Specific details related to the key themes	4
Section 2 – current state	5
What we expect to see.....	5
Section 3 – a roadmap	6
What we asked for	6
What we expect to see.....	6
Specific details related to the key themes	6

New Learner Success Plan

This section provides guidance for tertiary education organisations (TEOs) that are completing a new Learner Success Plan (LSP).

If you receive \$5 million or more in on-Plan funding, you must report the progress you're making against your LSP as part of your Investment Plan. You'll find guidance for completing these updates in the Strategic Intent template for the relevant year of funding. You'll find the criteria we assess updates against in the Gazette notice for the relevant year.

Overview of the LSP template

The LSP template consists of three main sections:

- › Section 1 – future state (ie, a short vision statement of your long-term goal[s] for improving education outcomes for all learners).
- › Section 2 – current state (ie, a snapshot of current learner performance, including data and evidence).
- › Section 3 – a roadmap (ie, an overview of a project plan which demonstrates how you will get from the current state to the future state).

Each section includes sub-questions that provide guidance about what we expect you to report on. While answering these is recommended, they are not mandatory or exhaustive.

Where there are similar or overlapping questions in different sections, we don't expect you to answer the question more than once.

Section 1 – future state

Provide a **short vision statement** of your long-term goal(s) for addressing gaps in educational outcomes between learner groups.

What we expect to see

The sort of information we expect in this section includes a summary of:

- › How you are **addressing the gaps** between different learner groups, for example, those from low socio-economic backgrounds, with low prior achievement, or who are disabled,¹ neurodivergent, Māori and/or Pacific.
- › **What does success look like** for your organisation and your learners? (Include a specific **target date** for achieving this vision.)
- › How well does the vision **represent the aspirations of your stakeholders**?
- › How is the vision **owned and driven by your Council/Board** and executive leadership team?
- › What do you see as the long-term issues that will need to be addressed?

Specific details related to the key themes

Governance commitment

- › LSP is formally approved by Board/Council.
- › TEO governance contribution to LSP development is outlined – reference to active engagement.
- › Vision statement demonstrates commitment by Board/Council to solving problems and addressing education gaps between learner groups.

Leadership commitment

- › Explicit connections are made to the TEO's wider strategic and organisational documents, eg, business plans, reporting and monitoring frameworks.

Whole-of-organisation approach

- › Stakeholders such as staff, learners, mana whenua, communities, employers, etc. are listed, with reference to engagement processes. Eg, list the types of meetings etc. and outline how kōrero informed and/or changed the vision.

Alignment to Learner Success Framework

- › Vision statement may reference maturity of specific learner success capabilities.

Well-defined implementation approach (including outcomes, measures and reporting)

- › Includes a specific target date for addressing gaps of educational outcomes between learner groups.

¹ You can describe your approach to addressing gaps for disabled learners in your Disability Action Plan instead.

Section 2 – current state

Please provide a snapshot of **current learner performance**, including data and evidence.

What we expect to see

The sort of information we expect to see in this section includes a summary of:

- › Problem definition: **Using the seven learner success capabilities, please identify the current main issues** or areas of concern in relation to you supporting your learners to succeed.
- › Do you **understand the cause(s)** of these issues? What **evidence** do you have?
- › What **interventions and initiatives have you already tried**? Have you **evaluated** these, and why have they worked or not worked?
- › If you are already undertaking specific learner success work:
 - › **what stage of the Learner Success Framework** are you at?
 - › if you are beyond Stage One: Preparing for Success, what **specifically have you done** (including budget and resourcing)?
 - › **who owns this work** at the executive leadership level, and how is it being managed?
 - › What have been the outcomes of your learner success projects? Do you report progress to your Council or Board?

Specific details related to the key themes

Governance commitment

- › May include evidence of regular LSP reporting to the Board.

Leadership commitment

- › May include evidence of learner-success-related key performance indicators (KPIs) for CE and executive leadership team.

Whole-of-organisation approach

- › Evidence of inclusion of learner success initiatives in the work programmes of your faculty and departments.
- › Learner-success-related KPIs for staff and/or relevant professional development.
- › Regular learner success communications across your TEO.

Alignment to Learner Success Framework

- › Problems/challenges are described in terms of learner success capabilities.

Well-defined implementation approach (including outcomes, measures and reporting)

- › Information that is specific and detailed, including EPIs (that we can mirror) and supporting data that underpins the problem narrative to show you have done some in-depth analysis.
- › Evidence to show that you have triangulated data, research and/or other evidence that supports the narrative.
- › Have you undertaken root-cause analysis? For example, we would be looking for an accurate understanding of EPI data, and some attempt to flesh out why the data is what it is, eg, are the issues linked to outdated teaching practices, website issues, or an inefficient enrolment process?

Section 3 – a roadmap

What we asked for

Please provide an **overview of a project plan** which demonstrates how you will get from the current state to the future state.

What we expect to see

The sort of information we expect to see in this section includes a summary of:

- › What is the **next stage of the Learner Success Framework** to be implemented? How have the **outcomes from previous stages** (if any) informed the next steps? Is there anything you would do differently?
- › Detail a roadmap including **timelines, milestones, deliverables, targets, measures and resources**.
- › How does the roadmap **link to the problem definition** in Section 2, ie, why are you doing these specific things? Your roadmap plans must align with Learner Success Framework stages and the seven learner success capabilities.
- › How will **you monitor progress**? This includes who will be **accountable** for progress and achievement of milestones.
- › What are the specific medium- to long-term **goals, targets and measures**?
- › Who has been involved in developing the roadmap, targets and measures, including any external **stakeholders**?

Specific details related to the key themes

Governance commitment

- › The LSP has been well considered and approved by your Board or Council, as evidenced by reference to governance documents.

Leadership commitment

- › Accountability to implement the LSP sits with a senior leader and progress is regularly reviewed by Senior Management Team or equivalent.

Whole-of-organisation approach

- › Evidence of a whole-of-organisation reporting and monitoring framework, eg, LSP reports are scheduled to your Council or Board, executive leadership team, faculty and departments.
- › Project structure includes membership from a relevant and broad range of your staff as well as stakeholders as appropriate (including learners).
- › Project plans include commitment to meaningful consultation with relevant stakeholders, including learners.

Alignment to Learner Success Framework

- › Roadmap stages and activities align to where you are at on your journey, related to the Learner Success Framework and learner success capabilities.
- › The Learner Success Diagnostic Tool is, or will be, used to drive actions and interventions.

Well-defined implementation approach (including outcomes, measures and reporting)

- › Roadmap shows how progress will be made, and measured, towards the goal/vision statement.
- › Evidence that you have identified or are working towards identifying and monitoring lead outcome indicators, eg, increased course completion rates in courses that are

known to have a significant impact on a learner's success. LSP outcomes are SMART (Specific, Measurable, Achievable, Realistic/Relevant, Timebound).

- › Evidence that investment (budget, and resourcing) is available to deliver on the LSP.