#

# Learner Success Plan Template for Investment in 2022

This template is for tertiary education organisations (TEOs) to use to describe their approach to improving outcomes for all learners.

All TEOs required to submit a **full Plan** and receiving more than **$5 million** in funding are required to use this template as part of their Plan submission. The information you provide will be assessed as part of your Plan.

This template has been updated for investment in 2022 to specifically include trainees in the workplace.

* Please submit the completed Template (pages 2 to 6) in Workspace2 using the naming convention: **[EDUMIS] – Learner Success Plan Template – [funding year]**. Submissions are due on **9 July 2021**.
* Each section provides guidelines on what information to provide. You may also provide any other relevant information, or attach supporting information as an appendix.
* Please ensure that any appendices are attached to the Template and all pages are saved as **a single file**.
* Your final document should not be more than 12 pages including appendices, and word limits apply where indicated.

## Learner Success Plan Template

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| **1** | **Parity of participation and achievement** |
|  | For this section, please provide evidence that you:* know who your learners are and where they come from, for example:
	+ what are the demographics of your “learner catchment”?
	+ is your current learner cohort representative of this “learner catchment”?
* have a good understanding of how well your learners are performing and what, if any, are the differences in achievement, for example:
	+ what are the differences in retention, progression and completion rates between Māori, Pacific and non-Māori/non-Pacific learner cohorts?
* have a good understanding of reasons behind parity gaps and what you can do to address these gaps, for example:
	+ what evidence you have for the causes of these gaps?
	+ what initiatives have you undertaken to address these parity gaps?
	+ how effective have these initiatives been?
	+ what else could be done to address these parity gaps; either by you, the TEC or other groups?
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| *Where some or all of the training is done in the workplace* | Provide evidence of how you ensure the employers you work with:* consider the diversity of their trainee group and respond to this in the way they deliver training and offer pastoral care
* understand any participation and/or achievement issues and actively respond to these from a learning perspective (not performance management)
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|  | (in 1000 words or less) |

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| **2** | **Organisational commitment to learner success** |
|  | For this section, please provide evidence of:* governance and management understanding of learner success at your organisation, for example:
	+ is there regular reporting to management and governance on performance for learners?
	+ who is the most senior officer in your organisation accountable for learner success?
	+ do you have a comprehensive set of performance measures related to learner success? How are they reported? To whom, and how often?
	+ [for TEIs] do you have learner success measures included in your Statement of Performance Expectations?
* a whole of organisation commitment to learner success, for example:
	+ do you have any strategies or initiatives to get broad buy-in to learner success from across your organisation? (e.g., regular SLT-level communications on learner success).
	+ is learner success a key element of your organisation’s strategic plan? How is it implemented across your organisation?
	+ do staff have KPIs and professional development plans which include learner success?
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| *Where some or all of the training is done in the workplace* | Provide evidence of how you ensure the employers you work with are developing an organisational culture that supports learners to succeed. |
|  | (in 1000 words or less) |

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| **3** | **Culturally affirming and responsive process and practice** |
|  | For this section, please provide evidence of:* how you ensure that teaching and learning practices are responsive to the needs of learners including being culturally affirming, for example:
	+ how do you embed responsive teaching practices, including culturally affirming practices, in course design and delivery?
	+ what proportion of teaching staff have teacher training or appropriate professional development?
	+ is the make-up of teaching staff representative of your learners?
* how you ensure you understand your learners’ needs, for example:
	+ how/do you use data (including predictive analytics) to understand learners' risk factors/barriers?
	+ are interventions designed and implemented based on data and evidence?
	+ do you have systematic enrolment, academic, and employment pathway plans for each learner?
	+ how do you ensure student support initiatives are relevant and effective? How are these evaluated?
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| *Where some or all of the training is done in the workplace* | Provide evidence of how you ensure the employers you work with:* use staff with appropriate skills and qualifications (preferably with some experience in adult training) to deliver training
* provide opportunities for staff delivering training to develop their skills and capabilities, including responding to cultural needs
* deliver training in ways that support all learners to succeed
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|  | (in 1000 words or less) |

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| **4** | **Partnerships with stakeholders for learner success** |
|  | For this section, please provide evidence of:* how you develop meaningful partnerships and work with key stakeholders to build learner success, for example:
	+ how do you engage with learners and families prior to enrolment?
	+ how do you work with schools to understand future learner needs?
	+ do you regularly review and update orientation information informed by future learner needs?
	+ do you have a tertiary preparedness programme for prospective learners?
	+ do you have consistent, relevant and usable information about each qualification (including prerequisites and possible employment pathways and outcomes)?
	+ how do you take account of local employer needs in programme design and delivery?
	+ how do you take account of local iwi and other community needs in programme design and delivery?
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|  | (in 1000 words or less) |

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| **Additional comments (if any):** |
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