

Student Achievement Component levels 4-7 (non-degree)

Investment Brief for 2022 funding

We invest in this provision to improve the alignment of education with industry demand and to equip learners with the skills they need for successful careers

Increase participation rates for Māori and Pacific learners

We want an increase in Māori and Pacific participation at level 6 for learners aged 15-39 years old

Participation rates for Māori and Pacific students aged 15-39 years old at level 6 are low. We want these participation rates to reflect their wider population representation. To help achieve this goal, in 2018 we set two and five year participation targets. There is no participation target for levels 4 and 5 as Māori and Pacific learners are over represented at those levels.

Māori Participation

Year	Rate
2018 Actual	13.7%
2019 Actual	14.0%
2020 Target	17.4%
2022 Target	17.9%

Pacific Participation

Year	Rate
2018 Actual	7.8%
2019 Actual	8.3%
2020 Target	9.0%
2022 Target	9.9%

Key

- 2018 Actual
- 2019 Actual
- 2020 Target
- 2022 Target

Achieve completion and retention parity for Māori and Pacific learners.

We want an increase in Māori and Pacific course completion rates

Course completion rates for Māori and Pacific learners at levels 4-7 (non-degree) are lower than non-Māori and non-Pacific learner rates. We have set an organisational target to achieve parity between these groups by 2022. To help achieve this goal, in 2018 we set two and five year course completion targets.

Māori

Year	Rate
2018 Actual	70.1%
2019 Actual	71.0%
2020 Target	77.3%
2022 Target	81.7%

Pacific

Year	Rate
2018 Actual	69.6%
2019 Actual	68.3%
2020 Target	76.3%
2022 Target	81.7%

We want an increase in Māori and Pacific first-year retention rates as well as an overall increase

First-year retention rates are only relevant to the approximate 15% of level 4-7 learners that are studying multi-year qualifications. For these learners the rates have been too low overall and particularly low for Māori and Pacific learners compared to non-Māori and non-Pacific. We have set an organisational target to achieve parity between these groups by 2022. To help achieve this goal and lift overall retention, in 2018 we set two and five year first-year retention targets. Where a target has already been achieved or exceeded, we expect this level of performance to be maintained. These targets will be reviewed in 2021.

* As this target has already been exceeded, we expect this higher level of performance to at least be maintained.

Invest more in provision with good employment outcomes

We want our investment to lead to good employment outcomes for all learners

The data in the *Post-Study Outcomes* Ngā Kete information product shows poorer employment outcomes for graduates under 25 who study in NZSCED particular areas. Three years after graduating, these graduates are more likely to be on a Jobseeker Benefit or when employed to have lower incomes compared to other graduates at this level. Where relevant, we will talk to you about what this means for our investment in your organisation.

Inform	Partner	Invest
<p>Plan Guidance and Investment Briefs set out what we look for in Investment Plans (Plans). This Investment Brief also summarises how we will work with you to achieve the targets outlined above.</p> <p>We will provide information to help you develop and deliver your Plan, including:</p> <ul style="list-style-type: none"> › <i>My Commitments</i> and <i>My Performance</i> Ngā Kete information products to explore course completion, first-year retention and other performance information › a Post Study Outcomes Ngā Kete information product to explore learner's employment and earnings outcomes for different areas of provision and for different TEOs › existing Ngā Kete information products that let you explore and understand tertiary provision and secondary-tertiary transitions (i.e. <i>My Provision</i>, <i>Secondary to Tertiary Transitions</i> and <i>Tertiary Provision</i> information products) › information about what currently works in the system and where we want to see improvement. 	<p>A main focus for 2022-2024 Plans will be to make much greater progress towards closing participation, retention, and achievement gaps for Māori and Pacific learners.</p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> › work with you on understanding the barriers in the tertiary system to Māori and Pacific learner participation, retention, and completion › work with you to understand the evidence and develop the solutions you will be implementing in your next Plan › engage with Māori and Pacific leaders within your organisation › pay close attention to what you are currently doing: what works or doesn't work; and what you will stop, maintain, or start <p>We will engage with you on outcomes data</p> <p>Post study outcomes data provides insights into the benefits of tertiary study. We will work with you to understand what this data tells us about likely employment and earnings outcomes for your learners.</p>	<p>In 2019 the value of SAC level 4-7 (non-degree) delivery was approximately \$343m. This was around 89,000 learners and 43,000 EFTS. We will increasingly direct our investment to provision that provides better outcomes for learners with a particular focus on closing participation, retention, and achievement gaps for Māori and Pacific learners.</p> <p>We will target our investment by:</p> <ul style="list-style-type: none"> › considering evidence-based initiatives that will contribute to reducing disparities in participation, retention and course completions › moving our investment towards TEOs who successfully improve Māori and Pacific learner achievement › taking account of your performance, delivery and how well your proposal aligns to the Tertiary Education Strategy and the priorities as outlined in the Plan Guidance. <p>We'll direct our investment to provision that leads to better outcomes for learners</p> <ul style="list-style-type: none"> › We will reduce our investment in provision with poorer post-study outcomes and use this funding to increase investment in better performing provision.

Note: In February 2021 this document was updated with 2019 performance data.