



2016 SAC level 3 and 4 competitive pilot: Plan decision-making criteria and evidence examples

The table below sets out the Plan decision-making criteria for 2017 and 2018, and examples of the evidence that we may consider during the 2016 competitive SAC levels 3 and 4 assessment process.

For more information on the assessment process see section 6 of the SAC levels 3 and 4 competitive process Request for Funding Application (RFA).

In addition to evidence such as the examples listed below, the TEC reserves the right to use prior knowledge to assess applications for funding.

Key to quality dimensions

QD 1 – Capability in providing skills for industry

QD 2 – Capability in delivering high-quality provision

QD 3 – Experience targeting and supporting students

Criteria	Examples of evidence	Quality dimension	Stage considered
The TEO's proposed mission and role, and the outcomes the TEO intends to contribute to, show an awareness of and are appropriate to the TEO's place in the regional and national tertiary system and the Government's priorities	Previous plans and Statement of Service Performance		Panel
The TEO's proposed mission and role as outlined in its proposed plan is relevant to its current and likely future environment	Previous plans and Statement of Service Performance TEI business cases etc		Panel
The TEO's proposed mission and role demonstrates that it clearly understands its distinctive mission and role within the system, and how this relates to the community it serves	Previous plans and Statement of Service Performance		Panel
The TEO demonstrates that it has developed a sustainable plan for fulfilling its mission and role through its programmes and activities	Previous plans and Statement of Service		Panel

<p>The TEO is capable of delivering the proposed programmes and activities (including capital asset management where applicable) and outcomes</p>	<p>NZQA EER ranking</p> <p>Other information held by NZQA or the TEC e.g. past compliance with reporting requirements</p> <p>Past performance information</p> <p>Qualitative information provided in Part A of the application</p>	<p>QD2</p>	<p>Quality assessment</p> <p>Panel</p>
<p>The TEO's proposed programmes and activities (including capital asset plans where applicable) are appropriate in the context of:</p> <ul style="list-style-type: none"> › regional and national needs, including those of employers, businesses or industries relevant to the TEO's areas of delivery › benefits to learners and the proposed programmes › the activities of other TEOs. 	<p>Past performance information</p> <p>Advice from Corrections (for prisoner education only)</p> <p>Proposed provision provided in Part B of the application</p>	<p>QD1</p> <p>QD3</p>	<p>Quality assessment</p> <p>Panel</p>
<p>The TEO's proposed performance commitments are designed and presented so that they give clear evidence about the quality of the activity being measured</p>	<p>Past performance Information</p> <p>Performance commitments provided in Part A of the application</p>	<p>QD2</p>	<p>Quality assessment</p> <p>Panel</p>
<p>The TEO's proposed performance commitments are relevant, so that they give meaningful information about the TEO's performance against its proposed outcomes</p>	<p>Past performance Information</p> <p>Performance commitments provided in Part A of the application</p>	<p>QD2</p>	<p>Quality assessment</p>
<p>The TEO's proposed performance commitments are set at a level that represents a meaningful improvement on past performance, especially with respect to outcomes for priority learner groups (including contribution to achieving parity in participation and achievement for Māori and Pasifika)</p>	<p>Past performance Information</p> <p>Performance commitments provided in Part A of the application</p>	<p>QD2</p>	<p>Quality assessment</p> <p>Panel</p>
<p>The TEO's proposed performance commitments are complete, so that they cover all significant programmes and activities the TEO intends to undertake, and all important dimensions of those activities.</p>	<p>Past performance Information</p> <p>Performance commitments provided in Part A of the application</p>	<p>QD2</p>	<p>Quality assessment</p>
<p>The TEO has clearly and accurately identified its key stakeholders, including:</p> <ul style="list-style-type: none"> › learners or prospective learners (in particular those who are Māori, or Pasifika, or young people, or who have low levels of literacy, language, and numeracy) › employers, businesses or industries 	<p>Qualitative information provided in Part A of the application</p> <p>Participation and performance information for Māori and Pasifika</p>	<p>QD1</p> <p>QD2</p> <p>QD3</p>	<p>Quality assessment</p>

<p>relevant to the TEO's areas of delivery</p> <ul style="list-style-type: none"> › relevant communities, including those that support Māori and Pasifika learners 			
<p>The TEO has ascertained the needs of its key stakeholders, through direct consultation and the use of statistical information about regional or national demographics and employment market demand.</p>	<p>Qualitative information provided in Part A of the application form</p>	<p>QD1 QD3</p>	<p>Quality assessment</p>
<p>The TEO has reviewed its current and proposed plans against the needs of its stakeholders, and has documented what changes it has made, or will make to better accommodate these.</p>	<p>Previous Plans and Statement of Service Performance</p>		<p>Panel</p>
<p>The TEO has reviewed its own performance against its current and previous plans.</p>	<p>Previous Plans and Statement of Service Performance</p> <p>Education performance indicators (EPis)</p>		<p>Panel</p>
<p>If applicable, the TEO has performed well against its current and previous plans, and in particular has:</p> <ul style="list-style-type: none"> › improved its performance over time (this may include reference to return on investment, for example employment outcomes of its graduates) › met its plan commitments and KPIs › demonstrated satisfactory educational performance, including meeting the upper thresholds of the TEC's Performance Linked Funding framework (for TEOs subject to Performance Linked Funding) › demonstrated satisfactory financial performance, including: <ul style="list-style-type: none"> o for tertiary education institutions only, receiving a satisfactory assessment on the TEC's Financial Monitoring Framework; and o for private training establishments only, meeting the TEC's Prudential Financial Standards for private training establishments › been assessed as satisfactory in terms of its last external review by the relevant quality assurance body › demonstrated good governance and management capability in forecasting, planning, and implementation, and the (where applicable) ability to provide supplementary information such as 	<p>Past performance information</p> <p>NZQA EER ranking</p> <p>Other information held by NZQA or the TEC e.g. past compliance with reporting requirements or funding conditions</p> <p>Previous plans and Statement of Service</p> <p>Performance Financial viability information</p>	<p>QD1 QD2 QD3</p>	<p>Quality assessment</p> <p>Panel</p>

<p>capital asset management reporting</p> <ul style="list-style-type: none"> › demonstrated its ability and commitment to work with other organisations to build system responsiveness and sustainability, and pathways through the education system › complied with conditions imposed on funding approval › complied with any other requirements and expectations imposed on funding approval › complied with its obligations to report to TEC. 			
<p>Pursuant to section 159Y(3): For tertiary education institutions only, the institution meets the expectations expressed in this Notice regarding the inclusion of a forecast Statement of Service Performance in its plan</p>	<p>Statement of Performance</p>		<p>Considered as part of usual Plan assessment process</p>



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