



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

Lining Up?

The influence of the Tertiary Education Strategy
2002/07 on tertiary education organisation
profile objectives



Report

Lining up? – the influence of the Tertiary Education Strategy 2002/07 on TEO profile objectives

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Acknowledgements

The author gratefully acknowledges the support of Roger Smyth, Lesley Campbell and Alan Sargison in reviewing drafts of this report.

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MINISTRY OF EDUCATION
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August 2006

This report is available from the Ministry of Education's Education Counts website:
<http://educationcounts.edcentre.govt.nz/>

ISBN 0-478-13528-9
ISBN 0-478-13529-7 web

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Acronyms

EFTS	Equivalent full-time student
ITO	Industry training organisation
ITP	Institute of technology and polytechnic
PBRF	Performance-Based Research Fund
PTE	Private training establishment
STEP	Statement of Tertiary Education Priorities
TEC	Tertiary Education Commission
TEI	Tertiary education institution (public tertiary education providers)
TEO	Tertiary education organisation (tertiary education providers and ITOs)
TES	Tertiary Education Strategy

1. Background

The Tertiary Education Strategy

The 2002/07 Tertiary Education Strategy (TES) is the centrepiece of a series of reforms of the tertiary education system. The role of the strategy is to present a vision of the development of New Zealand's tertiary education system and to show how this development is consistent with, and linked to, the government's broader vision for economic and social development.

The strategy is not a 'top-down', prescriptive document, with detailed plans and targets. Rather, it is intended as a framework for thinking about improved tertiary education outcomes; it is expected that it will be responded to in different ways in different parts of the system. However, it is intended that publicly funded tertiary education would be consistent with the overall strategy and its goals and outcomes.

The strategy is supported by Statements of Tertiary Education Priorities (STEPs), which set out shorter-term priorities in more specific detail. The first STEP, in 2003, provided a breakdown of areas of responsibility for achieving the strategy, between government agencies and tertiary education organisations. The second STEP, in 2005, had a much stronger emphasis on specific priority areas.

The Tertiary Education Commission (TEC) gives effect to the STEP through negotiating charters and profiles, allocating funding and facilitating consultation and greater connectedness within the system.

Charters and profiles

As part of the 2002 tertiary education reforms, the government introduced a system of charters and profiles for all publicly funded tertiary education organisations (TEOs). These provide the basis for funding negotiations between providers and the TEC.

A charter is a high-level governance document that provides a broad description of a TEO's activities and education provision. A charter covers up to a 10-year period and:

- sets out the TEO's mission and role in the tertiary education system
- is intended to cover a medium- to long-term timeframe
- provides the basis for the development of the TEO's profile.¹

A profile describes in much greater detail how the high-level goals in the TEO's charter will be implemented. A profile is submitted annually to the TEC as part of the overall funding negotiations and:

- sets out the TEO's operating plans, key policies and proposed activities over the next three years

¹ Education Act 1989, s159L.

- sets out the TEO's objectives, and the performance measures and targets used to measure performance
- sets out the short- to medium-term direction of the TEO
- identifies the activities of the TEO for which it seeks or receives funding from the TEC and the basis on which funding will be sought.²

The TEC sets content and criteria for profiles. These include a requirement that each TEO demonstrates its alignment with the TES and the STEP.

Profiles were first introduced in 2003, for the 2004/06 period, for all public tertiary education institutions, industry training organisations (ITOs) and a selected group of private training establishments (PTEs). This first round was termed 'interim profiles'. From 2004, all publicly funded TEOs were required to produce full profiles.

There are two main parts to profiles. Part A deals with the TEO's strategic direction and activities. Part B sets out the objectives and performance measures and the areas for which funding is provided and sought.

What do profiles represent?

The government view

The Gazette notice for 2005/07 profiles emphasises the multiple purposes that government sees these documents serving:

“Profiles are multi-purpose documents. They first and foremost ‘profile’ each TEO. That is, a Profile is a TEO's document that outlines for its students and its other key stakeholders how it will give effect to its Charter and what its contribution in terms of the Tertiary Education Strategy (TES) and Statement of Tertiary Education Priorities (STEP) will be.

“Second, Profiles, during the process of negotiation and agreement with the TEC, provide a means of identifying areas of duplication and gaps in delivery and once completed, inform decisions on the allocation of public funding.

“Overall, Profiles serve the following purposes. They:

- demonstrate how an organisation will give effect to its Charter;
- provide the basis for monitoring organisational performance, accountability for the use of public funds, and meeting other statutory requirements;
- contribute to a system-wide map of tertiary provision which can inform TEC in its role of giving effect to the TES;
- encourage relevance of educational provision to stakeholders' needs;

² Education Act 1989, s159W.

- encourage greater co-operation and collaboration; and
- provide information on existing and planned programmes and activities as a basis for allocating public funding.”³

TEO views

Interviews on the use and usefulness of the TES found that TEOs generally thought about the TES as a government strategy, and charters and profiles as a compliance and funding mechanism. “Interviewees overwhelmingly stated that the primary driver for change was through the funding mechanism. ... Some pointed out that while they would react, the real drivers ... were their own strategies.”⁴

Where organisations were undergoing significant change, they reported that they found the TES, as implemented through the STEP, charters and profiles, to be “useful in plotting new directions, in redirecting activities and in speeding up processes of change which had been initiated under other circumstances.” Established or stable organisations tend to “use the TES to check that their existing policies comply, and that current requirements for funding can be justified under the TES. They look to their own strategic and other plans for the rationale for decisions.”⁵

TEOs demonstrate a diversity of approaches to writing profiles. Profiles vary in length from 40 to over 400 pages. Some appear to be précis of existing strategies and objectives, while others appear to represent new work and thinking about strategic directions, backed up with significant environmental scanning. A range of capability in strategic planning and presentation of business documents is also evident across the profiles.

A system information view

Taking these two somewhat different views of what profiles represent, some conclusions can be drawn about the system-level information they contain.

- 1 Profiles are a product of the funding process of the TEC:
 - They are a response by TEOs to a set of government priorities for allocation of funding.
 - To varying degrees, the content of profiles is determined by the TEC guidelines.
 - They need to be treated as partial and selective views of TEO priorities and activities. This is not to say that TEOs are being in any way deceptive, but rather that they are presenting a case that best fits with their understanding of government priorities.

³ New Zealand Gazette, 4 March 2004. These purposes were first articulated in the Report of the Working Party on Charters and Profiles in 2001 and have been repeated in each subsequent Gazette notice.

⁴ Miles Sheppard, *Making Use? – views on the use and usefulness of the Tertiary Education Strategy 2002/07*, Ministry of Education, 2006, p 12.

⁵ op cit p 11.

- 2 Profiles represent an organisation-wide view of goals, objectives, priorities and activities:
 - They are developed by senior managers and signed off by councils and boards, and are best seen as representing views at this level.
 - The fact that a profile is silent on a particular area does not necessarily mean that there is no activity in this area. It may just be that it is not seen as significant or an immediate area of priority by senior management and governors. It may well be that the TEO has well-established activity in the area that it regards as ‘business as usual’ and hence, it does not get highlighted in the objectives. Or it may be that the organisation has yet to formalise a set of activities in a way that can be articulated in objectives and/or identified with government priorities.
- 3 Profiles do contain the TEO’s own thinking about strategy, direction and priorities:
 - There is an expectation from government that TEOs will focus on achieving the priorities and objectives set in the profiles — so therefore they need to fit with what the TEO is actually doing and planning.
 - The organisational objectives and performance measures are generally reported against in the TEO’s annual report.
 - The documents are public and therefore represent a broader accountability of TEOs to their communities, learners and stakeholders.
 - How strategy, direction and priorities are presented will vary according to the level of change going on within the organisation, and the level of capability within the organisation.
- 4 It is difficult to draw conclusions from profiles about the extent to which the TES has influenced change within TEOs or whether TEOs are justifying existing strategies and priorities within the framework of the TES and STEP:
 - Changes presented in profiles are as likely to be driven by the organisation’s pre-existing strategies as by the TES and STEP.
 - The change focus in profiles may be on where the organisation is weakest and areas of strength aligning with the TES may not be mentioned or emphasised.

Nevertheless, profiles can provide one source of information on how TEOs are considering their strategies, priorities and objectives and how well these align, across the system, with government strategies, priorities and objectives.

2. Purpose

Providing lead information on the Tertiary Education Strategy

This analysis is being used to inform the monitoring and evaluation of the Tertiary Education Strategy 2002/07.

Profiles are one of the few sources of *lead* information across the tertiary education system. Lead information considers planned and future activity and captures the performance drivers of an organisation or system. Lead information tends to be specific to the circumstances of the organisation.

In contrast, most of the information supplied by TEOs to government agencies is in the nature of *lag* information, with a focus on completed activity and results. This information tends to be more generic across the system.

Kaplan and Norton, in their work on balanced scorecards, recommend a mix of lead and lag indicators. “Outcome measures [lag indicators] without performance drivers [lead indicators] do not communicate how outcomes are to be achieved. They also do not provide an early indication about whether the strategy is being implemented successfully.”⁶

A riddle

“Five frogs are sitting on a log;
four decide to jump off.
How many are left?
The answer is five.
Why?

Because there’s a difference between
deciding and doing.”

Quoted on page 13 of the Tertiary Education Strategy 2002/07.

Focus on change expressed in organisational objectives

This report is an analysis of the organisational objectives⁷ in the 2005/07 and 2006/08 profiles submitted to the TEC by all of the public tertiary education institutions (TEIs)⁸ and a sample of 12 industry training organisations (ITOs).

The analysis looks at the match of organisational change expressed in profile objectives with the desired change expressed by government in the TES.

⁶ Robert S Kaplan and David P Norton, *The Balanced Scorecard: translating strategy into action*, Harvard Business School Press, 1996, p 150.

⁷ These are the objectives set out by the TEO in Part B of the profile.

⁸ Colleges of Education have not been included. The future of the two remaining colleges as autonomous entities is currently subject to public consultation. It is highly likely that both will be merged within neighbouring universities in 2007 or 2008.

Lining Up?

3. Methodology

Focus on TEO objectives

This analysis of profiles focuses on the objectives and performance measures set out in Part B of the profiles. This section of the profile articulates the key strategic actions and activities that the TEO is committing to over the period of the profile. It is considered that this section of the profile provides the strongest evidence of strategic change.

While TEIs are required to include a section in their profiles on alignment of their activity with the TES, this has not been used due to the wide variation in approach and standard. This has also been commented on in other research.⁹ The requirements for ITOs combined the Part B objectives with alignment with the TES.

Focus on change

The analysis focuses on objectives which express a sense of change within the organisation. This has been interpreted from the wording of the objectives. Where objectives talk about maintaining or supporting current processes and/or achievement levels, they have been excluded.

The analysis does not attempt to measure or assess the extent of intended change or the state from which changes are being made.

Alignment with the TES

Only objectives with an identifiable alignment with an aspect of the TES are included in this analysis.

For the purposes of coding and analysis, the TES has been looked at in terms of the six strategies and areas of key change expressed within each strategy. The 35 objectives of the TES and nine overall key changes have not been used.

Due to limits of the coding process, each TEO objective has been coded to only one aspect of the TES, based on the researcher's interpretation of 'best fit' of the objective. In many cases, TEOs have noted multiple connections of individual objectives to various parts of the TES. To have used all of these would have reduced the power of the analysis — in that almost everything can be related to everything. However, it would have been ideal in some parts of the analysis to have allowed more than one connection to be coded.

The change areas across the six strategies have also been mapped to the 2005 STEP to look at the extent to which 2006/08 profiles have responded to the messages in that document.

Appendix 1 sets out how the areas of analysis relate to the TES and the STEP.

⁹ Gordon Paterson et al, *Engagement of Key Stakeholder Groups with the Tertiary Education Providers*, Waikato Institute of Technology and Ministry of Education, 2006.

Analysis

The analysis in this report looks at the objectives across sub-sectors in two ways:

- the extent to which planned change aligns with each strategy
- the types of actions and activities that make up the change.

The counts presented in the graphs are of the number of organisations with one or more change-focused objectives relating to the area in question. These counts are not adjusted for the number of objectives presented by an organisation in that area. This allows for the fact that one organisation may present the same change in one objective, while another may choose to present it in perhaps five separate objectives.

For some aspects of the TES, further analysis, using statistical methods, has been undertaken of the TEI data to look at the relationship between change-focused objectives in certain areas and the characteristics of the TEI. For example, to explore questions such as: does having a change-focused objective relating to the Pasifika strategy relate to having more or a higher proportion of Pasifika students in the institution?

This analysis has used student information and financial performance ratios. Two tests have been used — median-scores and rank-sums. Median-scores look at whether institutions with an objective in a specified area are more likely to be above or below the median on a particular characteristic. Rank-sums rank the institutions on the selected measure and then determine if having an objective in a specified area significantly affects the TEI's place in the ranking.

The tests were run for 2005/07 profiles against 2004 student data and 2003 financial performance data; and 2006/08 profiles against 2005 student data and 2004 financial performance data. This would have been the latest data available at the time of writing the profiles. The analysis was run for the individual years and for the two years combined. The 90 percent confidence interval has been taken to indicate a statistically significant relationship. This takes into account the small sample size involved, particularly for individual year data (N=31). However, in many cases, the results have come out beyond the 95 or 99 percent confidence intervals. The p-values for all results are presented in Appendix 2.

Limitations

In addition to the points made above, and the earlier discussion on the nature of profiles, some limitations need to be noted:

- In the case of 2005/07 ITO profiles, the ITOs were provided with a standard template based on the STEP to fit their objectives into. While this provided a high level of consistency across ITO profiles, it also forced ITOs into presenting objectives within the STEP framework. There may be other aspects of the TES being addressed by the ITOs which were not included because they were not specifically identified in the template. There may also be areas of the template where ITOs included objectives which did not have a high level of organisational priority. In the 2006/08 ITO profiles there was more flexibility for ITOs to present their objectives in their own way.

- The analysis undertaken here is subject to the interpretation of the researcher of the statements made in the profile. A more in-depth knowledge of the situation of each organisation could lead to a different interpretation of the material.
- This analysis needs to be read alongside other evidence of change, including TEO annual reports and the annual TES monitoring reports.¹⁰

Areas for further work

This report is a starting place for the analysis of information in profiles. Some further extensions of the work could include:

- using qualitative research software to manage coding of objectives to multiple areas of the strategy
- extending the sample to include private training establishments and a larger group of ITOs
- looking at the reported achievement of objectives in profiles over time
- analysing objectives that do not align specifically with the TES
- analysing other parts of the profiles, such as the statements in Part A about planned significant changes
- undertaking an analysis of charters against the TES and profiles
- further developing the analysis of the relationship between expressions of change and various characteristics of the TEOs.

¹⁰ Ministry of Education, *Baseline Monitoring Report — Tertiary Education Strategy 2002/07*, April 2004; *Monitoring Report 2004 — Tertiary Education Strategy 2002/07*, April 2005; and *The System in Change — Monitoring Report 2005, Tertiary Education Strategy 2002/07*, August 2006.

Lining Up?

4. Overall Findings

Alignment with TES strategies

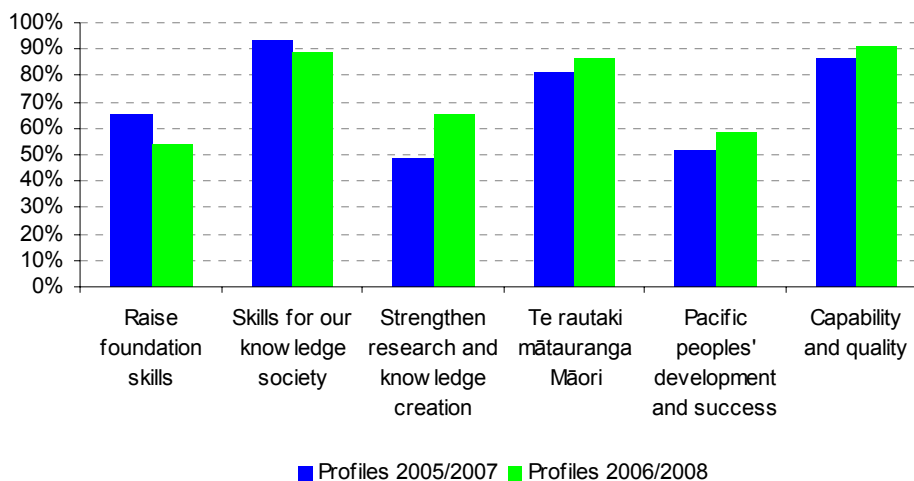
Three strategies stand out as consistently addressed:

- Skills for our knowledge society
- Te rautaki mātauranga Māori
- Capability and quality.

The strategies less consistently addressed were:

- Raise foundation skills
- Strengthen research and knowledge creation
- Pacific peoples' development and success.

Figure 1: Percentage of TEOs with change-focused objectives by TES strategy



Impact of the 2005 Statement of Tertiary Education Priorities

A useful way of summarising the findings is to plot them against areas highlighted in the 2005 Statement of Tertiary Education Priorities (2005 STEP). (This has been done by matching results for TES objectives to the relevant parts of the 2005 STEP.)

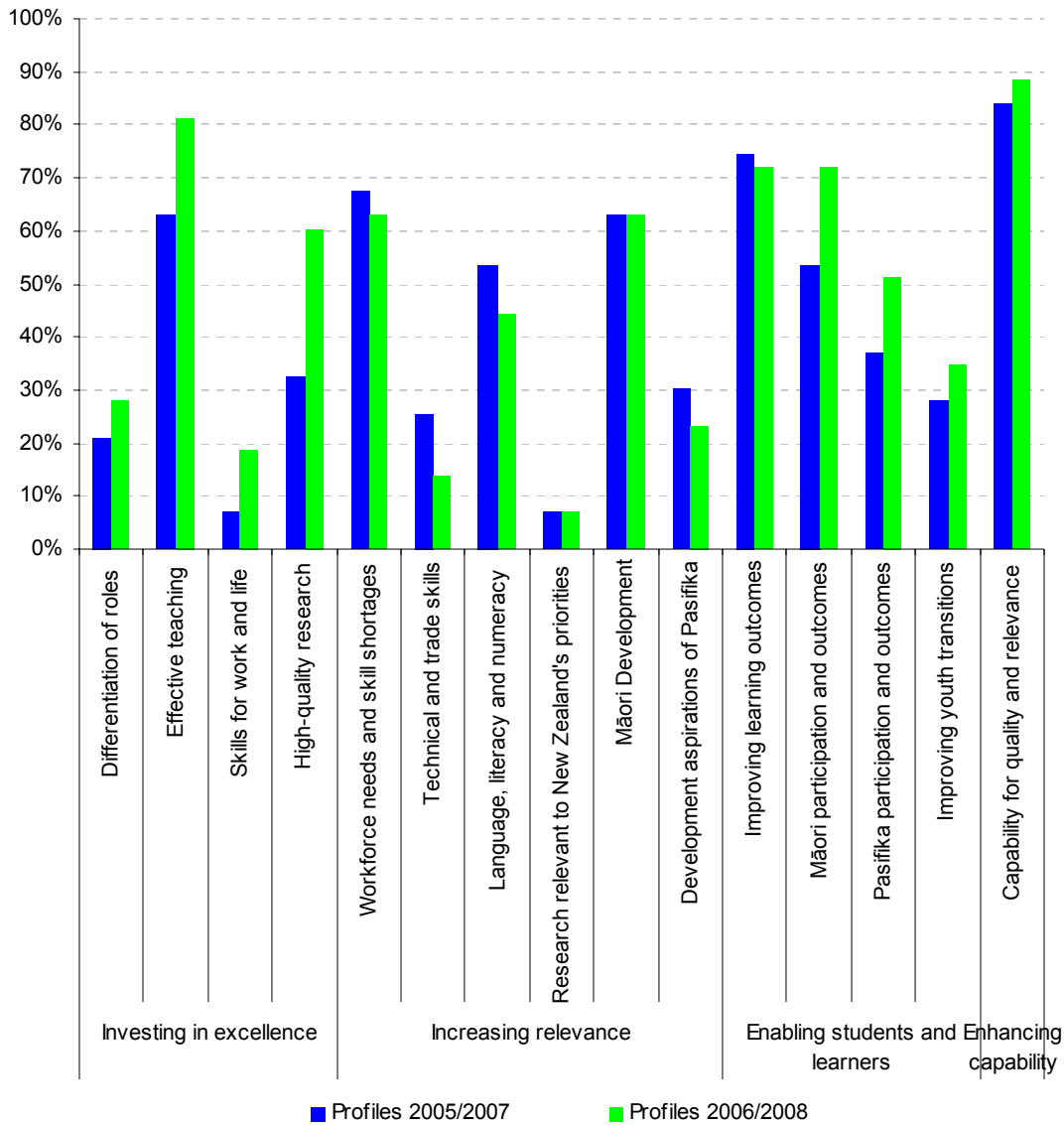
This view shows that the most consistently addressed areas across both years were:

- improving capability
- improving learning outcomes
- workforce needs and skill shortages
- effective teaching.

The least consistently addressed areas were:

- skills for work and life - covering key competencies
- research relevant to New Zealand’s priorities.

Figure 2: Percentage of TEOs with change-focused objectives by 2005 STEP areas



Across the four theme areas of the 2005 STEP, from 2005/07 to 2006/08 profiles, there has been:

- increased focus on "investing in excellence in teaching, learning and research", with significantly more TEOs focusing on effective teaching and high-quality research
- decreased focus on "increasing the relevance of skills and knowledge to meet national goals", possibly as some processes are embedded into business as usual

- increased focus on "enabling students and learners to access excellent and relevant tertiary education, and progress to higher levels of study and achievement", particularly focusing on Māori, Pasifika and youth
- increased focus on "enhancing capability to support learning, teaching and research".

Some underlying issues

These trends need to be understood in terms of the following observations:

- In the area of teaching and learning there has been more focus on monitoring success and providing flexible learning options (including e-learning) and less on development of teaching practice. There is some indication in the 2006/08 profiles of a shift towards the latter.
- In the area of Māori and Pasifika achievement, there is a similar focus on monitoring and support systems. There is less focus on changing the teaching and learning environment to actively support the achievement of these students.
- The degree of engagement and collaboration varies across different groups. Engagement with industry and other TEOs is more likely to involve joint projects, whereas engagement with Māori, Pasifika and communities tends to focus more on relationships and consultation.
- The focus on access tends to be on bringing students into a pathway of study, whether as adults or students from school. While this is a valuable focus and aligns with much of the TES, it misses a focus on provision for those seeking general foundation skills (rather than access to further study) and those who have totally fallen out of the education system, for example students who have left school early.

Patterns of response to the TES

Uniform response to parts of the TES

One of the assumptions in the TES was that there would be a diversity of response to different parts of the strategy. One of the things that this analysis shows is a degree of uniformity of response to particular areas of the TES.

Table 1: Proportion of responses within top ten areas of response by sub-sector

Sub-sector	2005/07	2006/08
ITOs	67%	71%
ITPs	64%	67%
Universities	57%	56%
Wānanga	57%	52%
Total	63%	64%

In both years, around 64 percent of TEO responses¹¹ were in 10 out of the 27 areas used for analysis. While there is variation of response across the sub-sectors, the majority of responses within each sub-sector were within the top 10 areas of overall response.

Following on from this, the top 10 areas of response can then be considered as being the overall messages of the TES that were responded to across the tertiary education sector. These areas are set out in Table 2.

Table 2: Top ten areas of response for 2005/07 and 2006/08 profiles and both years combined

Rank	2005/07	2006/08	Combined
1	Focus on access	Quality of teaching and learning	Quality of teaching and learning
2	Meeting skill needs of industry	Māori participation and achievement at higher levels	Focus on access
3	Quality of teaching and learning	Improving TEO capability	Improving TEO capability
4	Contributing to Māori development	Focus on access	Meeting skill needs of industry
5	Improving TEO capability	Meeting skill needs of industry	Māori participation and achievement at higher levels
6	Māori participation and achievement at higher levels	Contributing to Māori development	Contributing to Māori development
7	Sustainable export education	Collaboration and networking	Collaboration and networking
8	Collaboration and networking	Focus on quality research	Focus on quality research
9	Improving TEO leadership	Pasifika participation and achievement at higher levels	Pasifika participation and achievement at higher levels
10	Improving access to foundation learning	Sustainable export education	Sustainable export education

At the other end of the scale, there were areas that had very low response from TEOs. In both years, there were six areas that accounted for only 5 percent of TEO responses. These can be seen as areas where the TES has failed to create influence over TEO plans and are set out in Table 3.

¹¹ That is, counting each time a TEO has one or more objectives in an area as ‘1’.

Table 3: Lowest six areas of response for 2005/07 and 2006/08 profiles and both years combined

Rank	2005/07	2006/08	Combined
22	Focus on career and study advice	Support and recruitment of Pasifika staff	Focus on key competencies/generic skills
23	Quality of te ao and te reo provision	Focus on specialist skills	Support and recruitment of Pasifika staff
24	Support and recruitment of Pasifika staff	Focus on career and study advice	Focus on career and study advice
25	Focus on key competencies/generic skills	Quality of te ao and te reo provision	Quality of te ao and te reo provision
26	Contribution of research to national goals	Contribution of research to national goals	Contribution of research to national goals
27	Pasifika for Pasifika education services	Pasifika for Pasifika education services	Pasifika for Pasifika education services

Link between funding changes and shifts in responses

It can also be seen from the tables above that there were definite shifts in emphasis across the sector from 2005/07 to 2006/08 profiles. A further look at the areas of increase in response between the two years, shows that the areas with greatest increase were all linked to actual or proposed changes in funding, namely:

- preparation for the 2006 Quality Evaluation for the Performance-Based Research Fund (PBRF)
- the removal of funding for courses with low retention rates
- the proposal to introduce a performance measure to Student Component Funding
- the refocusing of Special Supplementary Grants (SSG) for Māori and Pasifika on higher-level qualifications and retention and completion.

Table 4: Areas of greatest increased response from TEOs from 2005/07 to 2006/08 profiles

Area	Increase in responses	Associated policy
Focus on quality of research	12	PBRF
Quality of teaching and learning	8	Course retention, Student Component Performance Measure
Māori participation and achievement at higher levels	8	Student Component Performance Measure, SSG refocus
Pasifika participation and achievement at higher levels	6	Student Component Performance Measure, SSG refocus
Collaboration and networking	6	
Focus on key competencies/generic skills	5	
Improving TEO capability	4	

Do TEO objectives reflect their organisational context?

The analysis of the relationship between profile objectives and TEI characteristics begins to explore this question. The results are somewhat inconclusive.

There are areas of the TES where having organisational objectives in those areas does bear a statistically significant relationship to the characteristics of the TEI. These are:

- access to and quality of foundation education — which is more common for smaller TEIs
- research and knowledge creation — which is linked to the extent of degree and postgraduate provision
- Pasifika development — which is linked to the number of Pasifika students, as well as the number of equivalent full-time students (EFTS)
- focus on leadership — which appears to be linked to some financial indicators, especially debt levels
- export education — which is linked to the proportion of international students.

Other areas that were tested seem to be more universally addressed, irrespective of the TEI characteristics. These are:

- focus on improving equality of access
- Māori development
- quality of teaching and learning
- focus on TEO capability

- focus on TEO collaboration.

Sector-wide approaches reflected in profiles

Profiles also reflect general trends in thinking across the tertiary education sector, which are not necessarily driven by the TES.

A notable example is the heavy emphasis in 2005/07 profiles on developing e-learning (which only receives a small mention in the TES). In the 2006/08 profiles this had shifted to a focus on flexible learning, which incorporates e-learning and other ways of making learning more accessible to a range of students.

Another example is the curriculum alignment projects across institutes of technology and polytechnics (ITPs). This is an initiative that grew out of the experience of one ITP and is now becoming standard practice across the sector.

A number of TEIs also have objectives relating to environmental management of their campuses. This is an area outside of the scope of the TES.

Lining Up?

5. Alignment across the Six Strategies

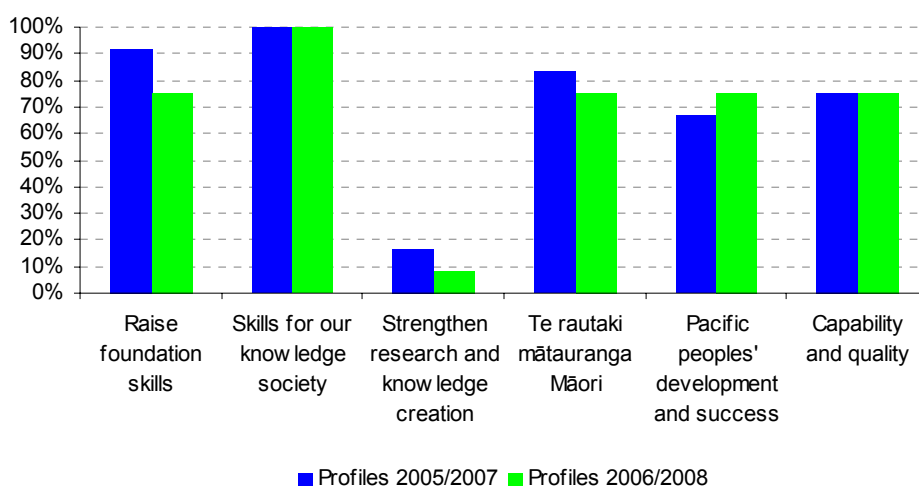
This section looks at the extent to which TEOs in each sub-sector included change-focused objectives in their profiles relating to each of the six strategies.

Industry training organisations

In 2005/07, all ITOs had objectives in the area of ‘Skills for a knowledge society’ and nearly all had objectives in ‘Raise foundation skills’. Many ITOs also had objectives in the other strategies, with the exception of ‘Strengthen research and knowledge creation’.

The main difference from 2005/07 to 2006/08 was a drop in the number with change-focused objectives in ‘Raise foundation skills’.

Figure 3: Percentage of ITOs with change-focused objectives by TES strategy



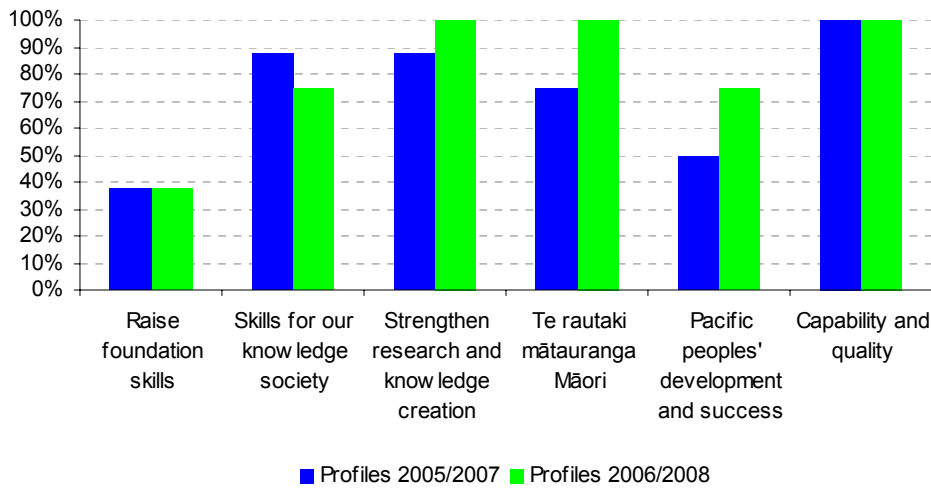
Institutes of technology and polytechnics

The areas of most consistent activity for ITPs in 2005/07 profiles were:

- Skills for our knowledge society
- Te raukaki mātauranga Māori
- Capability and quality.

From 2005/07 to 2006/08 there was a significantly increased focus on ‘strengthen research and knowledge creation’.

Figure 4: Percentage of ITPs with change-focused objectives by TES strategy



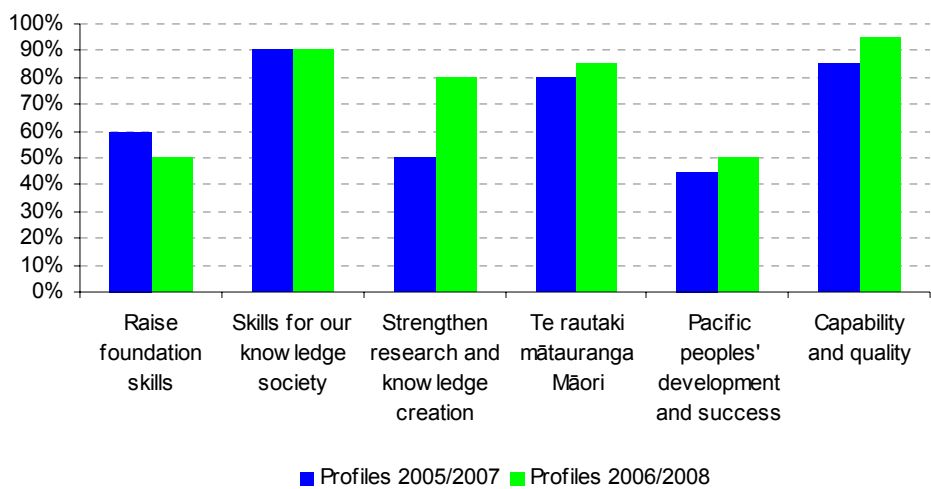
Universities

The areas of most consistent activity for universities in 2005/07 profiles were:

- Skills for our knowledge society
- Strengthen research and knowledge creation
- Te rautaki mātauranga Māori
- Capability and quality.

From 2005/07 to 2006/08 there was a significantly increased focus on ‘Strengthen research and knowledge creation’, ‘Te rautaki mātauranga Māori’ and ‘Pacific peoples’ development and success’.

Figure 5: Percentage of universities with change-focused objectives by TES strategy



Wānanga

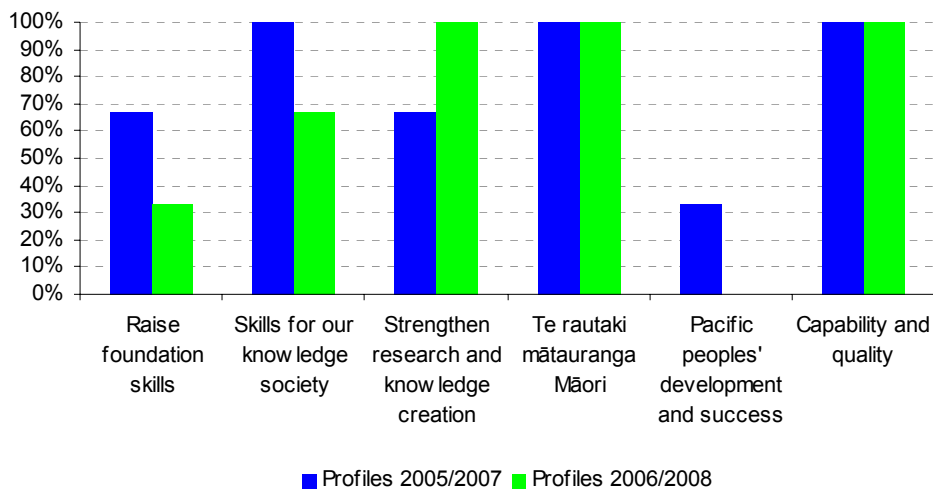
The areas of most consistent activity for wānanga in 2005/07 profiles were:

- Skills for our knowledge society
- Te raukaki mātauranga Māori
- Capability and quality.

From 2005/07 to 2006/08 there was an increased focus on ‘Strengthen research and knowledge creation’, and a decrease in focus on ‘Raise foundation skills’, ‘Skills for our knowledge society’ and ‘Pacific peoples’ development and success’.

It needs to be kept in mind that there are just three institutions in this sub-sector.

Figure 6: Percentage of wānanga with change-focused objectives by TES strategy



Lining Up?

6. Raise Foundation Skills So That All People Can Participate in Our Knowledge Society

Each strategy was looked at in terms of broad themes identified in the monitoring framework rather than all 35 individual objectives. The broad themes looked at in this strategy were:

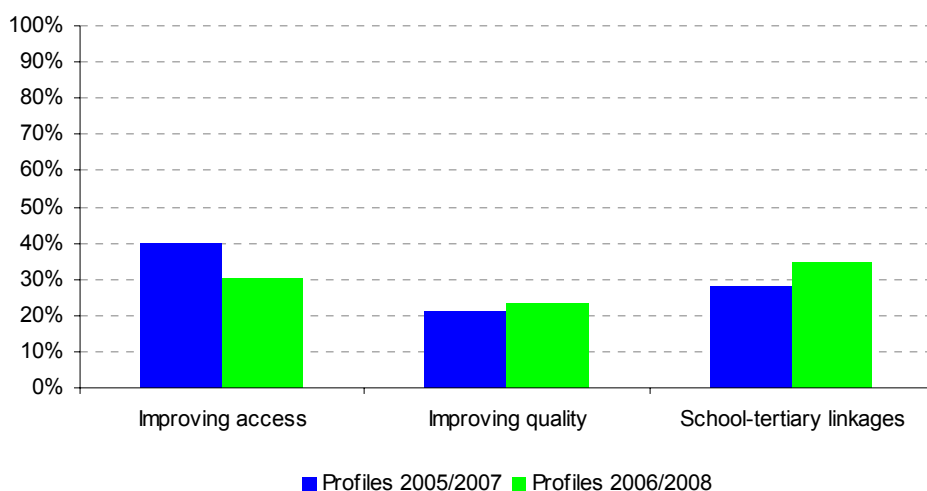
- improving access to foundation education
- improving quality of foundation education
- improving school to tertiary linkages.

Overall pattern

As stated in the overview, just over half of TEOs had change-focused objectives in this strategy in both years, with ITOs most likely to have a focus on this area and universities least likely to. From 2005/07 to 2006/08 there was a general trend towards less change-focus in this area, which was consistent across sub-sector.

In 2005/07 the area of greatest focus was improving access. In 2006/08 profiles there was less change-focus on access, slightly more on quality and increased focus on school to tertiary linkages.

Figure 7: Percentage of TEOs with change-focused objectives relating to 'Raise foundation skills' by theme area



No relationship was found between TEIs having objectives in the areas of improving access to and quality of foundation education and the number or percentage of level 1 to 3 certificate students. An inverse relationship was found between TEIs having objectives in these two areas and the size of the organisation in terms of students and EFTS.¹² That is, smaller institutions are more likely to have a change-focus on these areas.

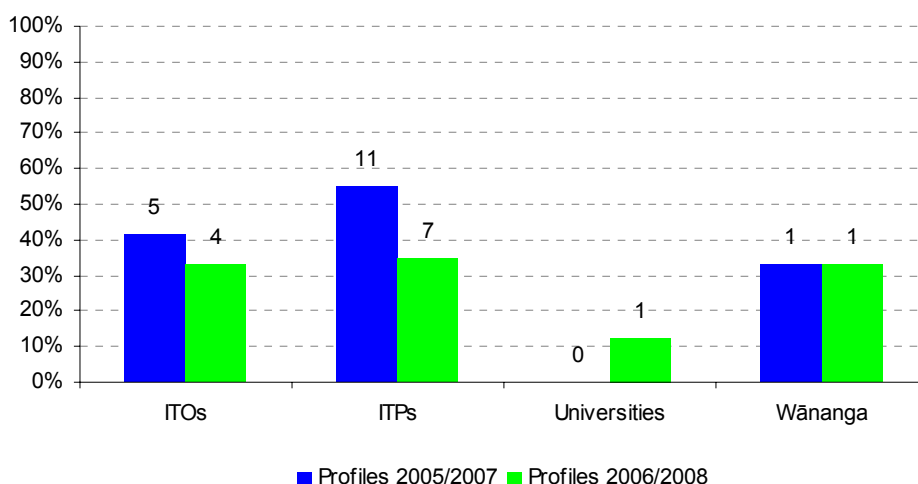
¹² This relationship only showed up as statistically significant in the rank-sums test for EFTS. However, the p-values in the median-scores tests were all under 0.20.

This finding is likely to be a consequence of the larger TEIs being universities, which have a lower level of focus in this area, and the smaller TEIs being provisional ITPs, where foundation learning is a key part of their provision.

Improving access to foundation education

Change-focused objectives relating to improving access to foundation education were found across ITOs, ITPs and wānanga. From 2005/07 to 2006/08 there was a decline in change-focus in this area for both ITOs and ITPs.

Figure 8: Percentage of TEOs with change-focused objectives relating to ‘improving access to foundation education’ by sub-sector



In 2005/07 profiles, the most common focus for ITOs was on identifying those trainees needing additional help with literacy, numeracy and communication skills and targeting specialised provision to them. This included incorporating foundation education within their training packages and programmes. Two ITOs were looking at the use of pre-entry programmes to build foundation skills and one at the use of referrals to literacy providers. One ITO had an objective to promote foundation skills training and qualifications to workers with low or no qualifications.

In 2006/08 profiles, the focus of ITOs was on targeting assistance and services to those needing additional help and on broadly based objectives around improving foundation training and skills in the industry.

In 2005/07, the most common focus in ITPs was on maintaining or increasing the volume of provision. However, the analysis of the relationship of having objectives in this area to numbers of level 1 to 3 certificate students suggests that having these kinds of objectives doesn't relate to the level of provision. Most ITPs had a focus on providing pathways into further study or study support for those starting in tertiary education. A few ITPs were looking at improving access through flexible provision and/or workplace learning. Only a few providers mentioned targeting access to specific groups and only a few talked about a specific focus on numeracy and literacy.

In 2006/08, ITPs continued to have a focus on maintaining or expanding foundation education programmes, as well as providing support and services to individual students. A

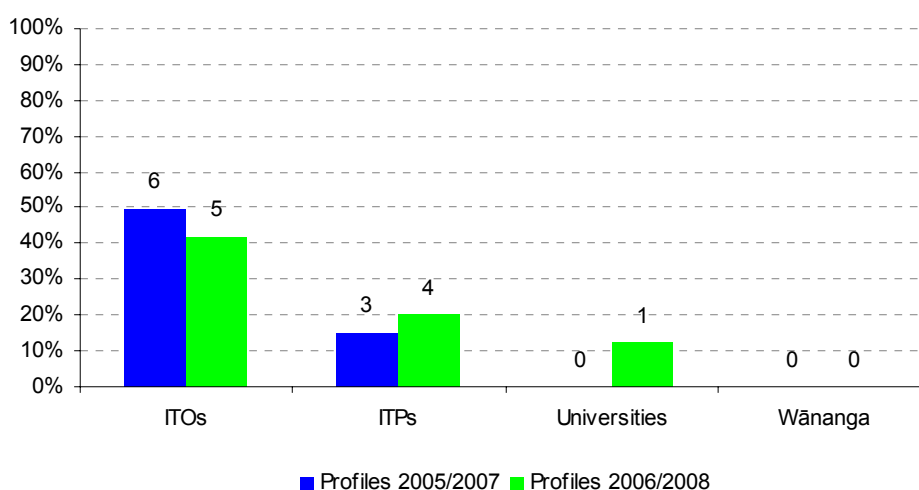
couple were looking at strategies integrated across their provision. There was greater focus on programmes with a specific focus on literacy or numeracy, rather than just bridging and study preparation.

One university in 2006/08 had a focus on supporting the literacy and numeracy requirements of undergraduate students. One wānanga had an objective to employ a tutor/coordinator for literacy and numeracy, develop a literacy programme for students and provide more pre-entry programmes.

Improving quality of foundation education

Change-focused objectives relating to improving quality were found in a number of ITOs, some ITPs and one university (in 2006/08).

Figure 9: Percentage of TEOs with change-focused objectives relating to ‘improving quality in foundation education’ by sub-sector



In both 2005/07 and 2006/08 profiles, the focus for ITOs in this area was on the content and relevance of qualifications. This included ongoing review of qualifications and unit standards to ensure they had a sufficient focus on foundation skills and developing new introductory qualifications with a foundation skills focus. Most of the ITOs with objectives in this area framed them in terms of ensuring that the foundation skill content of qualifications was relevant to the needs of their industry.

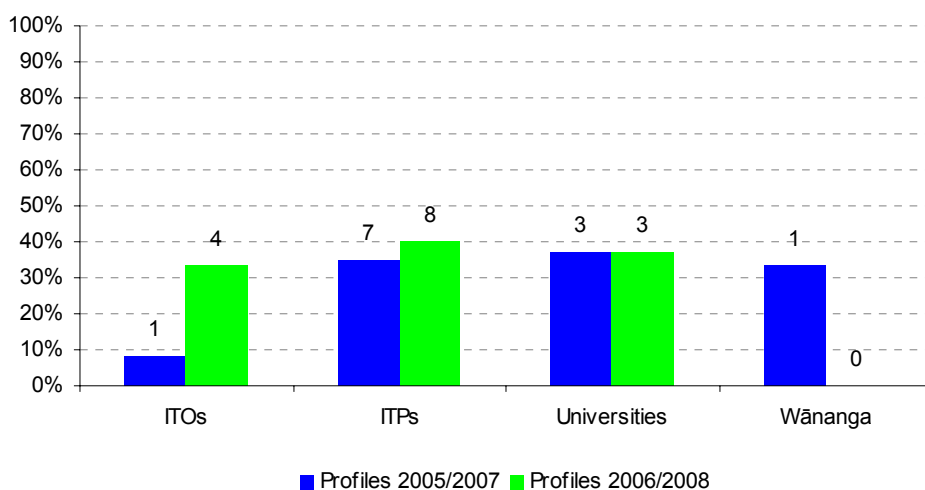
In 2005/07, two ITPs focused on professional development of teaching staff and ACE providers. Another had a focus on working with stakeholders to ensure that provision is relevant and meeting needs. The focus on professional development continued in 2006/08. There was also a focus on quality management, reviewing programmes for relevance and developing effective programmes to help students move into higher levels of education.

The one university with an objective in this area in 2006/08 was looking at developing an entry level qualification to enhance access to degree study for mature students.

Improving school to tertiary linkages

Change-focused objectives relating to improving school to tertiary linkages were found mostly in ITPs and universities in 2005/07. In 2006/08, this area was also being addressed more within ITOs.

Figure 10: Percentage of TEOs with change-focused objectives relating to ‘improving school to tertiary linkages’ by sub-sector



In 2005/07, one ITO had an objective of working with schools to provide work experience for students, including through the Gateway programme. In 2006/08 profiles, more ITOs included objectives in this area, with a focus on working with schools to improve the school to work transition, including development of joint programmes and alignment of school and industry qualifications.

In both 2005/07 and 2006/08 profiles, the consistent focus in this area for ITPs was on aligning school and tertiary curricula in order to create clear pathways from school to tertiary qualifications. This builds on the work initiated by Manukau Institute of Technology, which has been funded to transfer its approach to all ITPs. Some ITPs also identified developing relationships with secondary schools and a couple included the provision of scholarships.

In both years, universities focused on study advice, open days and mentoring programmes (before and at the start of tertiary study). Some universities also had a focus on developing relationships with secondary schools, in some cases targeting schools in specific geographic areas.

The wānanga which had an objective in this area in 2005/07 was focused on developing relationships with secondary schools and linking with kura kaupapa students, as well as running a specific wānanga for rangatahi (youth).

Interestingly, not one provider, in either year, had a stated focus on young people who had left school with little or no prospect of sustainable employment. It may be that TEIs and ITOs consider this to be an area that is addressed through the targeted training programmes and not a responsibility for them to take initiative on.

7. Develop the Skills New Zealanders Need for Our Knowledge Society

This strategy has been examined using the broad themes of:

- meeting the skill needs of industry
- organisational focus on the development of specialist skills
- organisational focus on the development of key competencies/generic skills
- organisational focus on access for under-represented groups
- organisational focus on career and study advice.

Provisos

Two comments need to be made in advance about what this analysis doesn't address.

- The analysis didn't look at information in the profile on the organisation's portfolio of provision, except inasmuch as it was referenced in the organisational objectives. So discussion here around specialist skills, key competencies and generic skills is limited to the extent to which these receive cross-organisational focus, over and above their expression within specific areas of provision. Organisations that were silent in these areas in their objectives may well be addressing them quite actively in their programme development and delivery. This proviso also applies to meeting skill needs of industry, in that efforts at a programme and departmental level may not be reflected in the organisational objective. Therefore in all of these cases, the analysis should be read to focus on systemic approaches to strengthen the organisation's capacity in these areas, rather than all activities of the organisation relating to these areas.
- In developing the monitoring framework a decision was made to incorporate monitoring of objective 22: *Broader development of skills for active citizenship and the maintenance of New Zealand's cultural identity* within the area of key competencies and generic skills. This reflects the discussion in the TES document itself and concurs with the subsequent development of the key competencies framework.¹³ However, a consequence of this is that some universities' objectives relating to general promotion of active citizenship and cultural identity have not been adequately reflected in this analysis.

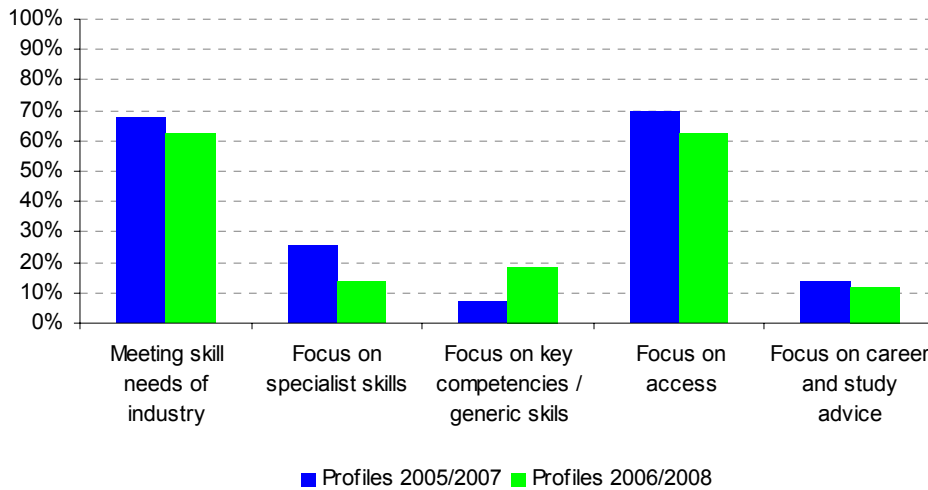
Overall pattern

As stated in the overview, most TEOs had some change-focus in this area in both years. However, there was slightly less change-focus in 2006/08 as TEOs consolidated initiatives from the previous year. All ITOs had change-focused objectives in this strategy in both years. This was true for most, but not all, TEIs.

¹³ Ministry of Education, *Key Competencies in Tertiary Education — developing a New Zealand framework*, February 2005.

The two areas within the strategy that had consistent focus across TEOs were meeting the skill needs of industry and focusing on access for under-represented groups.

Figure 11: Percentage of TEOs with change-focused objectives relating to ‘Skills for our knowledge society’ by theme area

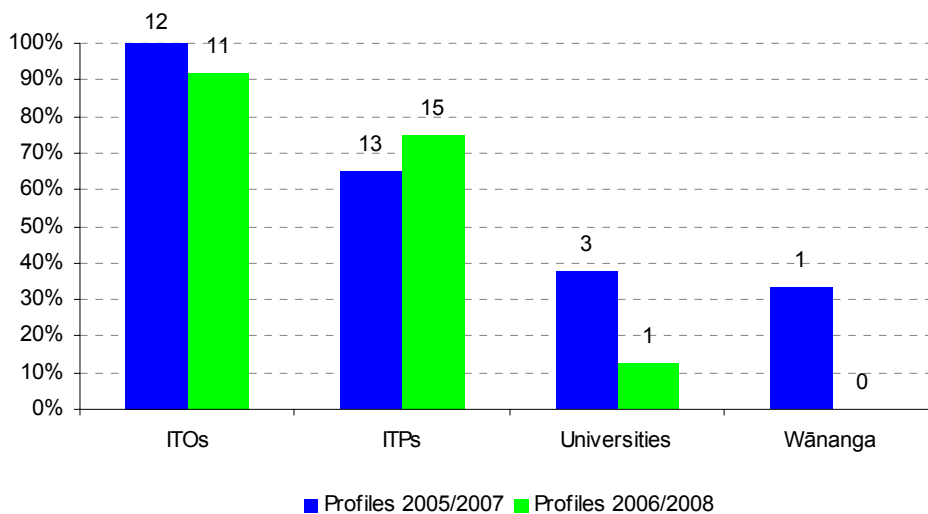


In this strategy, the relationship to TEI characteristics was only tested for ‘focus on access’. The results are presented in that section below.

Meeting the skill needs of industry

This was mostly an area of change-focus for ITOs and ITPs. From 2005/07 to 2006/08 there were more ITPs with a change-focus in this area, but fewer TEOs focusing on change in the other sub-sectors.

Figure 12: Percentage of TEOs with change-focused objectives relating to ‘meeting the skill needs of industry’ by sub-sector



This area is the core business of ITOs. In particular, ITOs have been required to take a greater role in providing leadership to their industry sectors in identifying and meeting skill needs.

In 2005/07 profiles, nearly all ITOs had objectives relating to identifying current and future skill and training needs of their industry. This was often to be done in collaboration with their industry and, in several cases, involved a process of communicating the needs back to industry. Most ITOs included objectives focused on ensuring that their qualifications and training programmes reflected the identified skill needs of the industry. A number also had objectives relating to good practice and quality provision of industry training, in a way that is responsive to industry needs. Three-quarters of the ITOs examined included objectives around expanding and marketing their provision and coverage across their industries, but only a quarter had a focus on successful completion of training programmes.

This focus continued for ITOs in 2006/08 profiles, with objectives relating to the development of qualifications being most common, followed by promoting training, skill needs analysis and research, developing relationships with industry and focusing on strategic training plans.

In 2005/07, the most common focus for ITPs was on developing partnerships, relationships and joint ventures with industry and involving industry in the development of qualifications and programmes. The latter was often to be achieved through industry involvement in programme advisory groups.

The next most common strategies for ITPs were developing specific areas of educational provision and capability related to industry and vocational education; and focusing on improving the work-readiness of graduates, including work experience within qualifications. A few ITPs were also providing educational consultancy services to industry and encouraging greater linkages between teaching staff and industry.

In 2006/08, the most common focus for ITPs was on ensuring that their qualifications and programmes were relevant to industry, followed by the development of relationships with industry, undertaking skill needs analysis and research and promoting industry-focused provision.

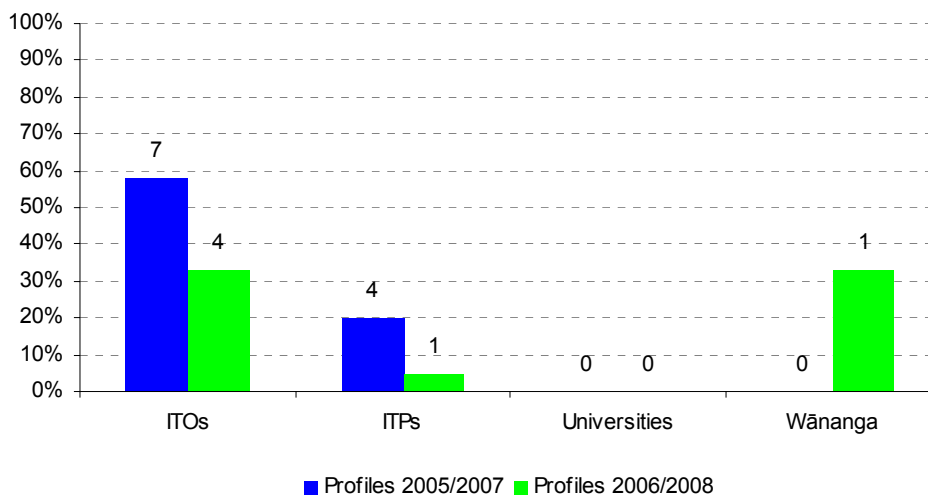
In both years, where universities had a focus in this area it was mostly around developing partnerships and relationships with industry and improving the work-readiness of graduates. In 2006/08, one university also referenced progressing a community business incubator project and technology for industry fellowships.

There was one wānanga in 2005/07 with a focus in this area in its organisational objectives and that was in terms of supporting students in their transition into a specific industry, namely teaching.

Focus on specialist skills

In 2005/07, more than half of the ITOs examined and some ITPs had objectives in this area. In 2006, it was mostly ITOs that had a change-focus in this area. As noted above, while this was not an area widely discussed in TEI profiles, it doesn't mean that most TEIs are not focusing on it.

Figure 13: Percentage of TEOs with change-focused objectives relating to ‘focus on specialist skills’ by sub-sector



In both years, the focus of ITOs was on meeting the need for specialist skills within their industries. This involved a mix of understanding and identifying specialist skill needs and developing specialist qualifications.

In 2005/07 profiles of ITPs which mentioned this area, the focus was on developing centres of excellence or innovation in specialist areas and/or developing specialist qualifications. In 2006/07, the one ITP with a profile objective in this area, referred to a new specialist qualification.

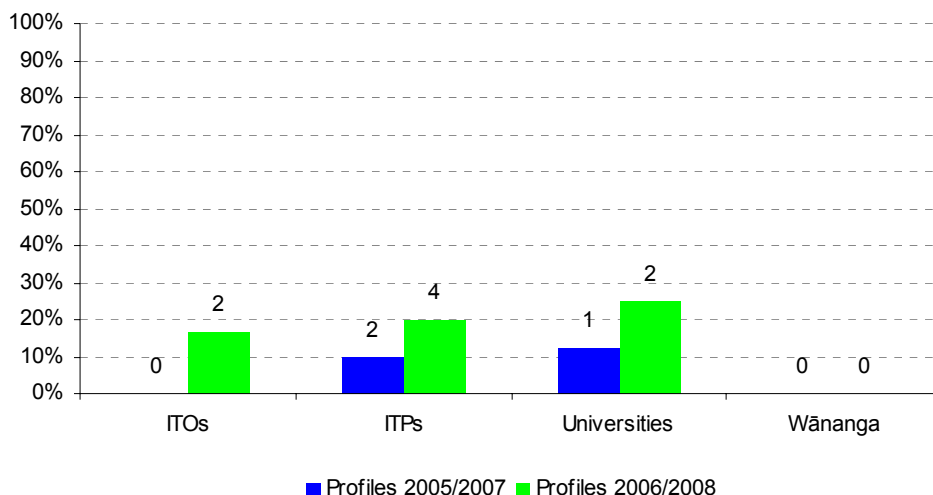
In 2006/08 one wānanga included an objective of developing education and research within a specific specialist area.

Focus on key competencies/generic skills

As with specialist skills this was not an area widely discussed in profile objectives. However, this does not mean it is not an area of focus within most TEOs. From 2005/07 to 2006/08 there was an increased number of TEOs with objectives focusing on this area.

The comments made in the profiles that addressed this in the objectives included a focus on developing adaptive learning, lifelong learning skills, fostering intellectual independence of students and developing students’ skills, attributes and knowledge to make a positive contribution to society and their employment prospects. This is to be achieved through improvements to qualifications, assessment and curriculum.

Figure 14: Percentage of TEOs with change-focused objectives relating to ‘focus on key competencies/generic skills’ by sub-sector

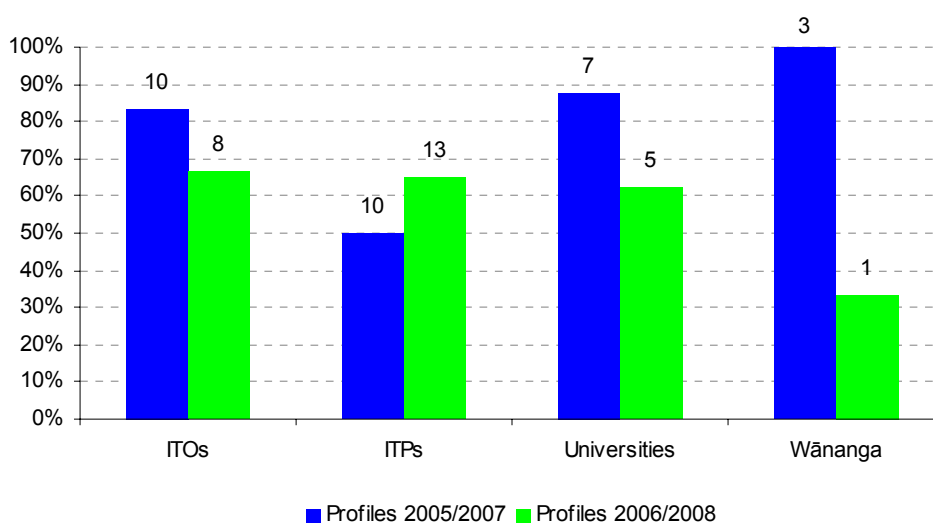


Focus on access

In 2005/07 profiles, all wānanga, most ITOs and most universities had change-focused objectives in this area. However, only half of ITPs did. In 2006/08 profiles, the number of wānanga, universities and ITOs with change-focused objectives in this area had reduced, while the number of ITPs had increased.

The relationship between TEIs having objectives in this area and their student characteristics was analysed. A relationship was found between the proportion of Pasifika students¹⁴ and the number of Māori students (for 2005/07 profiles only). No relationships were found in terms of students with disabilities, total students or total EFTS.

Figure 15: Percentage of TEOs with change-focused objectives relating to ‘focus on access’ by sub-sector



¹⁴ This was significant on both tests for the two years combined, but not for each individual year.

In 2005/07 a number of the ITOs with objectives in this area expressed them in terms of equality of access for all workers, without specifying specific target groups. The most common target group identified were women, reflecting concerns about the under-representation of women in some industries and in industry training. Several mentioned Māori and Pasifika, only one mentioned workers with disabilities and one workers with low or no qualifications. Many of the objectives were expressed in general terms of raising participation and removing barriers to participation. A few talked about working with employers to identify barriers to participation and some addressed improvements to the training environment and appropriateness of training materials.

In 2006/08 profiles, ITOs continued to have a general focus on access for all workers. The focus on access by women continued and there was greater focus on access by ethnic groups, particularly Māori and Pasifika. None of the ITOs mentioned workers with disabilities. Objectives were often phrased in terms of promoting the industry and industry training and meeting participation and achievement targets. Some ITOs were also looking at design of qualifications, flexible learning provision and research into inequality and barriers.

In 2005/07 profiles most of the TEIs with objectives in this area included a focus on improving educational opportunities for under-represented groups. These included students with disabilities, and Māori and Pasifika students. In some cases, gender was also mentioned. In some cases, TEIs were also focused on extending access more generally, for example within a regional area, by making it easier to enrol and continue in study.

There were various ways in which TEIs planned to improve access. The most popular way was through providing support services, particularly for first year students and underrepresented groups. Quite a few TEIs were also looking at how to improve their programme structure and delivery to prepare students for study and encourage progression to higher levels. Some saw the development of flexible learning and alternative delivery as a way of increasing access. Some also had a focus on specific barriers, such as physical barriers for students with disabilities or providing childcare and healthcare services. Many included monitoring of participation, retention and completion of target groups in their objectives. Some had also identified the need to review and evaluate programmes.

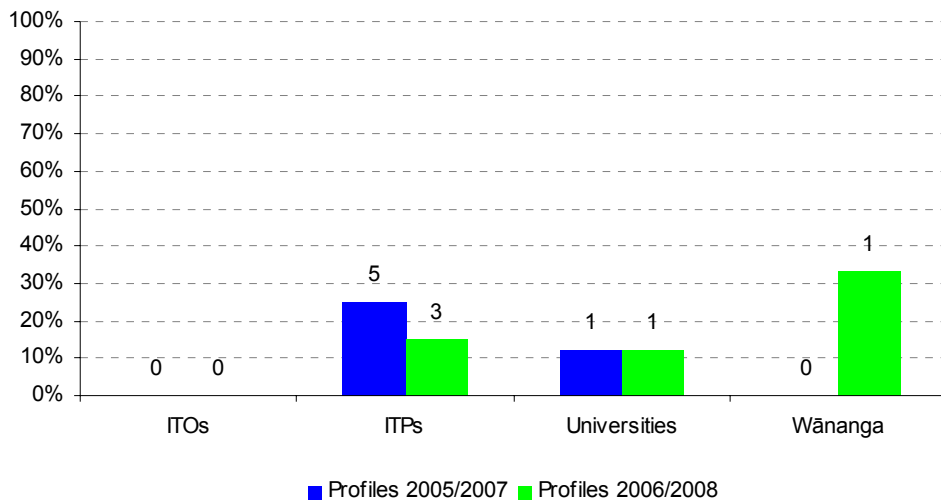
There were no distinct differences in the mix of responses across sub-sectors. However, individual TEIs often favoured one type of response over another, with no individual institution having responses in all of the areas outlined above.

The 2006/08 profiles showed a similar pattern. There were general statements about improving access for all learners and focusing on under-represented groups. There was also a strong focus on students with disabilities, along with some focus on ethnic groups, particularly Māori and Pasifika. A similar mix of interventions and support was described. The universities tended to be less specific about the actions to be taken to improve access.

Focus on career and study advice

In 2005/07, a few ITPs and one university had specific objectives in this area. The pattern was similar in 2006/08, with the addition of one wānanga. However, in terms of study advice, where initiatives were tied to access for under-represented groups, they have been counted above.

Figure 16: Percentage of TEOs with change-focused objectives relating to ‘focus on career and study advice’ by sub-sector



In 2005/07 profiles, there was a fairly even split between the number of TEIs with study advice objectives and the number with career-focused objectives. Study advice tended to focus on the provision of learner support services, and in some cases included broader pastoral care. Career advice included career planning and guidance services. Some of the TEIs were also providing services to match students up to prospective employers.

In 2006/08 profiles, the focus was more towards career advice and planning of study towards a career.

Lining Up?

8. Strengthen Research, Knowledge Creation and Uptake for our Knowledge Society

This strategy has been examined using the broad themes of:

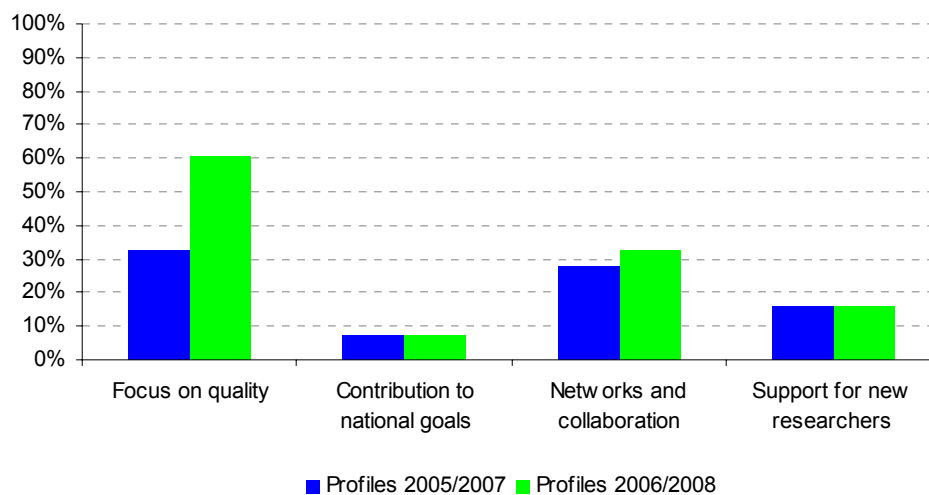
- organisational focus on producing quality research
- improving the contribution of research to national goals
- developing research networks and collaboration
- support for new and emerging researchers.

Overall pattern

As shown in the overview, around half of TEOs had change-focused objectives in this strategy in 2005/07 profiles, increasing to nearly two-thirds in 2006/08 profiles. The growth in focus has largely been in the ITP and wānanga sub-sectors.

In 2005/07 profiles the main focus was on the areas of developing quality research programmes and networks and collaboration. The increased focus in 2006/08 profiles has largely been concentrated on developing quality research programmes.

Figure 17: Percentage of TEOs with change-focused objectives relating to 'Research and knowledge creation' by theme area



The relationship between having objectives in this strategy and bachelors degree and postgraduate students in the institution was examined. A relationship was found between having research objectives and the number and proportion of degree and postgraduate students. This finding reflects the requirement for degrees to be taught mainly by people engaged in research.¹⁵

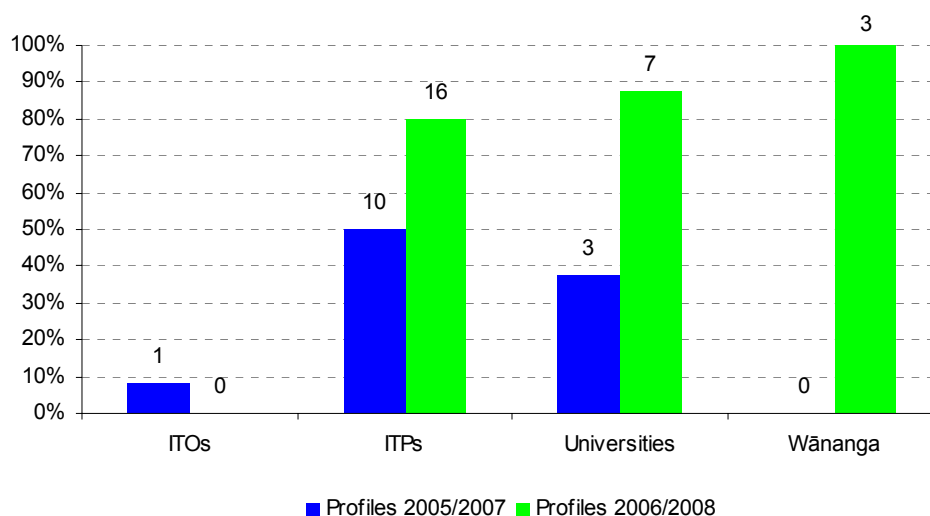
¹⁵ Education Act 1989, s169(4)(a)(ii) and s254(3)(a).

A relationship was also found to the number of EFTS. This latter finding mostly reflects that institutions with degree and postgraduate programmes tend to be larger in EFTS terms.

Focus on research quality

From 2005/07 to 2006/08 there has been an increased focus on developing quality research programmes across ITPs, universities and wānanga.

Figure 18: Percentage of TEOs with change-focused objectives relating to ‘focus on research quality’ by sub-sector



The one ITO with a focus in this area in 2005/07 has an objective of using industry training as a means of knowledge and technology transfer, reflecting latest research.

In 2005/07 ITP profiles, most of the objectives in this area focused on further development of their research programme and capability. There was a definite focus on applied research and research by staff in degree and postgraduate programmes. Many of the objectives were worded around supporting, fostering and developing research within the institution and raising the quantity of output. There was less emphasis on specific infrastructure.

The 2006/08 ITP profiles had a similar focus on developing their research programme and capability. A number referred to developing a research culture within their institution and there was more focus on the quality, as well as quantity, of output.

In the 2005/07 university profiles, the focus was on specific infrastructural developments. These included the establishment of management positions to oversee research development, improved allocation of research funding and recognition of excellence. The 2006/08 profiles included a broader focus on developing research programmes, as well as specific research centres.

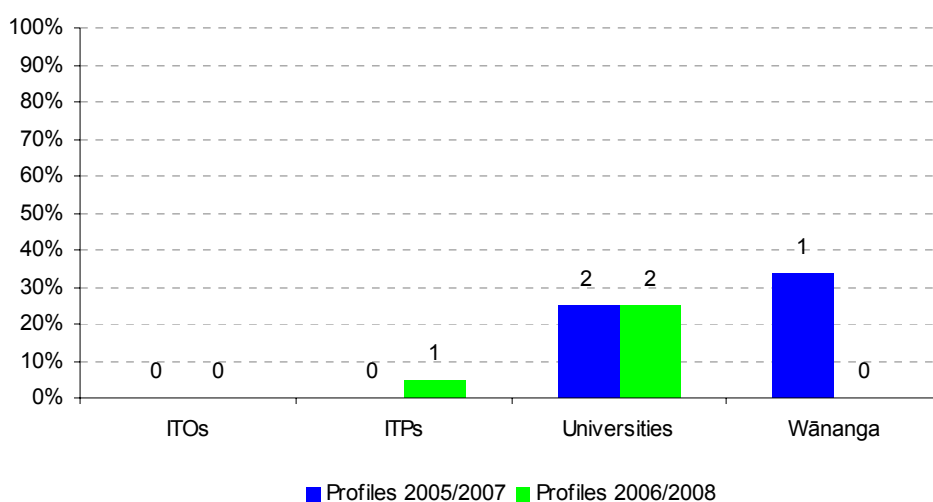
In 2006/08 profiles, all three wānanga referred to development of their research programmes and capability.

Across the sub-sectors, there were six TEIs that made specific reference to the PBRF. In the case of ITPs and wānanga this was in terms of preparing for participation in the next round. In the case of universities, this was in terms of improved results from the next round.

Contribution to national goals

Across the two years of profiles, only one ITP, two universities and one wānanga framed any research objectives in terms of the contribution of research to national goals. This is not to say that other TEIs are not contributing, but rather they are not considering their contribution in an explicit manner.

Figure 19: Percentage of TEOs with change-focused objectives relating to ‘contribution of research to national goals’ by sub-sector



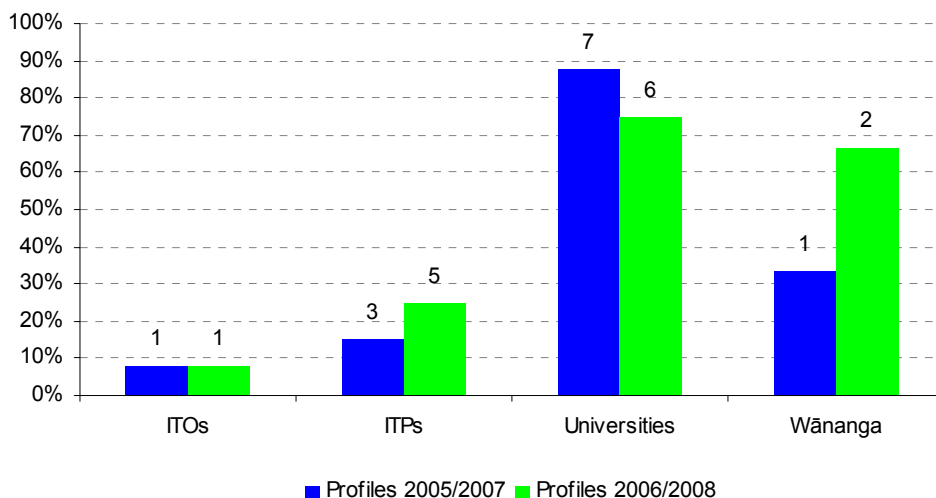
In both years, the two universities had broad research objectives that referred to contributing to national goals. In one case, the objective was supported by specific actions regarding Māori research, networks and collaborations, and projects in the three Growth and Innovation Framework priority areas of information technology, biotechnology and creative industries. The wānanga contribution was specifically around the development of Māori-related research. The ITP referred to research that meets expressed needs of business.

Networks and collaboration

This was mostly an area of focus for universities in both years. In addition, there was increased focus on this area from ITPs and wānanga in 2006/08 profiles.

This is an area of developing focus in ITPs. Their main focus is on collaboration with business and communities. In 2006/08 profiles, there was also mention of increased research contracts and developing links with researchers in other TEIs and private consultancy.

Figure 20: Percentage of TEOs with change-focused objectives relating to ‘research networks and collaboration’ by sub-sector



In the universities, apart from general statements about improving collaboration and linkages with end users, the most common focuses in 2005/07 were on linkages with business and industry and international linkages. Some also focused on linkages with other TEIs or research organisations and with Māori and iwi. In 2006/08, the focus was more around international linkages and increasing contract research and commercialisation.

In 2005/07 the one wānanga with an objective in this area had a focus on developing long-term alliances and partnerships, and developing a specific international partnership and collaboration with iwi. In 2006/08, wānanga with objectives in this area had a focus on increasing research contracts and research consultancy.

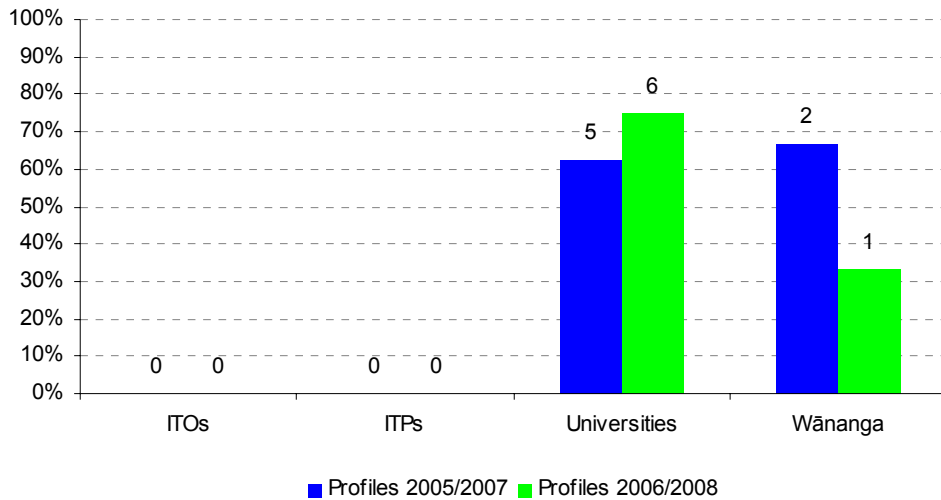
One ITO had an objective around establishing alliances with research organisations to improve the transfer of knowledge to industry.

Support for new researchers

This was an area of focus for universities and wānanga in both years. This is not an area addressed in ITP profile objectives in either year.

In the universities and wānanga in 2005/07, there was a strong emphasis on support and supervision of research students. There was also an emphasis in some on development of infrastructure to support new and emerging researchers, including research centres, funding and scholarships. A couple also had a focus on increasing the number of postgraduate research students and postdoctoral fellowships.

Figure 21: Percentage of TEOs with change-focused objectives relating to 'support for new researchers' by sub-sector



In 2006/08, the universities had a much stronger focus on increasing the number of research degree completions by both staff and students. They also mentioned providing scholarships and support systems. The wānanga had a focus on developing research capability in its staff and development of its postgraduate programmes and support.

Lining Up?

9. Te Rautaki Mātauranga Māori — contribute to the achievement of Māori development aspirations

This strategy is examined using the broad themes of:

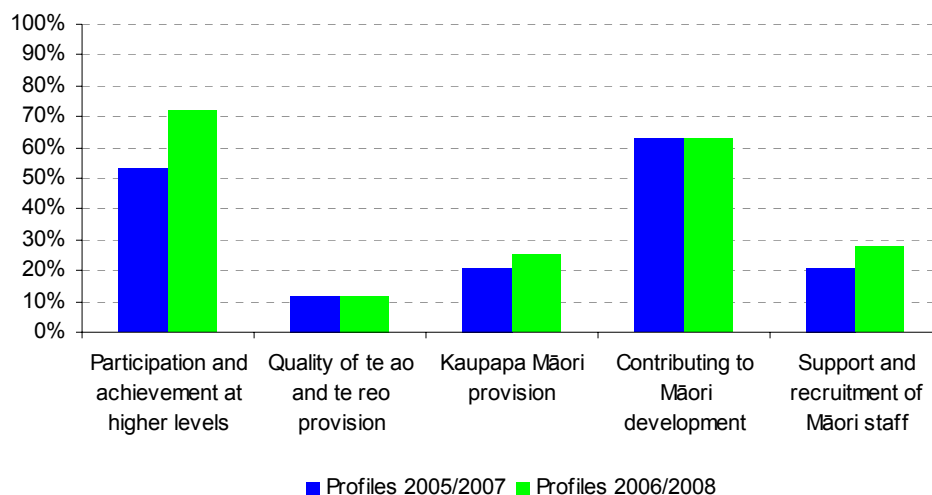
- increasing Māori participation and achievement at higher levels of tertiary education
- quality provision that supports te ao Māori and te reo Māori
- development of kaupapa Māori provision
- active contribution to Māori, whānau, hapū and iwi development
- recruitment, support and retention of Māori staff.

Overall Pattern

As stated in the overview, most TEOs had change-focused objectives relating to this strategy in their profiles in both years. This pattern was consistent across sub-sectors.

The two theme areas most commonly covered in profile objectives were ‘participation and achievement at higher levels’ and ‘contributing to Māori development’.

Figure 22: Percentage of TEOs with change-focused objectives relating to ‘Te Rautaki Mātauranga Māori’ by theme area



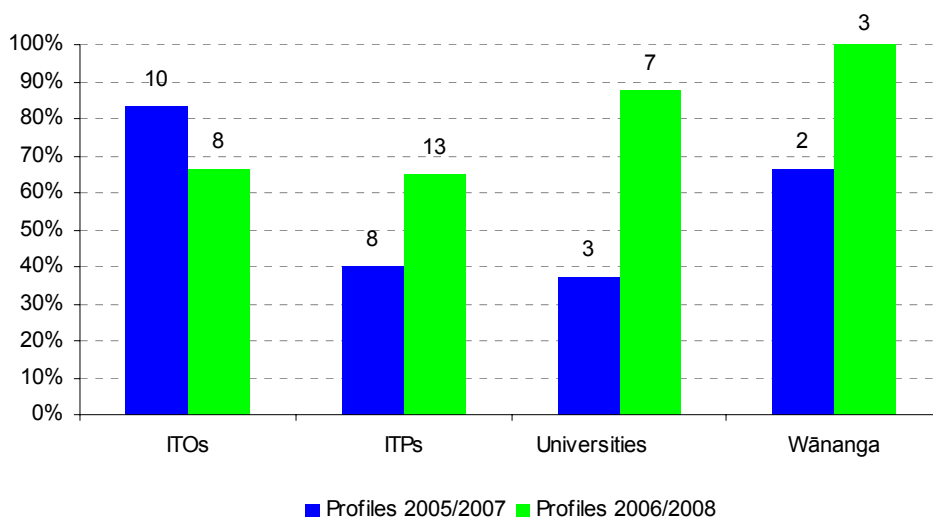
No relationship was found between having objectives relating to this strategy and the number¹⁶ or proportion of Māori students at the TEI. There was also no relationship to the size of the TEI in terms of students or EFTS.

¹⁶ The median-scores test did show a significant relationship for 2006/07 profiles, but this was not confirmed by the rank-sums test and therefore may be an aberration of the data.

Increasing Māori participation and achievement at higher levels of tertiary education

In 2005/07 profiles, ITOs and wānanga were most likely to have change-focused objectives in this area. In 2006/08, a larger proportion of ITPs and universities had change-focused objectives in this area.

Figure 23: Percentage of TEOs with change-focused objectives relating to 'Māori participation and achievement at higher levels' by sub-sector



In both years, the most commonly expressed approach was monitoring Māori participation, retention and achievement, including setting targets of some kind. This was generally expressed in quite broad terms in the objectives, with only a few TEOs having a specific focus on higher levels of study.

In 2005/07 profiles, ITOs mostly focused on working with industry to increase participation of Māori in industry training. In some cases this focused on getting more Māori into the industry itself. Several also had objectives around increasing Māori achievement and progression to higher qualifications. The approaches to achieving these objectives covered individual training plans, mentoring, developing culturally appropriate training materials and working with a wider range of stakeholders.

In 2006/08 ITO profiles, the objectives were less specific and often just referred to putting in place strategies or initiatives. Some ITOs planned to consult with Māori and iwi on ways to support participation. One was developing links with targeted training providers and one was reviewing course materials.

In 2005/07, the most common intervention for ITPs was providing various kinds of study support services for Māori students. Only one was looking at options for programme development, such as short courses, and foundation and trades programmes. Two mentioned working and consulting with community and iwi to achieve results in this area.

In 2006/08, study support services continued to be a common response from ITPs. A couple of ITPs were looking at the broader teaching and learning environment and one was working with iwi to provide scholarships.

In 2005/07 profiles, the universities with objectives in this area were largely focused on general monitoring, although one did have specific targets for postgraduate enrolments. Two mentioned support services and one was looking at programme development in foundation education and pathways to diploma and degree study.

In 2006/08 profiles, the focus on monitoring continued. There were two universities developing strategies and programmes to improve Māori participation and achievement and three referred to student support programmes.

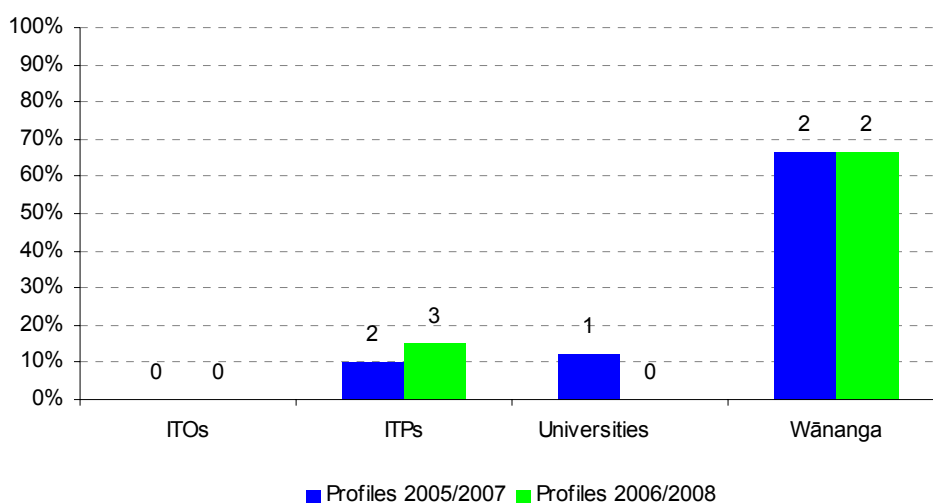
In 2005/07, the wānanga were nearly entirely focused on achieving results in this area through the ongoing development of their programmes. This included development of a doctoral qualification, a focus on transition courses for second chance learners and academic pathways leading to employment and educational outcomes.

In 2006/08, there was a similar focus, with providing pathways for learners being a key theme.

Quality provision that supports te ao Māori and te reo Māori

This area was mostly a focus for wānanga, although there was also some focus on this area from ITPs and from one university.

Figure 24: Percentage of TEOs with change-focused objectives relating to ‘quality of te ao and te reo Māori provision’ by sub-sector



In 2005/07, most of the objectives in this area were focused on the quantity and range of programmes offered. One ITP was looking at flexible learning strategies to support introductory te reo courses. One wānanga mentioned the establishment of a specialist Māori language centre.

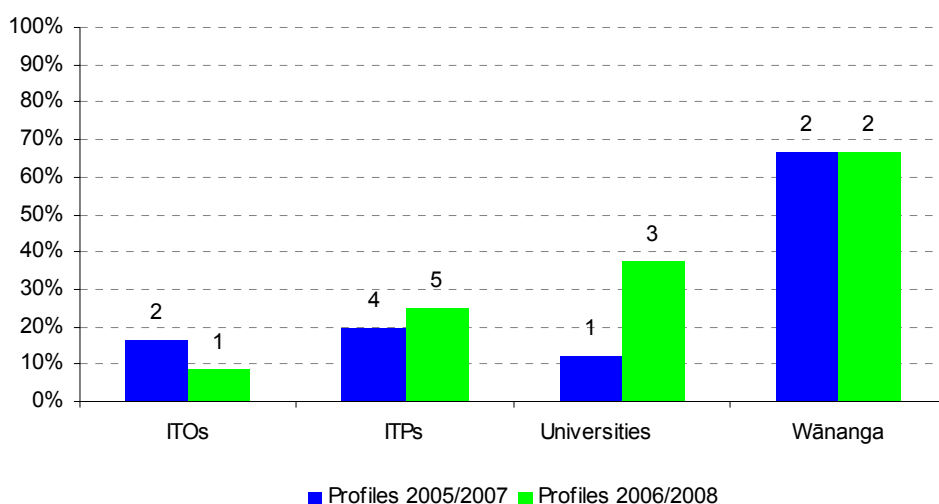
In 2006/08, there was a similar focus on the programmes offered, mostly in te reo Māori. One wānanga referred to developing a ‘Māori body of knowledge’ and research into the ‘Māori world view’.

As with development of specialist skills and key competencies, this is not to say that there are not more things happening across TEOs. Rather it shows a lack of focus on this area at an organisational level.

Development of kaupapa Māori provision

This was an area of focus for wānanga in both years, reflecting their nature as kaupapa Māori institutions. A few ITOs, ITPs and universities also had a change-focus in this area.

Figure 25: Percentage of TEOs with change-focused objectives relating to 'kaupapa Māori provision' by sub-sector



In 2005/07, two of the ITOs selected for analysis had objectives relating to kaupapa Māori provision. One was going to investigate the possibility of developing qualifications specifically for Māori staff in the industry. The other was well down the track of developing kaupapa Māori qualifications and having kaupapa Māori unit standards available within all of its qualifications. This focus continued for one of the ITOs in 2006/08.

In 2005/07, two of the ITPs that had objectives in this area were looking at the general development of a kaupapa Māori approach to learning within their institution. One described this as a wānanga approach and the other as developing a strong sense of whanaungatanga and a dynamic and vibrant learning environment for Māori. In the other two ITPs the focus was on 'indigenisation' of the curriculum (in one case) and strengthening pathways for learners from Māori PTEs.

A similar focus continued in 2006/08. Two ITPs talked about developing a wānanga approach within their institution.

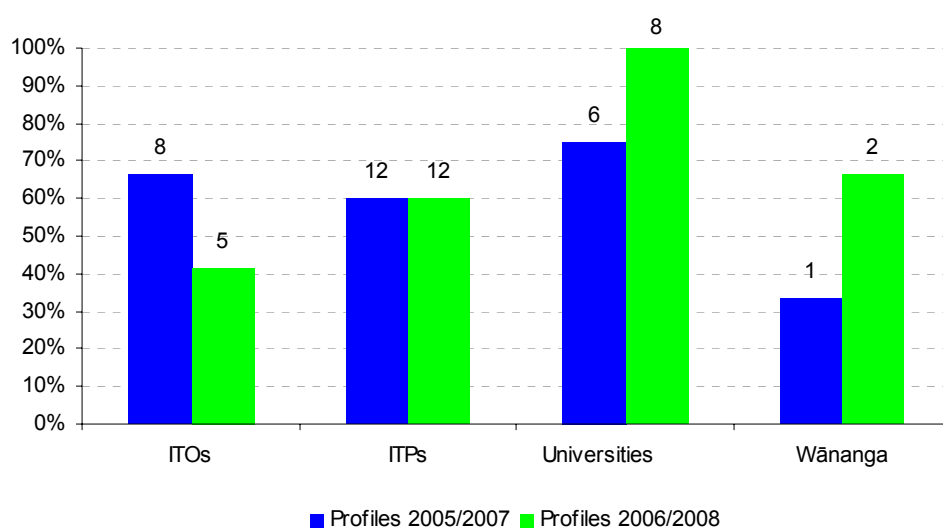
In 2005/07, the university focus on this area was on developing kaupapa Māori qualifications in the areas of education and resource management. In 2006/08, one university had objectives focused on specific subjects with a kaupapa Māori focus and the other two were looking at increasing Māori-specific curriculum content.

In both years, specific objectives in wānanga covered Māori cultural standards and criteria for indigenous programme development, promotion of mātauranga Māori and embedding kaupapa Māori approaches more deeply into degree programmes.

Contributing to Māori development

In 2005/07, most ITOs, ITPs and universities had objectives in this area. In 2006/08 profiles, all universities had objectives in this area. While this area relates to the overall mission of wānanga, wānanga were counted here only if they had specific objectives in their profiles.

Figure 26: Percentage of TEOs with change-focused objectives relating to ‘contributing to Māori development’ by sub-sector



In 2005/07 profiles, most ITOs were focused on consultation and engagement with Māori as a means of increasing Māori participation and meeting the needs of Māori trainees. A few were looking at partnerships with Māori providers or communities. This pattern was similar in the 2006/08 ITO profiles.

In 2005/07 TEI profiles, the objectives were generally expressed in broad terms with less sense of what exactly would be achieved. Some TEIs did include some specific, but limited, actions. These included research projects, involvement of Māori in course design and delivery, and development of specific courses.

The objectives were much clearer on the process side, with many TEIs developing relationships and partnerships with Māori and iwi organisations. A number also mentioned consultation and involvement of Māori in decision making, including through advisory groups. There were not any notable differences in approach between universities and ITPs.

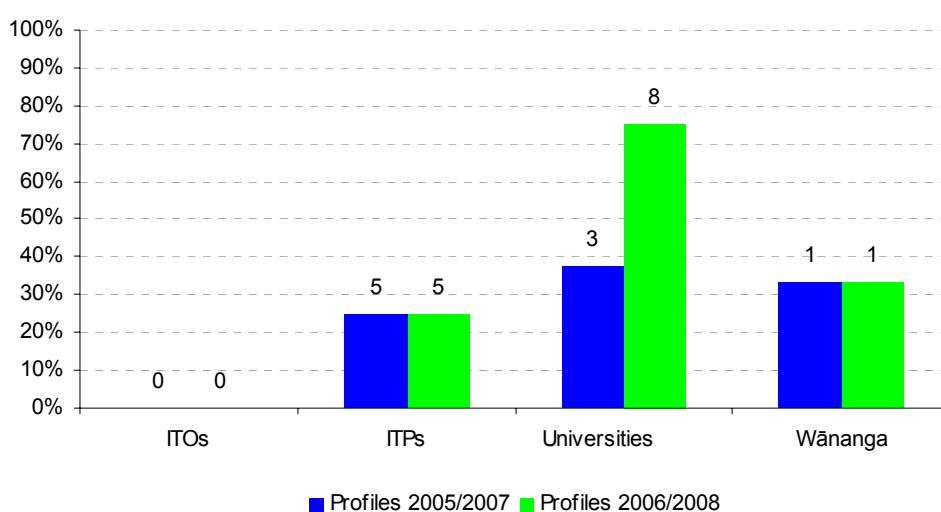
Again, this pattern continued in the 2006/08 profiles. Many TEIs talked about developing relationships and partnerships with iwi and Māori. ITPs had a focus on improving teaching and learning that contribute to Māori development. Universities had a stronger focus on research projects.

As with some of the areas above, this area was not so explicit in the wānanga profiles in 2005/07, but rather was an underlying theme across their organisation. In 2006/08 two of the wānanga were developing relationships with whānau, hapū, iwi and Māori communities within their objectives.

Support and recruitment of Māori staff

This area was picked up only within TEI profiles. ITOs employ relatively few staff and rely on contracted providers and assessors to deliver industry training. From 2005/07 to 2006/08 there was an increase in the number of universities with objectives in this area.

Figure 27: Percentage of TEOs with change-focussed objectives relating to ‘support and recruitment of Māori staff’ by sub-sector



In 2005/07 profiles, the most common type of objective in this area was expressed in terms of monitoring the proportion and/or number of Māori staff in the institution. Some TEIs also talk about developing support for Māori staff through support networks and, in one case, more flexible employment arrangements. Some mentioned staff development, although much of this was focused on developing Māori staff towards management and leadership. Only two TEIs talked about developing a recruitment and retention strategy.

In 2006/08 profiles, more TEIs, particularly universities, mentioned development of strategies and initiatives to improve recruitment and retention of Māori staff. Others mentioned staff development and monitoring of recruitment and staff data.

10. Educate for Pacific Peoples' Development and Success

This strategy has been examined using the broad themes of:

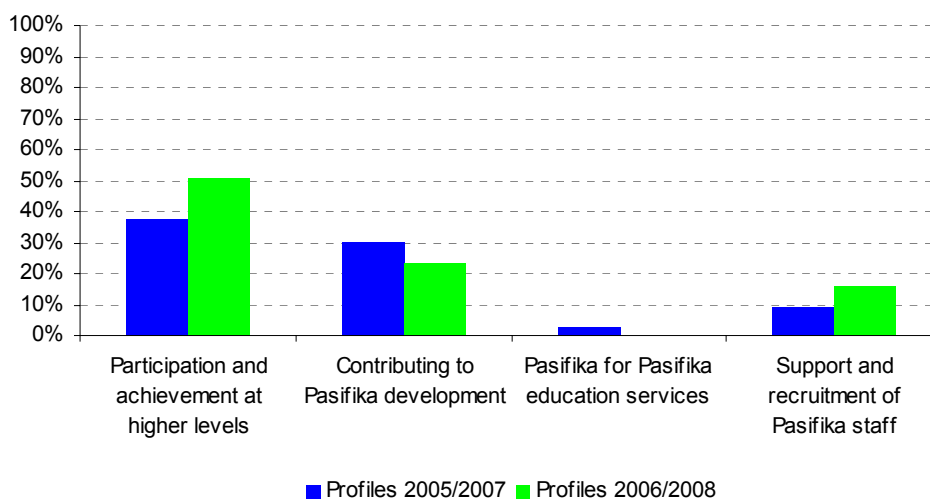
- increasing Pasifika participation and achievement at higher levels of tertiary education
- active contribution to Pasifika development
- development of Pasifika for Pasifika education services
- recruitment, support and retention of Pasifika staff.

Overall pattern

As discussed in the overview, 50 percent of TEOs had change-focused objectives addressing this strategy in 2005/07 profiles and just under 60 percent in the 2006/08 profiles. Nearly three-quarters of ITOs had change-focused objectives relating to this strategy in both years, while less than half of ITPs addressed this strategy with change-focused objectives in either year. From 2005/07 to 2006/08 there was an increase in the proportion of universities with change-focused objectives related to this strategy.

The most common areas of focus in both years were 'participation and achievement at higher levels' and 'contributing to Pasifika development'. There was hardly any focus on Pasifika for Pasifika education services, and a small but increasing focus on Pasifika staff.

Figure 28: Percentage of TEOs with change-focused objectives relating to 'Educate for Pacific peoples' development and success' by theme area

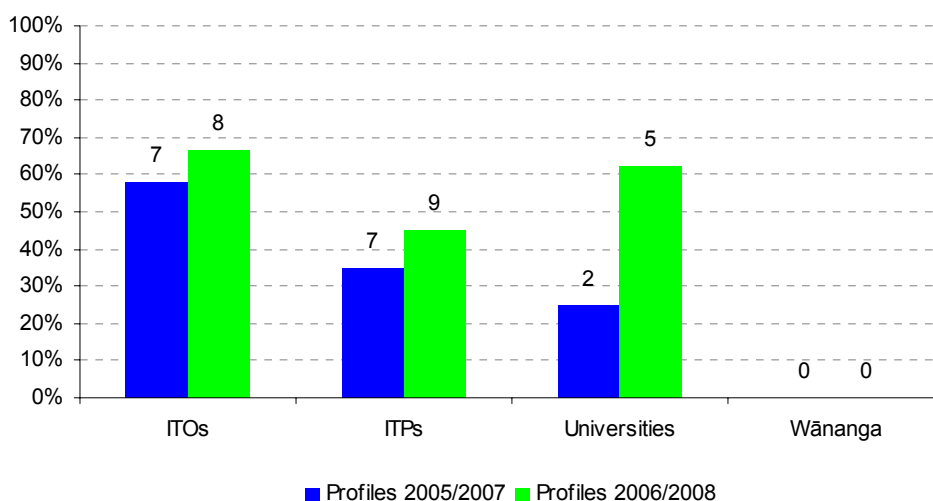


Relationships were found between TEIs having objectives relating to this strategy and the number of Pasifika students in the institution and the size of the institution in EFTS terms (for 2006/08 profiles and the two years combined). No relationship was found with the proportion of Pasifika students or with the size of the institution in terms of students.

Increasing Pasifika participation and achievement at higher levels of tertiary education

This area was addressed across ITOs, ITPs and universities, with an increased number of TEOs in each sub-sector having change-focused objectives in 2006/08 profiles.

Figure 29: Percentage of TEOs with change-focused objectives relating to 'Pasifika participation and achievement at higher levels' by sub-sector



In both years, the most common focus of objectives in this area was on monitoring the participation and success of Pasifika students. These objectives were generally expressed in broad, institution-wide terms, with little discussion on targeting specific levels or areas of study.

In 2005/07 profiles, ITOs were generally focused on increasing Pasifika participation in industry training, and sometimes in the industry itself. Some also had a focus on improving achievement and completions, and a few mentioned progression to higher qualifications. Ways of achieving objectives included better understanding of Pasifika learning needs and barriers and ensuring training materials are culturally appropriate.

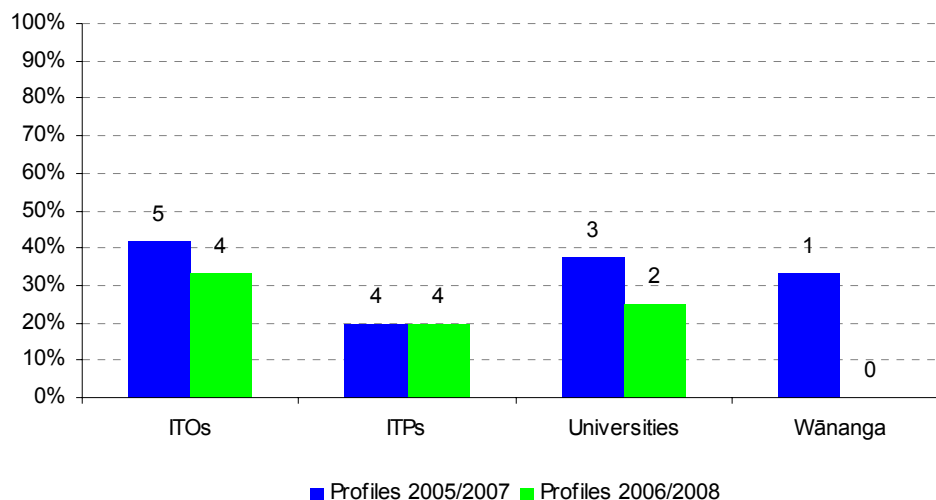
The 2006/08 ITO profiles included a greater focus on the achievement of Pasifika students. A number of ITOs were planning to review the participation and success of Pasifika students, with a view to implementing specific initiatives to address problem areas. A common approach to raising participation was to improve communication to Pasifika communities and potential students about opportunities in the industry.

In both years, most of the TEIs with objectives in this area were focused on providing and improving support for Pasifika students. In 2005/07, two were looking at programme development to support participation and success. In 2006/08, some also referred to mentoring programmes and support networks.

Active contribution to Pasifika development

There were change-focused objectives relating to this area across all sub-sectors. Overall, there were fewer TEOs with change-focused objectives in this area in 2006/08 profiles than there were in the previous year.

Figure 30: Percentage of TEOs with change-focused objectives relating to ‘contributing to Pasifika development’ by sub-sector



Where TEIs and ITOs had objectives in this area in their 2005/07 profiles, they mostly focused on developing relationships with Pasifika communities. In some cases, they talked about understanding and meeting the needs of Pasifika peoples, as a general statement.

Only one TEI framed its objectives specifically in terms of Pasifika aspirations and long-term well-being and sustainable development of Pasifika peoples. One ITO also mentioned achievement of Pasifika peoples’ development objectives, while the others were focused on industry being more responsive to Pasifika trainees.

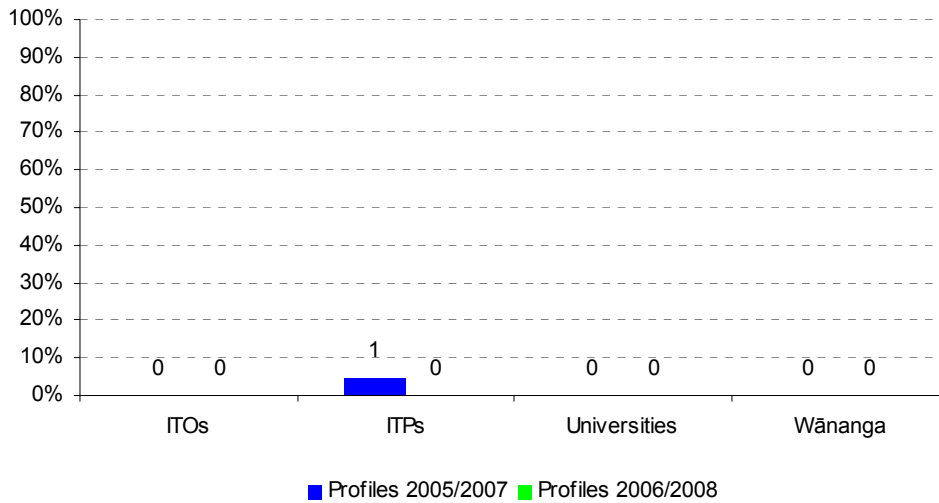
In the 2006/08 ITO profiles there was a clearer focus on consulting with Pasifika stakeholders to ensure their needs and interests were incorporated in the ITO strategic plans. The 2006/08 ITP profiles were nearly all focused on improving relationships with Pasifika stakeholders to address Pasifika issues and needs. The 2006/08 university profiles covered maintaining links with Pasifika communities, addressing needs and interests of Pasifika communities through research and teaching, and working with the University of the South Pacific to make their programmes available to Pasifika students in New Zealand.

Development of Pasifika for Pasifika education services

One ITP in 2005/07 had a change-focused objective relating to this area, namely, to develop partnerships with Pasifika PTEs to support staircasing and learning progression.

No objectives in this area were found in the 2006/08 profiles.

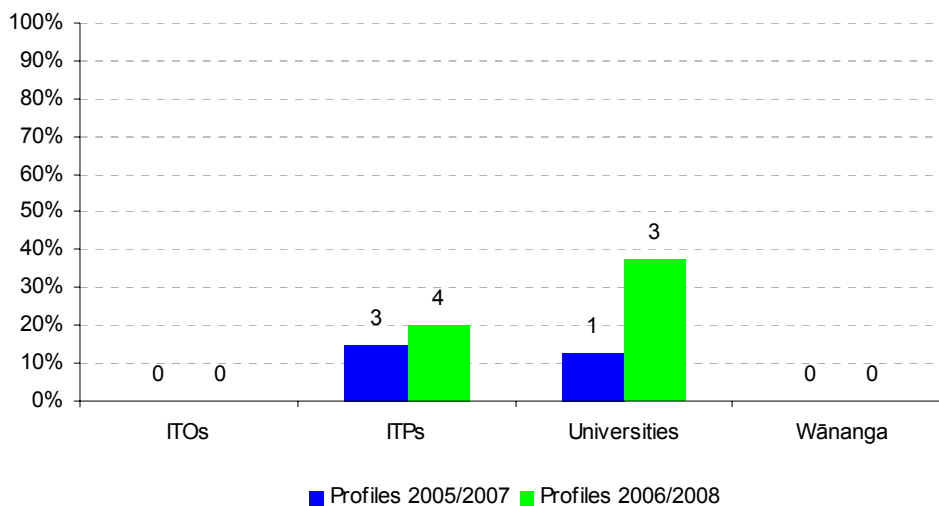
Figure 31: Percentage of TEOs with change-focused objectives relating to ‘Pasifika for Pasifika education services’ by sub-sector



Recruitment, support and retention of Pasifika staff

Only ITPs and universities had change-focused objectives in this area. In both cases, there was an increase from 2005/07 to 2006/08 in the number of institutions with change-focused objectives.

Figure 32: Percentage of TEOs with change-focused objectives relating to ‘support and recruitment of Pasifika staff’ by sub-sector



Where TEIs had objectives in this area in 2005/07 profiles, the objectives mostly focused on monitoring and targets for proportion and number of Pasifika staff at the institution. One university talked about supporting the recruitment and development of Pasifika staff and another mentioned supporting the Pasifika staff network.

In the 2006/08 profiles, three more institutions referred to initiatives and strategies to recruit and/or support Pasifika staff. These ranged from increasing the number of applicants through to support networks and professional development.

11. Strengthen System Capability and Quality

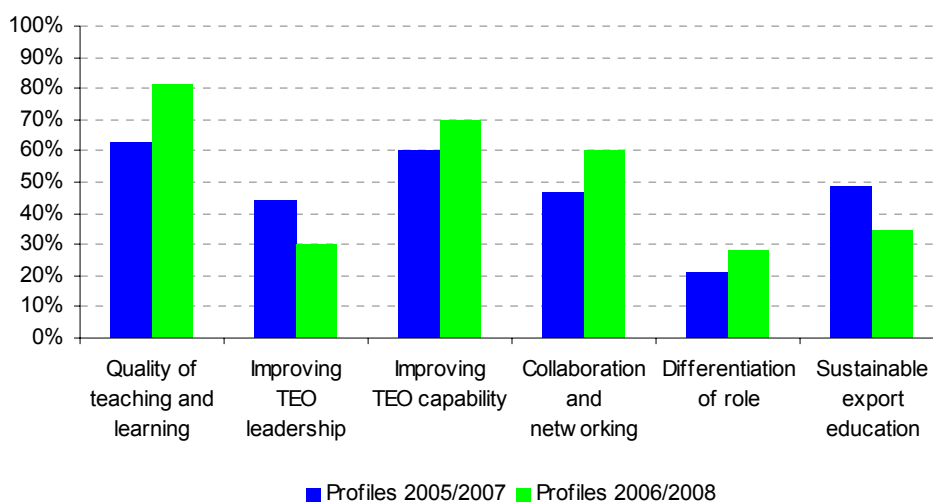
This strategy has been examined using the broad themes of:

- focus on quality of teaching and learning
- improving leadership within the TEO
- improving the capability of the TEO
- collaboration and networks
- differentiation of role
- sustainable export education.

Overall pattern

As discussed in the overview, most TEOs had change-focused objectives relating to this strategy. This was fairly consistent across sub-sectors, with the majority of ITOs and ITPs and all universities and wānanga having such objectives in both years.

Figure 33: Percentage of TEOs with change-focused objectives relating to ‘Strengthen system capability and quality’ by theme area



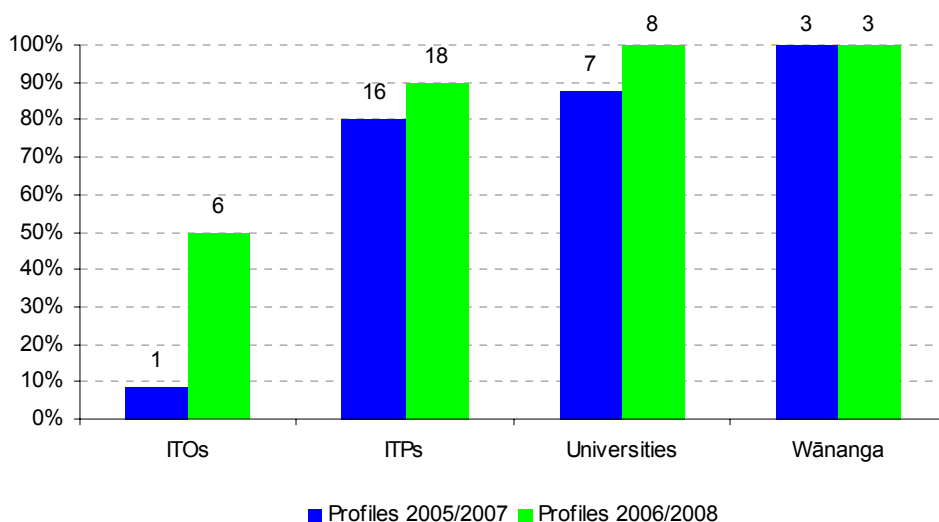
In 2005/07, the areas with most consistent change-focus across TEOs were ‘quality of teaching and learning’, ‘improving capability’ and ‘sustainable export education’. In 2006/08 profiles there were more TEOs with a change-focus on ‘quality of teaching and learning’, ‘improving capability’ and ‘collaboration and networking’. There were fewer with a change-focus on ‘sustainable export education’ and ‘improving leadership’.

Focus on quality of teaching and learning

No relationship was found between having objectives focusing on this area and the size of the institution in terms of either students or EFTS.

In 2005/07, most ITPs and universities and all wānanga had change-focused objectives relating to this area. In 2006/08 profiles, there was a significant increase in the number of ITOs with change-focused objectives in this area.

Figure 34: Percentage of TEOs with change-focused objectives relating to 'quality of teaching and learning' by sub-sector



The one ITO with a change-focus on this area in its 2005/07 profile had objectives concerning the quality of provision and qualifications, ensuring that qualifications met the needs of trainees and ensuring that a high level of trainee success and satisfaction is achieved.

In the 2006/08 ITO profiles, the objectives covered monitoring trainee outcomes, and working with providers to ensure quality of delivery, assessment, moderation and training materials and plans.

In both years, the majority of ITPs had objectives relating to monitoring student success. Success measures included retention, completion and student satisfaction. In some cases employment outcomes were also included.

In 2005/07 ITP profiles, around half included objectives relating to the development of e-learning and flexible learning, with a focus on this as a means of improving quality and delivery of teaching and learning. Just under half had objectives relating to the quality assurance processes, including quality-assured status.

Around a third of ITPs had objectives for staff training and development, quite often focusing on teacher qualifications of staff. A third of ITPs also were looking at programme development as a way of improving quality, with a focus on programmes being fit for purpose. A third also had objectives relating to improving teaching practice. Only four ITPs had objectives with a specific learner focus, in terms of the learning environment and establishing clear pathways.

In 2006/08 ITP profiles, the most common area of focus was on staff capability and professional development, followed by development of flexible learning, including e-learning. There was a notable shift to considering e-learning as part of a package of

flexible learning options to meet student needs. Improving overall programme quality, quality management processes and learning support were also common objectives.

In 2005/07 university profiles, the most common type of objectives were around e-learning or flexible delivery and improving teaching practice. Objectives relating to teaching practice included curriculum development, assessment, teaching and learning plans, and linking teaching and research.

Half of the universities also had objectives for monitoring student success, with a heavier focus on student experience and satisfaction than on completion and retention. Half of the universities also had objectives relating to programme development through a regular cycle of systematic review.

Two universities had objectives relating to quality assurance and one had a focus on encouraging academic excellence in students.

In 2006/08 university profiles, the most common objectives were around overall development of quality programmes. Most also had objectives around improving monitoring of student outcomes. Flexible delivery and e-learning was a change-focus in only three of the universities. Other areas of focus included learning support, staff capability and development, and quality management.

In 2005/07 profiles, all three wānanga had objectives relating to monitoring student success and programme development. Two of them had objectives relating to staff development and one had an objective of supporting students to learn effectively.

The 2006/08 wānanga profiles were much more focused on developing teaching and learning that reflect Māori values, knowledge and pedagogy. This included specific actions to build teacher capability and practice, programme quality and learner support.

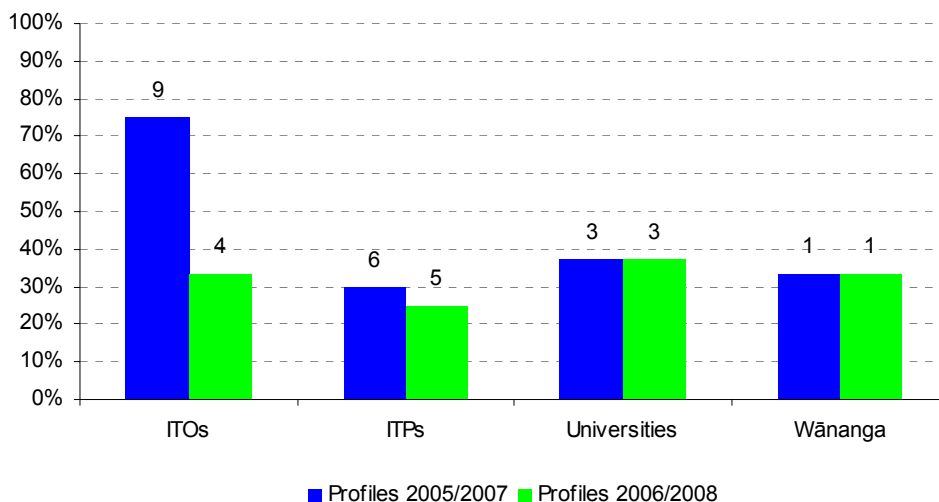
Improving leadership within TEOs

No relationship was found between having objectives in this area and the number of students in the institution. However, a statistically significant relationship was found with the number of EFTS in the institution for 2006/08 profiles and across the two years. This suggests that larger EFTS institutions are more likely to have a change-focus on leadership.

The relationship of having objectives in this area to financial indicators was also examined. A relationship was found to the debt-equity ratio of the TEI. That is, TEIs with a higher debt relative to their equity are more likely to have objectives relating to improving leadership.

In 2005/07 profiles this was a consistent area of change focus for ITOs, as they implemented their leadership roles. In 2006/08, around a third of each sub-sector had a change-focus in this area.

Figure 35: Percentage of TEOs with change-focused objectives relating to ‘improving leadership’ by sub-sector



In both years, the most common change-focus in this area was on improvements in ITO and TEI governance. This included guidance on practice, training for new council members and strengthening links between council and the organisation. In some cases in 2005/07, ITOs were establishing new boards following mergers.

Several TEOs also had a focus on senior management development and organisational leadership. In some cases this included greater staff and student participation in policy development and quality improvement. Several also had a change-focus around strategic planning.

Improving the capability of TEOs

No relationship was found between having objectives relating to capability and the size of the institution in terms of students or EFTS.

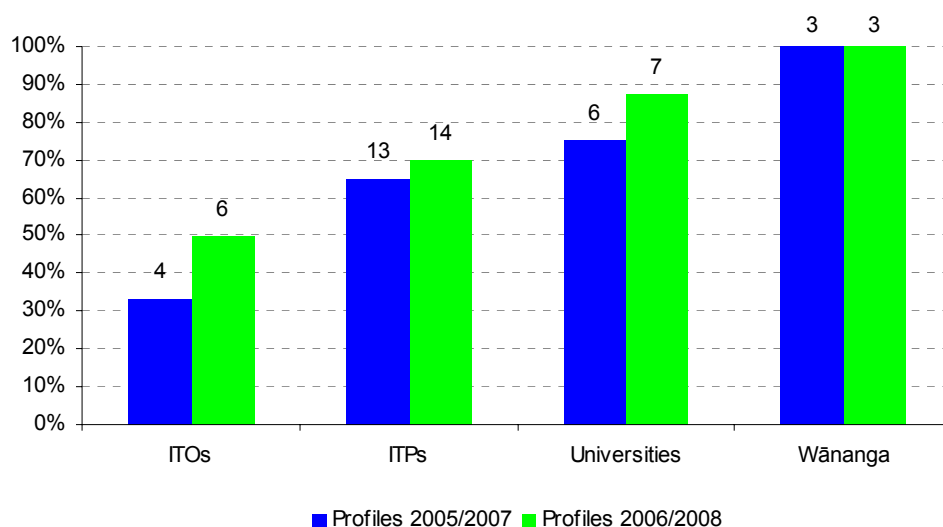
The relationship between TEI characteristics and having objectives in this area to financial indicators was also examined. Significant results did occur in some instances for 2005/07 profiles, suggesting that having objectives to improve capability could be associated with poor financial performance.

In 2005/07 profiles this was an area of change-focus for all of the wānanga and most of the universities and ITPs. It was less of a focus across ITOs. In 2006/08, there was increased focus on this area across all sub-sectors.

ITOs with objectives in this area in 2005/07 were generally focused on ensuring that their organisational systems and processes were appropriate to the growing size of their operation. Staffing and information systems received particular mention. One also had a focus on obtaining income additional to the Industry Training Fund.

In the 2006/08 profiles, the focus of change covered staff development, finance, funding, general organisational structure, capability and sustainability.

Figure 36: Percentage of TEOs with change-focused objectives relating to ‘improving the capability of TEOs’ by sub-sector



In the 2005/07 ITP profiles, the main areas of focus for capability development in profile objectives were staff development and management, increasing and diversifying income and developing and improving management systems, including information systems. A number were also looking at development of buildings and campuses and improving planning and business processes.

In the 2006/08 ITP profiles there was a similar range of change-focus. The effective, efficient and sustainable use of existing resources had somewhat increased focus, with somewhat less focus on increased funding. Environmental management emerged as a new area of focus for several ITPs.

In the 2005/07 university profiles, the main areas of focus were on developing management systems, including information systems and increasing and diversifying income. Some were also focused on staff development and one or two had objectives around buildings and business and planning processes.

In the 2006/08 university profiles, the most common areas of focus were financial viability and staff development. Some were also focused on internal management and information systems and supporting the overall culture of the institution. In the financial area, the focus was mostly on increasing income and meeting financial targets. There was not so much focus on improving effectiveness and efficiency with existing resources.

In the 2005/07 profiles, each of the three wānanga had quite different approaches in this area. One was focused on developing the Treaty partnership with the Crown, another on improving financial management and another in developing and diversifying income.

In the 2006/08 profiles, all of the wānanga had a focus on staff development. Two also had a focus on funding and financial viability and two on improving overall management and capability.

Collaboration and networks

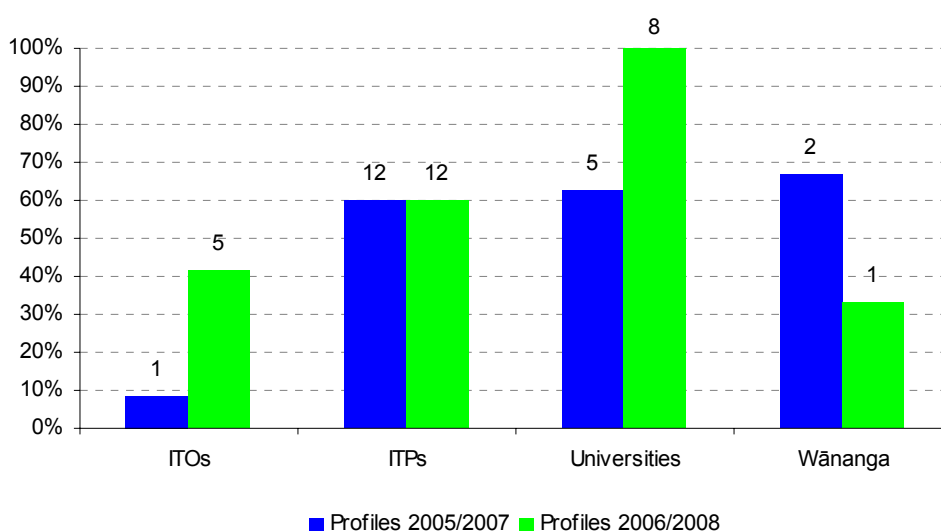
No relationship was found between having objectives relating to collaboration and networking and the size of the institution in terms of either students or EFTS.

No relationship was established between financial performance and having objectives to build collaboration and networking.

This area overlaps with aspects of other strategies, particularly in the areas of collaboration with business and industry, schools, iwi and Māori, Pasifika communities and international providers. As each objective has only been matched to one strategy, the following analysis focuses mainly on other areas of collaboration and networking.

In 2005/07 profiles, several ITPs, universities and wānanga had objectives in this area, but only one of the ITOs selected. In 2006/08, there were more ITOs and universities with a change-focus in this area.

Figure 37: Percentage of TEOs with change-focused objectives relating to ‘collaboration and networks’ by sub-sector



In 2005/07 profiles, there was one ITO, of those selected, with an objective relating to developing alliances with education and training providers. In the 2006/08 ITO profiles, several ITOs had change-focused objectives relating to developing relationships with other ITOs and tertiary education providers around provision of industry training. This may in part reflect the implementation of ITO leadership plans, but also may be a response to the TEC’s review of overlapping provision between ITO and tertiary providers.

In the 2005/07 ITP profiles, the most common area for profile objectives relating to collaboration and networking were with other TEOs. This focused on developing programme connections with wānanga and PTEs and staircasing into university programmes. A number of ITPs also had a focus on developing connections with their community. A few were focused on connections with government.

There was a similar pattern in the 2006/08 ITP profiles. Several had objectives about managing relationships across stakeholders, covering industry, community, iwi and schools.

In the 2005/07 and 2006/08 university profiles, the most common areas for collaboration and networking were with other TEOs and their local communities, including local government. The objectives around collaboration with other providers tended to be more generally described than those in the ITP sub-sector. Where ITPs were quite specific about developing pathways to universities, strengthening pathways from ITPs was not nearly as explicit the university profiles. Some universities also talked about developing linkages with government.

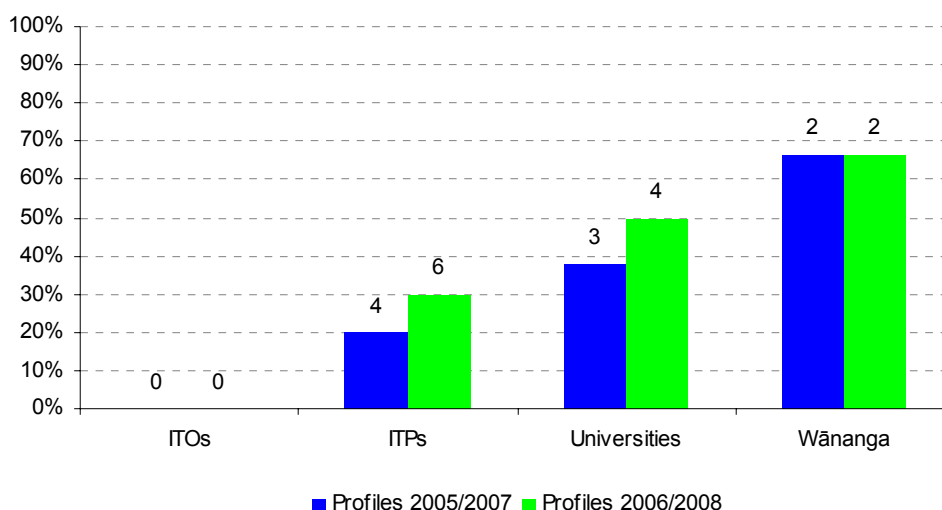
The main focus in both years for wānanga was building collaborative relationships with other tertiary providers, including PTEs, ITPs and universities.

Differentiation of role

This is one of the areas that is not necessarily well suited to expression through organisational objectives. In many cases, the differentiation of role is expressed in the TEIs overall package of provision. In the case of ITOs, they see their role as fairly clear and prescribed. Some of the objectives relating to other aspects of the TES also include expressions of differentiation.

However, from 2005/07 to 2006/08 profiles there was increased focus on objectives relating to this area across the TEIs, reflecting the stronger emphasis on this area in the 2005 STEP.

Figure 38: Percentage of TEOs with change-focused objectives relating to ‘differentiation of role’ by sub-sector



In the 2005/07 ITP profiles, objectives relating to this area tended to be quite general and broad, around establishing their role regionally or nationally, and generally lacked specificity on particular areas of differentiation. In the 2006/08 ITP profiles, the objectives in this area related much more to enhancing the reputation of the ITP as a quality provider and/or centre of excellence in specific areas, nationally and regionally.

In the 2005/07 university profiles, the focus was on broad adjustments to their provision to improve their positioning as a quality institution. In the 2006/08 profiles there was a stronger focus on developing the reputation and recognition of the institutions.

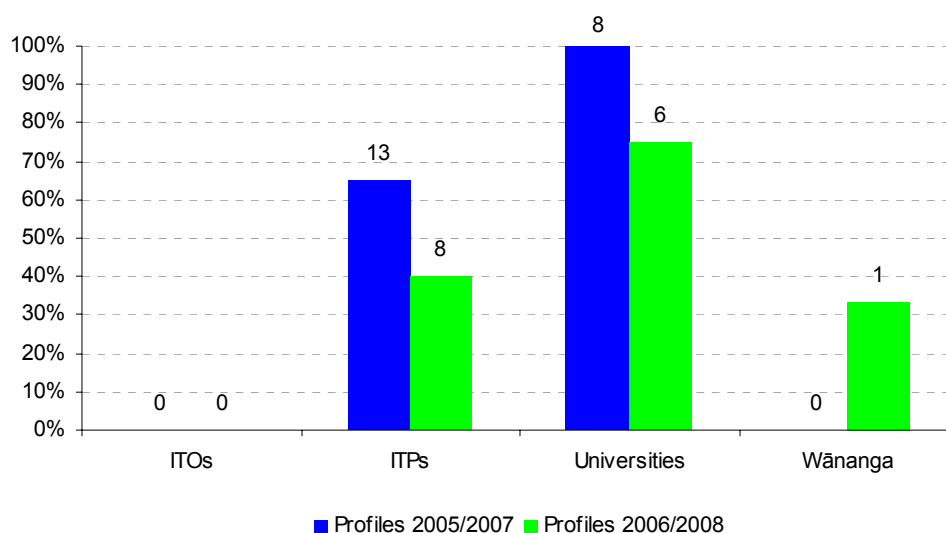
In the 2005/07 wānanga profiles, the focus was on providing a distinctive set of qualifications. In 2006/08, the focus was more on the distinctive advantages of the wānanga learning environment.

Sustainable export education

This was a significant area of change-focus for ITPs and universities in 2005/07 profiles. It was less of a focus the following year, even though there was greater uncertainty about international student numbers.

A relationship was found between having objectives relating to export education and the number and proportion of international students in the institution. A possible relationship to the number of EFTS was also found.¹⁷

Figure 39: Percentage of TEOs with change-focused objectives relating to ‘sustainable export education’ by sub-sector



In the 2005/07 and 2006/08 ITP profiles, the most common foci of objectives were on increasing the number of international students and amount of international education undertaken, the development of international education programmes (including off-shore provision) and ensuring support and pastoral care of international students.

There was a shift in the 2006/08 profiles more towards maintaining, rather than increasing, numbers of international students in New Zealand and more focus on developing off-shore provision.

¹⁷ This relationship was shown as significant for the mean-scores tests for 2006/08 profiles and the two years combined. The rank-sums p-values were under 0.15 in both cases.

In the 2005/07 university profiles, the most common foci were on diversifying the countries of origin of international students and the programmes they engage in, building or maintaining the number of international students and developing international education programmes.

In the 2006/08 profiles there was focus on increasing international student numbers, improving quality of education and pastoral care and developing international alliances.

In both years, several TEIs also had objectives regarding internationalisation of the curriculum and educational experience for domestic students (including study abroad) and supporting English-language development and educational pathways for international students.

Lining Up?

Appendix 1: Relationship of analysis areas to Tertiary Education Strategy and 2005 Statement of Tertiary Education Priorities

(a) Relationship to Tertiary Education Strategy

TES strategy	TES objective	Analysis area
Raise foundation skills so that all people can participate in our knowledge society	Significantly improved adult foundation skill levels, achieved through increased access to foundation education in a range of learning contexts	Improving access to foundation education
	Clearer accountability for quality and outcomes within foundation education, including a greater focus on assessment	Improving quality of foundation education
	A common understanding of the definition of foundation skills and of best practice teaching in this area	
Improving linkages between secondary and tertiary education, and improved staircasing for learners within tertiary education	Improving linkages between secondary and tertiary education, and improved staircasing for learners within tertiary education	Improving school to tertiary linkages
	Accurate and timely skills forecasting capability	Meeting the skill needs of industry
Develop the skills New Zealanders need for our knowledge society	Industries are supported in meeting their self-identified skill needs	
	Equity of access and opportunity for all learners	Organisational focus on access for under-represented groups
	Learners are equipped to make informed choices about career and learning options	Organisational focus on career and study advice
	Broader development of skills for active citizenship and maintenance of New Zealand's cultural identity	Organisational focus on the development of key competencies / generic skills
	Improved provision of, and better systems of recognition for, high-level generic skills	
Strengthen research, knowledge creation and uptake for our knowledge society	Promotion of specialist skills that contribute to New Zealand's development	Organisational focus on the development of specialist skills
	Stronger accountability and enhanced performance reporting for tertiary education research	Organisational focus on producing quality research
	Increased global connectedness and mobility	Developing research networks and collaboration
	A more focused tertiary research investment through world-class clusters and networks of specialisation	
	Greater alignment of tertiary education research with national goals	Improving the contribution of research to national goals
	Improved knowledge uptake through stronger links with those that apply new knowledge or commercialisation of knowledge products	Developing research networks and collaboration
Te Rautaki Mātauranga Māori – contribute to the achievement of Māori development aspirations	Increased breadth of support for research students and emerging researchers, with a particular focus on the development of Māori researchers	Support for new and emerging researchers
	Tertiary education leadership that is effectively accountable to Māori communities	Active contribution to Māori, whānau, hapū and iwi development
	Strong and balanced Māori staff profiles within the tertiary education system	Recruitment, support and retention of Māori staff
	Quality programmes that recognise te ao Māori perspectives and support the revitalisation of te reo Māori	Quality provision that supports te ao Māori and te reo Māori

TES strategy	TES objective	Analysis area
	Robust options for kaupapa Māori tertiary education that reflects Māori aspirations	Development of kaupapa Māori provision
	Increased participation by Māori in both a broader range of disciplines and in programmes that lead to higher-level qualifications	Increased Māori participation and achievement at higher levels of tertiary education
	A tertiary education system that makes an active contribution to regional and national Māori, whānau, hapū and iwi development	Active contribution to Māori, whānau, hapū and iwi development
Educate for Pacific peoples' development and success	Pacific learners are encouraged and assisted to develop skills that are important to the development of the Pacific and New Zealand	Increasing Pasifika participation and achievement at higher levels of tertiary education
	A tertiary education system that is accountable for improved Pacific learning outcomes and connected to Pacific economic aspirations	Active contribution to Pasifika development
	Pasifika for Pasifika education services are assisted to grow their capability and enhance Pasifika peoples' learning opportunities	Development of Pasifika for Pasifika education services
	An increased proportion of Pacific staff at all levels of decision-making in the tertiary education system	Recruitment, support and retention of Pasifika staff
Strengthen system capability and quality	Improved strategic capacity and leadership at both governance and management levels	Improving leadership within the TEO Improving the capability of the TEO
	Increased differentiation and specialisation across the system	Differentiation of role
	Greater collaboration with the research sector, the creative sectors, industry, iwi and communities	Collaboration and networks
	Sustainable growth of export education capability centred on a reputation for quality teaching and pastoral care	Sustainable export education
	A stronger system focus on teaching capability and learning environments to meet diverse learner needs	Focus on quality of teaching and learning
	Learners and the wider public have confidence in high levels of quality throughout the system	
	A coherent and reliable system of qualifications, learning recognition and credit transfer	

(b) Relationship to the 2005 Statement of Tertiary Education Priorities

STEP Chapter	STEP Section	Analysis area
Investing in excellence in teaching, learning and research	Increased differentiation and clarity of roles	Differentiation of role
	Promoting effective teaching	Focus on quality of teaching and learning
Increasing the relevance of skills and knowledge to meet national goals	Stronger focus on skills for work and life	Organisational focus on key competencies / generic skills
	Investing in high-quality research	Organisational focus on producing quality research
	Current and future workforce needs and skill shortages	Meeting the skill needs of industry
	Technical and trade skills	Organisational focus on the development of specialist skills
	Improving language, literacy and numeracy across the adult population	Improving quality of foundation education Improving access to foundation education
A stronger focus on research that is relevant to New Zealand's economic and social priorities		Improving the contribution of research to national goals
	Strengthening Māori development	Active contribution to Māori, whānau, hapū and iwi development
Enabling students and learners to access excellent and relevant tertiary education, and progress to higher levels of study and achievement	Meeting the development aspirations of Pasifika	Active contribution to Pasifika development
	Improving learning outcomes	Organisational focus on career and study advice
	Māori participation and outcomes	Organisational focus on access for under-represented groups
	Pasifika participation and outcomes	Increased Māori participation and achievement at higher levels of tertiary education
	Improving youth transitions	Increased Pasifika participation and achievement at higher levels of tertiary education
	Capability for quality and relevance	Improving school to tertiary linkages
Enhancing capability and information quality in the tertiary system to support learning, teaching and research		Improving leadership within the TEO
		Improving the capability of the TEO Collaboration and networks

Appendix 2: Results of rank-sums and median-scores tests for selected areas of profiles compared with TEI characteristics (p-values)

Key:

Unproven
>90% confidence
>95% confidence
>99% confidence

Area of focus	Explanatory variable	2005/07 TEI profiles		2006/08 TEI profiles		Combined results	
		Rank-sums	Median-scores	Rank-sums	Median-scores	Rank-sums	Median-scores
Access to and quality of foundation education	Number of level 1-3 students	0.4410	0.3863	0.7037	0.5259	0.8025	1.0000
	Percentage of level 1-3 students	0.1137	0.3863	0.6420	0.9029	0.1954	0.5985
	Total students	0.0469(-)	0.0416(-)	0.0519(-)	0.0318(-)	0.0052(-)	0.0016(-)
	EFTS	0.0187(-)	0.1898	0.0692(-)	0.1643	0.0024(-)	0.1124
Focus on access	Number of Pasifika students	0.5357	0.8116	0.4654	0.1898	0.3510	0.1923
	Proportion of Pasifika students	0.3637	0.3284	0.1742	0.1898	0.0855	0.0679
	Number of Māori students	0.0829	0.0861	0.5164	0.8883	0.4707	0.4340
	Percentage of Māori students	0.4090	0.3284	0.5164	0.3863	0.8555	0.7943
	Number of students with disabilities	0.9671	0.6167	0.9677	0.5583	0.9245	0.7943
	Percentage of students with disabilities	0.4828	0.8116	0.1048	0.1898	0.4797	0.4340
	Total students	0.9671	0.6167	0.9354	0.5583	0.9361	0.7943
	EFTS	0.3218	0.3284	0.9254	0.5583	0.4797	0.1923
Research and knowledge creation	Number of postgraduate students	0.0307	0.0416	0.0570	0.0412	0.0059	0.0063
	Percentage of postgraduate students	0.0423	0.0416	0.0570	0.0412	0.0083	0.0063
	Number of degree students	0.0349	0.0416	0.0018	0.0412	0.0005	0.0040
	Percentage of degree students	0.0385	0.1898	0.0015	0.0412	0.0011	0.0841
	Total students	0.2396	0.1898	0.6800	0.3238	0.1871	0.0841
Māori development	EFTS	0.0885	0.0416	0.0292	0.0412	0.0101	0.0040
	Number of Māori students	0.9203	0.9310	0.5040	0.0826	0.5422	0.7206
	Percentage of Māori students	0.3953	0.4189	0.6400	0.5892	0.3226	0.2834
	Total students	0.4533	0.3263	0.8937	0.5892	0.5964	0.2834

Area of focus	Explanatory variable	2005/07 TEI profiles		2006/08 TEI profiles		Combined results	
		Rank-sums	Median-scores	Rank-sums	Median-scores	Rank-sums	Median-scores
Pasifika development	EFTS	0.6892	0.9310	0.5930	0.5892	0.9761	0.7206
	Number of Pasifika students	0.3408	0.3838	0.0578	0.0212	0.0455	0.0437
	Percentage of Pasifika students	0.4273	0.3838	0.1184	0.3734	0.1037	0.3133
	Total students	0.4273	0.8725	0.1665	0.1101	0.1247	0.3133
Quality of teaching and learning	EFTS	0.1647	0.3838	0.0632	0.0212	0.0242	0.0437
	Total students	0.5912	0.1287	0.8094	0.9630	0.7136	0.2324
	EFTS	0.7473	0.6869	0.6295	0.9630	0.9557	0.6906
	Surplus/deficit	0.5716	0.6953	0.1390	0.2913	0.1001	0.3022
Focus on leadership	Cash ratio	0.1184	0.2399	0.5139	0.2913	0.1068	0.3022
	Liquid funds	0.0395(-)	0.2399	0.9306	0.2913	0.1212	0.1122
	Debt equity ratio	0.3055	0.0502	0.0098	0.0394	0.0106	0.0209
	Total students	0.6420	0.9029	0.0982	0.2000	0.1326	0.4124
Focus on capability	EFTS	0.4990	0.9029	0.0502	0.0045	0.0593	0.0558
	Surplus/deficit	0.0544(-)	0.6953	0.5391	0.6043	0.0822(-)	0.5137
	Cash ratio	0.0282(-)	0.0502(-)	0.8873	0.2408	0.1315	0.5137
	Liquid funds	0.3775	0.6953	0.6707	0.2408	0.5885	0.6159
Focus on collaboration	Debt equity ratio	0.0795	0.2399	1.0000	0.7434	0.2416	0.2805
	Total students	0.8961	0.6153	0.5083	0.2408	0.6876	0.5648
	EFTS	0.6953	0.2913	0.1706	0.7434	0.2155	0.2495
	Surplus/deficit	0.5821	1.0000	0.4469	0.1021	0.3143	0.2488
Export education	Cash ratio	0.6415	0.4637	0.6726	0.5259	0.9880	0.9240
	Liquid funds	0.9325	0.4637	0.0910(-)	0.1021	0.2017	0.5324
	Debt equity ratio	0.4432	0.4637	0.5451	0.5259	0.4156	0.6646
	Total students	0.9354	0.8883	0.8991	0.9029	0.9531	1.0000
Export education	EFTS	0.5164	0.8883	0.8991	0.5259	0.5964	1.0000
	Number of international students	0.0127	0.1643	0.0230	0.0524	0.0007	0.0107
	Percentage of international students	0.0088	0.0318	0.0418	0.0524	0.0006	0.0107
	Total students	0.4990	0.5259	0.4768	0.5997	0.4000	0.6097
EFTS	0.4469	0.1643	0.1436	0.0524	0.1305	0.0411	