



## Ara Institute of Canterbury Limited

(the Company)

### MEETING OF THE BOARD OF DIRECTORS

**Date:** 29 June 2021

**Time:** 9.30am

**Venue:** Room G202, Te Kei, City Campus

**Directors:** T Arseneau (Chair), M Taite-Pitama (Deputy Chair), M Bain, J Cartwright, M Geddes, N Lamont, A Leslie and B Thompson.

### OPEN AGENDA

Item	Subject
1.	<b>Karakia</b>
2.	<b>Welcome/Apologies/Notices</b>
3.	<b>Conflicts of interest</b>
4.	<b>Call for and discussion of minor items not on the Agenda</b>
5.	<b>Confirmation of Meeting Minutes (Public) – meeting 25 May 2021</b> 5.1 Approval of Meeting Minutes 5.2 Matters Arising 5.3 Action List
6.	<b>Correspondence</b>
7.	<b>Discussion Items</b> 7.1 Chief Executive Report a EFTS Performance b Financial Performance c Te Ōhaka  7.2 DCE Reports 7.3 Chair Report
8.	<b>Information Items [For noting]</b> 8.1 Sub-Committee Reports a Audit and Risk Committee [9 June 2021] b Campus Redevelopment Committee [2 June 2021] 8.2 Academic Committee Report 8.3 Ara Board Work Programme 8.4 Media Report
9.	<b>General Business</b>
<b>10.15am to 11.00am ARA BOARD VISIT TO ŌTAUTAHI HOUSE</b>	

## CLOSED AGENDA

PUBLIC EXCLUDED: *It will be moved that the public be excluded from the remainder of the meeting.  
The general subject of the matters to be considered while the public is excluded is:*

Item	Subject	
10.	<b>Confirmation of Meeting Minutes (Public Excluded) - meeting held 25 May 2021</b>  10.1 Approval of Meeting Minutes 10.2 Matters Arising 10.3 Action List	[s9(2) (f), (i), (j)]
11.	<b>For Discussion</b>  11.1 Chief Executive Report a Health, Safety and Wellbeing  <i>11.30am (In attendance: Ara Safety and Wellbeing Manager)</i> ➤ SafePlace Induction ➤ Board Walkabouts  b Scholarships c Te Pūkenga Workstreams – Resourcing d Te Pūkenga Roadmap for Transition Towards Unifying Programmes e Funding Growth in Delivery f Māori Leadership at Ara g WorldSkills  11.2 Kaiārahi Report	[s9(2) (f), (i), (j)]
12.	<b>For Decision</b>  12.1 Campus Redevelopment Committee –Timaru Trade Barn Proposal 12.2 Trustees – OEDT – Common Room Proposal	[s9(2) (f), (i), (j)]
13.	<b>For Information [For noting]</b>  13.1 Trustees  13.2 Sub-Committee Reports a Audit and Risk Committee [9 June 2021] b Campus Redevelopment Committee [Meeting Minutes - 2 June 2021]	[s9(2) (f), (i), (j)]
14.	<b>Priority and Focus Areas (Board/CE only discussion)</b>	[s9(2) (f), (i), (j)]
15.	<b>General Business</b>	

This resolution will be made in reliance on s48(1) of the Local Government Official Information and Meetings Act 1987 and the particular interests protected by s9 of the Official Information Act 1982 which would be prejudiced by the holding of the proceedings of the meeting in public. The section of the Official Information Act which applies is shown beside each item to be considered while the public is excluded:

- *Matters involving confidential information about an identifiable person*  
s9(2)(a) – Protect the privacy of natural persons, including that of deceased natural persons
- *Submissions to Parliament and other formal advice*  
s9(2)(f) – Maintain confidential conventions which protect political neutrality, and the confidentiality of communications and advice tendered by officials
- *Commercially sensitive financial data*  
s9(2)(i) – The Crown or any Department or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities
- *Negotiations in progress with other organisations*  
s9(2)(j) – Enable a Minister of the Crown or any Department or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations)

## 2021 Register of Disclosure of Conflicts of Interest

Last update as of 31 May 2021

### Ara Board of Directors

<b>Thérèse Arseneau</b> [Chair]	<ul style="list-style-type: none"> <li>• ChristchurchNZ (Chair and Director)</li> <li>• J Ballantyne and Company Ltd (Director)</li> <li>• Elder Family Trust (Trustee)</li> <li>• Open Polytechnic (Board Director)</li> </ul>	<ul style="list-style-type: none"> <li>• Therese Arseneau Consulting Ltd (Director and Shareholder)</li> </ul>
<b>Melanie Taite-Pitama</b> [Deputy Chair]	<ul style="list-style-type: none"> <li>• Tuahiwi Education Ltd (Director/Shareholder)</li> <li>• Tuahiwi School Board of Trustees (Member)</li> </ul>	<ul style="list-style-type: none"> <li>• Taite Family Trust (Trustee)</li> </ul>
<b>Murray Bain</b>	<ul style="list-style-type: none"> <li>• TSB Bank (Deputy Chair)</li> <li>• Northland Polytechnic Ltd (Deputy Chair)</li> <li>• CTAS (Chair)</li> <li>• Kerikeri Retirement Village Trust (Chair)</li> </ul>	<ul style="list-style-type: none"> <li>• Southern Institute of Technology Ltd (Director)</li> <li>• Optimum Services Ltd (Director/Owner)</li> <li>• Oryx Technology Ltd (Director/Owner)</li> <li>• ESA Ltd (Director)</li> </ul>
<b>Jane Cartwright</b>	<ul style="list-style-type: none"> <li>• Brackenridge Estate Limited (Chair)</li> <li>• Nurse Maude Association (Chair – Clinical Quality &amp; Risk Committee).</li> <li>• Nurse Maude Association (Deputy Chair and Finance &amp; Audit Committee Member)</li> </ul>	<ul style="list-style-type: none"> <li>• Canterbury Clinical Network (Independent Advisor)</li> <li>• Cartwright-Newton Family Trust (Trustee)</li> <li>• JC Ltd (Director)</li> </ul>
<b>Maryann Geddes</b>	<ul style="list-style-type: none"> <li>• Te Pūkenga (Council member)</li> <li>• Southern Institute of Technology (Director)</li> <li>• Otago Polytechnic (Director)</li> </ul>	<ul style="list-style-type: none"> <li>• Service IQ (Director)</li> </ul>
<b>Nettles Lamont</b>	<ul style="list-style-type: none"> <li>• Quality New Zealand Limited (Chair, Director and shareholder)</li> <li>• Conquest Training Limited (Director and shareholder)</li> <li>• Alliance Services Limited (Chair, Director)</li> </ul>	<ul style="list-style-type: none"> <li>• Arinui Limited Chair (Director)</li> <li>• Hortus Limited (Director)</li> <li>• JFC Limited (Director)</li> <li>• Kidson Trust Advisory (Board member)</li> <li>• Dublin Street Charitable Trust (CEO)</li> </ul>
<b>Andrea Leslie</b>	<ul style="list-style-type: none"> <li>• Primary ITO (Employee)</li> <li>• Authentic Education Ltd (non-trading) (Director)</li> </ul>	<ul style="list-style-type: none"> <li>• Greenhill Farm Trust (Trustee)</li> </ul>
<b>Bryn Thompson</b>	<ul style="list-style-type: none"> <li>• Metalcraft Engineering Company Limited (Principal/Director)</li> <li>• Avid Group Limited (Share Holder/Director)</li> <li>• Cassem Holdings Limited (Principal/Director)</li> <li>• Competenz Trust (Director)</li> </ul>	<ul style="list-style-type: none"> <li>• B&amp;S Thompson Family Trust (Trustee)</li> <li>• NZMEA (President/Director)</li> <li>• Mancan (Chairperson/Director)</li> <li>• Canterbury Manufacturing Trust (Chairperson/Trustee)</li> </ul>



## Ara Board Officers

<p><b>Darren Mitchell</b> Acting Chief Executive</p>	<ul style="list-style-type: none"> <li>• Ōtautahi Education Development Trust (Trustee)</li> <li>• Ara Foundation (Trustee)</li> <li>• WorldSkills NZ (Director)</li> </ul>
<p><b>Te Marino Lenihan</b> Kaiārahi</p>	<ul style="list-style-type: none"> <li>• Ka Honua Momona (Traditional Fish Pond Non-Profit Organisation on Moloka'i, Hawai'i) (Board Member)</li> <li>• Kaiapoi Pā Trust (Trustee)</li> <li>• Ngā Aho (National Network of Māori Design Professionals) (Executive)</li> <li>• Ngāi Tahu (Whakapapa)</li> <li>• Canterbury Communications Trust (CCT) (Trustee)</li> <li>• He Toki ki Te Rika (Maori Trades Training) Trust</li> <li>• He Toki ki Te Mahi (Maori Apprenticeship) Trust</li> <li>• Te Tira Manukura (Chair)</li> </ul>
<p><b>Christina Yeates</b> Executive Officer</p>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>



**Ara Institute of Canterbury Limited**  
(the Company)

**Minutes of a meeting of the Board of Directors**  
(Board)

**25 May 2021 at 10.50am**

**Minutes**

These are the minutes of a meeting of the board of the Company held on 25 May 2021 in the Wharekai, Te Puna Wanaka, City Campus.

**1 Karakia** This formed part of the Whakatau welcoming Ara Board members formally into the Wharanui, Te Puna Wanaka.

**2 Welcome**

**Directors present:** Thérèse Arseneau (Chair), Murray Bain, Jane Cartwright, Maryann Geddes, Nettles Lamont, Andrea Leslie, Melanie Taite-Pitama (Deputy Chair) and Bryn Thompson.

**Thérèse Arseneau** acted as chairperson of the meeting.

**Other attendees present:** Tony Gray (Ara Institute of Canterbury Ltd (Ara) Chief Executive), Darren Mitchell (Ara DCE COO), Te Marino Lenihan (Ara Kaiārahi), Karen Te Puke (DCE, Customer Engagement and Experience), Belinda De Zwart (DCE, People and Culture) and Christina Yeates (Ara Executive Officer) via zoom.

**Apologies** Nil.

**Quorum** The Chairperson noted that a quorum of Directors was present at the meeting and declared the meeting open.

**3 Conflicts of interest**

- a) No conflicts were declared in relation to the open agenda and no updates to the current register were advised.

**4 Items not on the Agenda** Nil.

**5 Confirmation of Meeting Minutes**

**5.1 Minutes of Committee Meeting – 27 April 2021**

It was **resolved** that the minutes of the ordinary meeting of the Ara Board held on 27 April 2021 (not being a meeting or part of a meeting from which the public was excluded) be confirmed as a correct record of proceedings of that meeting and be signed by the Chair accordingly.

T Arseneau/M Geddes

Carried

## 5.2 Matters Arising Nil.

## 5.3 Action List

- a) AP35 – Health and Safety – Board SafePlace induction – Management confirmed this is on the Agenda for the June Board meeting.
- b) AP56 – CE Report – Scholarship Review – the Board noted that the previous scholarship review has been circulated via email and that a recent report on scholarships and hardship is tabled today for discussion in the public excluded section of the meeting. It was agreed this would be carried forward to the June meeting.
- c) AP57 – CE Report – Leave Liability – the Board noted this report included in the public excluded meeting papers. Action Completed.
- d) AP58 – Health and Safety – Board Walkabouts – focus and duration – Management confirmed this is on the Agenda for discussion at the June Board meeting.
- e) AP59 – DCE Reports – Māui te Taura – analysis of achievement and intention – this is included as part of the Te Pae Tawhiti Workshop taking place for the Board today. Action Completed.

## 6 Correspondence

- 6.1 **Ministerial Letter** The Board noted the response from Hon Chris Hipkins, Minister of Education in relation to the resignation of Tony Gray, Chief Executive of Ara; in particular, the recognition of his thirty-seven year service to the education sector.
- 6.2 The Board further wished to formally acknowledge Tony Gray's contribution to Ara and to thank him for all that he has achieved through his heart-led leadership, whilst leaving Ara in a strong position for the journey ahead.

## 7 Items for Discussion

### 7.1 Chief Executive (CE) Report

The report was taken as read.

- a) The Board noted the contents of the EFTS performance report.
- b) The Board noted the contents of the Financial performance report.
- c) The CE advised that the **final version of the Targeted Review report will be provided to the Board for the June meeting.** [AP63 CE]

### 7.2 Chair Report

The Chair provided a verbal update including feedback on the recent joint Subsidiary Chairs/Chief Executive meeting held on 14 May 2021 and advising that Ara will host the next meeting on Friday 11 June 2021.

## 8 Information Items

### 8.1 Subcommittee Reports

- a) There were no meetings held in May for the Ara Board Audit and Risk Committee and the Campus Redevelopment Committee.

### 8.2 Academic Committee

The report was taken as read.

- a) The CE advised that the unifying curriculum is beginning with Nursing being one of the first selected. It will contain specific contextualisation for Māori and Pacific peoples, with Waikato, Whitireia and Ara collaborating on the project.

### 8.3 Common Seal Report

It was **resolved** that the Ara Board receive and note the contents of the Common Seal report as provided from 28 October 2020 to 25 May 2021.

M Taite-Pitama/N Lamont

Carried

### 8.4 Ara Board Work Programme

- a) The contents of the work programme were noted. Discussion on the value of visiting Southern Campuses, in particular, Timaru and the positive feedback received by Board members directly on 27 April visit. It was agreed **to plan another Board visit for the second half of the year, with the Acting Chief Executive to meet with key stakeholders.** [AP64 CE/Board Chair/Board Secretary]

### 8.5 Media Report

The report was taken as read with the Board noting the busy month of media activity.

## 9 General Business

Nil.

### Closure

There being no further business the Chairperson declared the public meeting closed at 11.05am

Dated:

Signed as a correct record

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**Chairperson** [note: signed via electronic signature]

## Ara Board Minutes - Action List as of 25 May 2021

Number	Date When Action Arose	Agenda Item	Topic	Action	Board Responsibility	Status	Due Meeting date
AP35 and AP58	27 Oct updated 23/2/21 updated 25/5/21	6.1p (v)	CE Report – Health and Safety	Induction to SafePlace and reporting to be added to the Ara Board work programme 23/2/21: in progress with HSWLG prior to Board induction. 25/5/21: SafePlace induction planned for June 2021 meeting along with revisiting focus and duration of the Board walkabouts.	CE/DCE P&C Board Secretary	In progress	29 June 21
AP56	27 April updated 25/5/21	6.1(b)	CE Report – Scholarship Review	Scholarship and Hardship Paper tabled at May Board meeting – discussion carried forward to June.	CE	Carried Forward	29 June 21
AP63	25 May	7.1c	CE Report – Targeted Review	Final version of the Targeted Review report will be provided to the Board for the June meeting.	CE	In progress	29 June 21
AP64	25 May	8.4a	Work Programme	Plan another Board visit for the second half of the year, with the Acting Chief Executive to meet with key stakeholders.	CE/Board Chair/Board Secretary	In progress	27 July 21



8 June 2021

For the attention of:  
The Board of Directors and Management of each Te Pūkenga subsidiary

Tēnā koutou

## **Updated letter of expectations to Te Pūkenga subsidiaries**

### **1. Introduction**

#### **Purpose of this letter**

- 1.1. Firstly, we want to acknowledge that the transformation required by the Reform of Vocational Education (RoVE) is substantial. We are aware of the ongoing collective effort and commitment being demonstrated across the network since our establishment on 1 April 2020 and would like to express our appreciation for the high quality of mahi from staff and management in all Te Pūkenga subsidiaries.
- 1.2. It is important to us that we remain transparent about our progress and our expectations for our subsidiaries. As it is now over a year since the establishment of what is now Te Pūkenga – New Zealand Institute of Skills and Technology, and a lot has happened in that time, we would like to replace the letter of expectations issued to you in May 2020 with this updated letter<sup>1</sup>.
- 1.3. As with the previous letter, this letter should be read in conjunction with your company Constitution and the most recent Operational and Financial Parameters Direction issued to you.

#### **Introducing Te Pūkenga Work Based Learning Limited**

- 1.4. We would also like to take this opportunity to introduce you to, and welcome, Te Pūkenga Work Based Learning Limited (WBL). In preparation for acquiring those Transitional Industry Training Organisations (TITOs) who wish to transfer their arranging training activities to Te Pūkenga, we (with Ministerial approval) incorporated WBL on 20 April 2021.
- 1.5. WBL, as with all Te Pūkenga subsidiaries, is required to comply with all parts of the Education and Training Act 2020 (ETA). WBL will cease to exist when integration occurs as part of the operating model implementation. Unlike the other Te Pūkenga subsidiaries, there is no specific date for the dissolution of WBL. However, the Minister's expectation is for integration to occur as soon as possible.

#### **Recap on the purpose of Te Pūkenga**

- 1.6. Before setting out our expectations, it may be helpful to reflect on the purpose of Te Pūkenga and what we, as a group, are trying to achieve.

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<sup>1</sup> We acknowledge that this is the first letter of expectations to be issued to Te Pūkenga Work Based Learning Limited (WBL), which was incorporated on 20 April 2021.

## 1.7. As you know:

- (a) The creation of Te Pūkenga is a key component of RoVE: a reform that seeks to create a strong, unified, sustainable vocational education system that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive. A further component of RoVE is to shift the role of supporting workplace learning from former industry training organisations to providers (such as Te Pūkenga). The intention is for providers to support work-based, on-the-job training as well as delivering education and training in provider-based, online and on -the-job / workplace based settings to achieve seamless integration between the settings and to be well connected with the needs of industry.
- (b) The functions of Te Pūkenga are set out in the ETA<sup>2</sup>. The ETA requires Te Pūkenga to give effect to its Charter<sup>3</sup>, the requirements of which include: governance, management and operations across the network of Te Pūkenga to give effect to Te Tiriti o Waitangi; to recognise that Māori are integral to regional social, environmental, and economic development; and, commit to improving outcomes for Māori learners, whānau, hapū and iwi, communities and employers.
- (c) Te Pūkenga is currently carrying out the transformational work necessary to shift from a group structure to a national entity responsible for delivery of vocational education and training across the country, including functions of the now ITP subsidiaries and the arranging training functions of TITOs. The objective of this transformation stage is to bring to life the vision and deliver against the expectations set by the Minister of Education. The Transformation Programme of Te Pūkenga has been set up to deliver this with ongoing mahi across the following workstreams:
- **Ahumahi, Ahuako** - TITO Transition & Work-based Learning
  - **Mana Orite** - Māori Partnership & Equity
  - **Ko te Ākonga te Putake** - Ākonga at the Centre
  - **Hāngai ki te Kaitukumahi** - Employer Aligned
  - **Whakaumu i te ako** - Operating Model
  - **He Tukunga Auaha** - Academic Delivery Innovation
  - **Whātui Mahi Tahi** - Network Collaboration
  - **Mana Tiaki, Manu Mātai** - Governance & Accountability Framework
  - **Tātai Rawa** - Capital Asset Strategy & Network Stabilization

- 1.8. Once the operating model is finalised, and we move into the implementation phase in 2022, we will issue a further letter of expectations and / or guidance as to the steps necessary to implement the governance transition needed to prepare for 31 December 2022 for those subsidiaries that will dissolve on close of business that date. We anticipate being in a position to issue this further letter of expectations / guidance in the first half of 2022.

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<sup>2</sup> <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS253355.html>

<sup>3</sup> <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS253892.html#LMS253892>



## Ngā Whāinga Tōmua – Priorities

- 1.9. As a Council, we have five educational priorities that we keep coming back to. These priorities support us meeting our legislative requirements and guide our work as we move through the transition period:
- (a) A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do.
  - (b) Delivering customised learning approaches that meet the needs of learners and trainees wherever they are.
  - (c) Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa. Excellence in educational provision for all.
  - (d) Services that meet the specific regional needs of employers and communities.
  - (e) Transition educational services in a smooth and efficient manner.
- 1.10. We have reframed our expectations of each Te Pūkenga subsidiary by aligning it with one of these priorities, which are outlined in the table below.



## 2. Te Pūkenga Council's expectations

	Council Priority	Expectations to meet Priority	Te Pūkenga Support
2.1.	<b>A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do.</b>	<p>We expect each Te Pūkenga subsidiary (including WBL) to be an effective Te Tiriti o Waitangi partner and to continue to demonstrate a genuine commitment to Te Tiriti o Waitangi. This requires a continued focus on embedding equity for Māori learners in the culture, delivery and outcomes across the whole of its institution and lifting leadership practice and cultural capability to effectively partner with Māori, iwi and hapū and contribute to Te Tiriti o Waitangi honouring relationships across the organisation.</p> <p>In the context of WBL, we expect the Board to have regard to and honour the spirit and intent of the Memorandum of Understanding between Te Pūkenga and Te Wānanga o Aotearoa Te Kuratini o Ngā Waka dated 10 May 2021 (MOU), with particular regard to the Initial Area of Focus set out in that MOU and the intention to collaborate and share arranging training activities.</p>	<p>We will work with you to give effect to this, including through Te Pae Tawhiti Tiriti excellence framework activities. We will work in collaboration with you and the network Te Pae Tawhiti Champions, as we apply the insights into the Transformation activities of Te Pūkenga to build an organisation that delivers equity and inclusion for Māori. Through authentic and effective partnerships, we will work together to address our common challenges and to support enhancement of the good practice and innovation that exist across the network.</p>
2.2.	<b>Delivering customised learning approaches that meet the needs of learners and trainees wherever they are.</b>	<p>We expect each Te Pūkenga subsidiary to prioritise a holistic wellbeing approach to learner outcomes that puts learners at the centre. We expect that you prioritise, in particular, Māori, Pasifika and disabled learners, rangatahi who are NEETS (not in employment, education or training), Adult Second Chance Learners, LGBTQI+ – and other populations that the vocational education system has historically disadvantaged or oppressed. We expect you to put these learner voices at the centre of your decision-making and share best practice across the network.</p>	<p>We will share with you the knowledge and initiatives developed through our learner-centred design staff network. We will work alongside you as we develop a network learner experience strategy, outcomes, and measures.</p>



2.3.	<p><b>Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa. Excellence in educational provision for all.</b></p>	<p>We expect (and are heartened to witness) the cooperation and coordination between subsidiaries across all capabilities and services. We expect this to continue and to extend to WBL.</p> <p>As part of this new way of working, we expect a continuing focus on:</p> <ul style="list-style-type: none"> <li>a) working collaboratively to reset our international education approach;</li> <li>b) presenting ourselves as a network to the international market by using Te Pūkenga branding in all overseas marketing campaigns (with input and prior consent from Te Pūkenga marketing team);</li> <li>c) a joined-up response to COVID-19;</li> <li>d) preparing to deliver work-based learning and associated arranging training activity; and</li> <li>e) preparing to develop the new business and operating model which will support the priority of excellence in educational provision for all.</li> </ul> <p>As the transformation programme accelerates over 2021, and we prepare to implement the operating model in 2022, we expect you to provide ongoing support to staff who may feel uncertain in this period of change. Wellbeing of staff and retention of capability should be a focus.</p> <p>It is anticipated that educational delivery will increase in 2022 and so we ask that you consider means of retaining capability in high demand fields. For those staff in low demand fields, we ask that you consider opportunities for retraining or developing the skills of these staff members so that they can be redeployed to high demand areas.</p>	<p>Collaboration and coordination are important as the network continues to identify unifying programmes for delivery to resolve the current portfolio structure (with multiple programmes leading to the award of a qualification on the New Zealand Qualifications Framework).</p> <p>The current replication of programmes does not increase real choice for learners and only serves to complicate and confuse learner pathways. From a learner perspective, unifying programmes and delivery alignment supports seamless transition between delivery sites and educational modes, which is key to delivering on our Charter. We will support you in this unifying of programmes.</p> <p>We will also support you in identifying opportunities for retraining / upskilling staff so that their skill sets align with and meet the needs of the aligned delivery model.</p> <p>In the context of WBL, we will support the transition of the TITOs into it and to each business division within WBL retaining the confidence of employers and the capability of their staff.</p>
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2.4.	<p><b>Services that meet the specific regional needs of employers and communities.</b></p>	<p>We expect the Board and management of each Te Pūkenga subsidiary, and in particular the Chief Executive and executive team, to be change leaders and change champions. We expect alignment between Te Pūkenga network's strategy, the direction set for your subsidiary and the delivery led by your Chief Executive. The performance of the Board and management team of each Te Pūkenga subsidiary will be essential to the effective performance of the individual subsidiary and its contribution to our national network. The Board and executive of each Te Pūkenga subsidiary are asked to act in the best interests of Te Pūkenga and its Charter.</p> <p>The transformation programme and wider reform is drawing heavily from the talent and expertise of the staff of each Te Pūkenga subsidiary. We expect the proactive contribution to the wider Te Pūkenga network to continue, acknowledging the pressure this is placing on both individual members of staff and subsidiaries. This involves things such as secondments, participating in working groups, replication and sharing of best practice across the network and ensuring all decisions factor in network considerations. This also involves ensuring that staff within your institution remain engaged as we move through the transformation so that the key capabilities are retained as education delivery increases over the coming years.</p>	<p>As stated the Charter, Te Pūkenga is committed to operating in a manner that ensures regional representatives are empowered to make decisions about delivery and operations that are informed by local relationships and to make decisions that meet the needs of regional communities.</p> <p>We will enhance our national network of delivery for the benefit of all learners and employers and in so doing will collaborate with you to take account of regional changes in delivery. We ask that you inform us in advance of any proposed regional changes so that we can strengthen our overall mix of provision, inform the development of the 2022 Te Pūkenga investment plan and reset our international approach.</p>
2.5.	<p><b>Transition educational services in a smooth and efficient manner.</b></p>	<p>In addition to all the expectations outlined above, meeting this priority requires that you engage with us openly and early – <b>No surprises, either way.</b></p> <p>We expect each Te Pūkenga subsidiary to follow the process set out in the Risk Framework Document which is designed to be an active 'no-surprise' early disclosure regime. This requires each Te Pūkenga subsidiary to report risk to Te Pūkenga periodically and report any 'red-flag' items</p>	<p>The path forward is becoming clearer; we commit to being as open and transparent as possible, engaging early and adopting co-design wherever practical.</p> <p>We ask you for the same openness and transparency. We will work through the transition period together to effect the transformation needed</p>



		<p>immediately. We expect that you (or your delegated Risk Champions) engage with our Te Pūkenga Risk Advisor who has been engaged to liaise with each Te Pūkenga subsidiary and assist you in understanding and implementing the Risk Framework.</p> <p>To measure progress and report externally, we expect each Te Pūkenga subsidiary to provide relevant historic and forecast management information on a timely basis.</p> <p>At this time of uncertainty and change, management and financial controls are put under strain and there is often a heightened risk of fraud and error. We expect each Te Pūkenga subsidiary to actively consider how it will manage the risk and ensure that controls are operating as intended.</p> <p>As we prepare for 31 December 2022, we also expect each subsidiary to work with us and agree on the processes and protocols that need to be put in place for specific Te Pūkenga representatives to access all systems in the network and extract data. This is to ensure that we have visibility over, and understand, the nature and scope of the obligations that will be assumed in relation to employees, students and all other relevant matters come close of 31 December 2022.</p>	<p>to meet the challenges we face.</p> <p>Over 2021, Te Pūkenga Council has begun work to determine its preferred future operating model and an implementation strategy. We commit to moving at pace, whilst at the same time being responsive to the changing environment we all find ourselves in.</p> <p>We want to support you in the implementation of the operating model and will engage with in relation to it over the remainder of 2021.</p> <p>We also want to support you in the implementation of the Risk Framework Document. If any member of a Te Pūkenga subsidiary is in any doubt about the status of a risk, they are asked to contact Te Pūkenga risk team on <a href="mailto:risk@tepukenga.ac.nz">risk@tepukenga.ac.nz</a></p>
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## Conclusion

The expectations set out in this letter reflect the substantial challenge we continue to face – to simultaneously transform the learner experience, shift to a single national network, and to manage financial pressures.

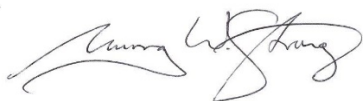
These expectations will underpin how we will consider the performance of our network, each Te Pūkenga subsidiary and the performance of its board. Similarly, we expect they will underpin how each board monitors the performance of its Chief Executive.

Adherence to and delivery against our Charter is the cornerstone of Te Pūkenga. All board members and management within the network of Te Pūkenga are asked to keep this front and centre of mind. If there is a possibility that any decision could potentially undermine our ability to achieve the Charter and the Minister's annual Letter of Expectations, we expect the matter to be referred to the Chief Executive of Te Pūkenga so that he can advise on the most appropriate means of achieving clarity in the circumstances.

**Me mahi tahi tātou mo te oranga o te katoa**  
**We work together for the well-being of everyone.**

Thank you to all board members for their ongoing willingness to perform this governance leadership role as part of the transformation of vocational education. As you know, by working together we can ensure Te Pūkenga (and each Te Pūkenga subsidiary) upholds the obligations in the Charter and meets the vocational and educational needs of all regions and local communities.

Ngā manaakitanga, nā




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Murray W. Strong  
**Chair**




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Stephen Town  
**Chief Executive**

Cc. Tim Fowler, Chief Executive, Tertiary Education Commission







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11 June 2021

Tēnā koutou e aku rangatira o Te Pa Harakeke o Te Pūkenga,

I am connecting with all ITP subsidiary chairs and chief executives to update you on Te Pūkenga intention in regards existing subsidiary Te Tiriti partnerships.

Firstly, I would like to thank you for your engagement in the Te Pae Tawhiti self-reflection process. This has been important in helping us to identify what is currently happening across our network and how our activities are working at responding to the needs of ākongā Māori and their whānau, as well as hapū, iwi and our wider hāpori Māori. It has also brought into focus the system's barriers that have negatively impacted success for Māori learners and hāpori Māori. These are valuable insights that are guiding our development of the operating model.

A key insight from Te Pae Tawhiti is that across our network we have inconsistent perspectives of what is meant by 'Te Tiriti o Waitangi partnerships'. What we have heard from you is that a wider systems approach is required to re-vision and resource (both in capability and capacity) what 'active, meaningful and authentic' partnership and engagement looks like with tāngata whenua – iwi, hapū, mana whenua and Māori. We agree a consistent and high quality, network approach is required. This clarity will be provided through a project the Partnerships and Equity Team will begin shortly.

We are grateful for your help to arrange this round of engagement - Kōtui Kōrero. Direct engagement with Te Tiriti partners, iwi, hapū and mana whenua is separate to the Kōtui Kōrero engagements in June and July. Therefore, I would like to propose a 'joined up' conversation (Te Pūkenga subsidiary and Te Pūkenga) with the local iwi partnership boards/Tiriti relationship entities in July.

The intent is for an initial and strategic conversation. The agenda has not been set, however the intention behind these face to face hui would be:

- Te Pūkenga to explain the transition and transformation mahi (who are we)
- Te Pūkenga to listen to 'what matters most' for Tiriti partners
- to get an indication of what Tiriti partners want to engage in
- to get an indication of what strategic opportunities Tiriti partners want to leverage as part of the transition and transformation process of Te Pūkenga, and
- start the conversation on an approach (localised/regional, as appropriate) of what Tiriti partner expectations are during the transition phase -in particular, how the relationship and mahi between subsidiary and Tiriti partner can continue.

Te Pūkenga recognises the important contribution Te Tira Manukura group makes to support these Te Tiriti partnerships on behalf of all subsidiaries. We expect they will also be part of these engagements and will be a key connection point with Te Tiriti partners.

My team (Ana Morrison – DCE Partnerships and Equity) and Paki Rawiri (Transformation Lead - Maaori) will make direct contact with your CE Office to progress arrangements.

Nāku noa, nā

A handwritten signature in black ink, appearing to read "Stephen Town". The signature is fluid and cursive, with a long, sweeping line extending from the top of the name.

Stephen Town  
Chief Executive

cc: Te Marino Lenihan, Chair - Te Tira Manukura



<b>Ara Board</b> <b>29 June 2021</b>	<b>Agenda Item</b>		<b>7.1</b>
	Decision Item	Discussion Item	<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b>		Darren Mitchell

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	<b>Chief Executive's Report</b>
<b>BACKGROUND AND PURPOSE</b>	To provide the Board with key information and data that are important in Ara's development.
<b>RECOMMENDATION(S)</b>	That the Chief Executive's Report be received.
<b>LINK TO ARA STRATEGY</b>	-
<b>KEY ISSUES IDENTIFIED</b>	-
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	-
<b>RISK IMPLICATIONS FOR ARA</b>	-
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	NA

# Chief Executive's Report

## Public Meeting

### 1 CE Overview

The main focus of the first three weeks has been to settle down the temporary TKM structure and to reassure Ara colleagues that the leadership changes are being well managed and will not distract us from our core purpose.

Dr Glynnis Brook has agreed to hold the role acting Executive Director for Academic, Innovation and Research (AIR). Colin King has agreed to hold the office of acting Executive Director for Operations. We have secured Leeanne Carson-Hughes to cover in the acting Executive Director for People and Culture role once Belinda de Zwart leaves. Each of these positions is full time for three months enabling us to determine the priority order of our focus areas and more specificity to the outcome measures we will use to monitor progress and success. With that guidance agreed, it will be possible to determine the skills and attributes needed in the TKM going forward. However, even at this early stage, it is clear to me that we will need experience and strong leadership in the area of innovation and change associated with enabling flexible and more agile modes of educational delivery.

To support the CE in the thinking of how to shape our future leadership structure and to make sense of the holistic change agenda, I have engaged Jasmine Cannon, an organisational design and capability development specialist. Jas is just concluding an assignment with the Ministry of Education working with the Associate Deputy Secretary (Strategy and Implementation), as part of the realignment of her team with the Ministry redesign which will see the team become a vital part of Te Pai Aronui, the Operations and Integration Group of Te Mahau (formerly referred to as the Education Service Agency). The new organisation design will provide the operating model and capability to support greater integration of effort and expertise within Te Pae Aronui and the Ministry and out to the sector for the benefit of iwi, hapu, whānau and ākonga and tamariki in their communities.

With the support of our Internal Communication Lead we are putting in place an internal engagement plan which will see the CE be present at each main campus at least once a month and this will incorporate an open discussion forum with colleagues. This plan will also take the CE to the Timaru campus on the second Tuesday of each month, and it is intended to incorporate into that visit engagement with local stakeholders.

This month had three stakeholder engagement opportunities:

- a Ministry of Social Development function at which I met the Regional Commissioner;
- a Ministry of Awesome and Orion Energy “Ideas Incubator” pitch event; and
- the South Canterbury Chamber of Commerce Business Excellence Awards of which Ara is the premier sponsor. This event gave Ara very good profile in the local community and enabled a brief connection with Wendy Smith and Gordon Handy.

## 2 Ara Performance – EFTS Overview – as at 15 June 2021

2021 Targets Summary			2020	2021	APS	CRE	EAS	EDI	HPR	Ara Institute of Canterbury Ara rau, taumata rau	
			HSI	HUM	TRA	ZTE	Other				
<b>Enrolments (EFTS)</b>			Actual	Target							
SAC Level 3+	5,337	5,846									
SAC Level 1-2	115	127									
ACE	34	86									
Trade Academy	185 (568 places)	153 (570 places)									
Youth Guarantee	80	83									
ITO	68	99									
Other	45	109									
<b>Total Domestic EFTS</b>	<b>5,863</b>	<b>6,502</b>									
<b>Total International EFTS</b>	<b>291</b>	<b>509</b>									
<b>Total EFTS (including eCampus)</b>	<b>6,155</b>	<b>7,011</b>									
Levels 1-2	370	491									
Levels 3-4	2,160	2,521									
Levels 5-6	1,092	979									
Level 7	2,459	2,938									
Levels 8-9	73	81									
<b>Participation</b>			Actual	Target							
<b>Māori Student Participation Rate</b>	<b>14.3%</b>	<b>13.1%</b>									
<b>Pacific Student Participation Rate</b>	<b>5.0%</b>	<b>4.8%</b>									
<b>Student Experience</b>			Actual	Target							
<b>Student Satisfaction, all learners</b>	<b>84.0%</b>	<b>84.0%</b>									
<b>Student Achievement</b>			Actual	Target							
<b>Successful Course Completion</b>											
All learners at levels 1-6	76.9%	84.0%									
All learners at levels 7-9	64.9%	94.0%									
Māori learners at all levels	71.2%	82.0%									
Pacific learners at all levels	75.4%	82.0%									
<b>Overall all learners at all levels</b>	<b>75.9%</b>	<b>88.0%</b>									
<b>Financial</b>			YTD period ending Feb	Actual YTD	Budget YTD	Budget FY					
Teaching Revenue	\$8.8m	\$9.6m	\$106.1m								
Other Revenue	\$0.9m	\$0.9m	\$6.8m								
<b>Total Revenue</b>	<b>\$9.7m</b>	<b>\$10.5m</b>	<b>\$113.0m</b>								
Other Costs	\$5.2m	\$6.2m	\$41.9m								
Staffing Costs	\$9.4m	\$10.7m	\$74.0m								
<b>Total Expenses</b>	<b>\$14.7m</b>	<b>\$16.9m</b>	<b>\$116.1m</b>								
<b>Surplus (excluding abnormal items)</b>	<b>-\$4.9m</b>	<b>-\$6.3m</b>	<b>-\$3.1m</b>								

Enrolments reflect the 2021 Ara Mix of Provision and Financial Budget. Participation targets are the EFTS-weighted proportion of domestic enrolments. Student satisfaction is measured as the proportion of respondents that Strongly Agree or Agree with four benchmarked questions. Successful Course Completion is the EFTS-weighted proportion of successful completion of all assessed courses, with the level breakdown based on the level of the programme. Financial targets exclude abnormal items, and Other Costs includes Depreciation.

### Key points include:

- 2.1 As at 15 June 2021, Ara Global has enrolled 6,155 EFTS against a target of 7,011 EFTS  
87.7% of target enrolled
- 2.2 Including potential EFTS, Ara Global has enrolled 6,940.5 EFTS
- 2.3 7.3% growth against same time last year (*excluding potential*)
  - i SAC 3+ have enrolled 93% of target
  - ii SAC 1-2 have enrolled 90.75% of target
  - iii Trade Academies have enrolled 568 students, 99.5% of target places
- 2.4 Ara Global – Domestic has enrolled 5,863.5 EFTS (*excluding potential*)
  - i 90.18% of target enrolled
  - ii 17.1% year to date growth compared to same time last year
- 2.5 Māori and Pacific Participation – Based on current enrolments (*excluding potential*)
  - i Māori participation is at 14.3% against a target of 13.1%
  - ii Pacific participation is at 5.0% against a target of 4.8%
- 2.6 2021 International
  - i Ara Global (International) has enrolled 291.2 EFTS against a target of 509.2 EFTS  
57.18% of overall target enrolled
  - ii Including potential, this at 327.0 enrolled EFTS which is 64.2% of target

### 3 Financial Performance Report

#### 3.1 Executive Financial Summary as at 31 May 2021

YTD EBITDA	\$3.9m	The year-to-date EBITDA is <b>+\$3.9m</b> which is <b>+\$6.2m</b> better than the budget of <b>-\$6.2m</b> .
YTD Total Revenue	\$44.4m	The year-to-date revenue is <b>+\$44.4m</b> which is <b>+\$3.7m</b> better than the budget of <b>+\$40.7m</b> . Note: no adjustment has been made to revenue for potentially unfunded income.
YTD Total Personnel Exp	\$(29.3)m	The year-to-date personnel costs are <b>-\$29.3m</b> which is <b>+\$0.7m</b> better than the budget of <b>-\$30m</b> . Annual leave is <b>+\$0.8m</b> .
YTD Operating Surplus / (Deficit)	\$(0.5)m	The year-to-date operating deficit is <b>-\$0.5m</b> which is <b>+\$6.2m</b> better than the budget deficit of <b>-\$6.7m</b> . The operating deficit is <b>-1.1%</b> of revenue compared to a budget target of <b>-16.4%</b> .
YTD Net Surplus / (Deficit)	\$(0.9)m	The net surplus is <b>-\$0.9m</b> being <b>+\$7.2m</b> better than the budget of <b>-\$8.1m</b> .
Cash	\$80.6m	The YTD cash position is <b>+\$80.6m</b> .
Cash Cover	9.1	Cash cover is <b>9.1</b> months compared to TEC benchmark of 2 months.
YTD Capex	\$2.5m	Capex spend year-to-date is <b>\$2.5m</b> compared to full-year budget \$10.7m

**Statement of Financial Performance**  
for the year to 31 May 2021

	Year to Date			Full Year	
	Actual	Budget	% var	2021 Budget	2020 Actual
<b>Government Funding</b>					
SAC Funding Level 3+	23,391,587	21,592,469	8.3%	56,682,478	53,645,330
SAC Funding Level 1-2	499,580	612,740	-18.5%	1,144,295	1,839,428
ACE Funding	114,495	153,359	-25.3%	393,055	578,954
Youth Guarantee Funding	306,030	330,765	-7.5%	1,060,780	3,018,869
CTC funding	1,087,016	1,050,947	3.4%	2,625,324	2,305,665
Other Non-EFTS grants	1,320,862	1,238,310	6.7%	2,971,944	3,064,783
Total	26,719,570	24,978,591	7.0%	64,877,876	64,453,029
<b>Student Tuition Fees</b>					
Domestic Fee Income	13,033,568	12,664,400	2.9%	32,869,962	32,354,452
less Scholarships/Discounts	(778,840)	(1,644,153)	-52.6%	(1,990,950)	(1,643,780)
International Fee Income	2,787,180	1,780,156	56.6%	9,091,956	15,401,956
less Commissions/Discounts	(118,143)	(434,232)	-72.8%	(1,055,196)	(1,404,957)
Total	14,923,764	12,366,171	20.7%	38,915,772	44,707,671
<b>Other Teaching Income</b>	528,985	659,629	-19.8%	2,341,608	2,054,908
<b>Other Income</b>					
Interest	213,945	399,896	-46.5%	915,335	1,489,124
Other Revenue	2,052,667	2,333,967	-12.1%	5,914,491	4,400,883
Total	2,266,611	2,733,863	-17.1%	6,829,826	5,890,007
<b>Total Revenue</b>	<b>44,438,932</b>	<b>40,738,253</b>	<b>9.1%</b>	<b>112,965,082</b>	<b>117,105,614</b>
<b>Personnel Costs</b>					
Teaching	14,821,989	14,932,639	-0.7%	36,565,697	36,369,282
Net Annual Leave - Teaching	(480,036)	(116,165)	313.2%	-	216,611
Non-Teaching	15,306,607	15,268,707	0.2%	37,480,506	36,252,092
Net Annual Leave - Non-Teaching	(309,744)	(13,675)	2165.0%	-	124,615
Total	29,338,817	30,071,507	-2.4%	74,046,203	72,962,599
as % of Revenue	66.0%	73.8%		65.5%	62.3%
<b>Other Costs (except Depreciation)</b>					
Occupancy/Property costs	3,972,169	4,096,809	-3.0%	10,054,815	9,515,524
Finance Lease Charge	574,300	574,300	0.0%	1,373,256	1,389,636
General Operating Expenditure	6,437,700	7,882,625	-18.3%	19,293,187	17,211,391
Total other costs	10,984,170	12,553,734	-12.5%	30,721,258	28,116,551
<b>Depreciation</b>					
All Depreciation	4,618,552	4,791,640	-3.6%	11,346,495	12,472,593
<b>Total Expenses</b>	<b>44,941,540</b>	<b>47,416,882</b>	<b>-5.2%</b>	<b>116,113,956</b>	<b>113,551,743</b>
<b>Surplus/(Deficit) excl Abnormal</b>	<b>(502,608)</b>	<b>(6,678,628)</b>	<b>-92.5%</b>	<b>(3,148,874)</b>	<b>3,553,871</b>
as % of Revenue	-1.1%	-16.4%		-2.8%	3.0%
<b>Abnormal Items</b>					
Transformation Costs	(355,959)	(1,371,703)	-74.0%	(3,300,000)	(1,743,725)
Demolition Costs	-	-		-	(1,086,026)
Share of Associate Surplus/(Deficit)	-	-		-	18,065
Total Abnormal Items	(355,959)	(1,371,703)	-74.0%	(3,300,000)	(2,811,687)
<b>Total Surplus/(Deficit)</b>	<b>(858,567)</b>	<b>(8,050,331)</b>	<b>-89.3%</b>	<b>(6,448,874)</b>	<b>742,184</b>
as % of Revenue	-1.9%	-19.8%		-5.7%	0.6%

## Statement of Financial Position as at 31 May 2021

	Actual 31-May-21 \$000	Budget 31-Dec-21 \$000	Actual 31-Dec-20 \$000
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and Cash Equivalents	7,278	2,140	7,635
Loans and Receivables	1,367	2,000	1,676
Inventories	916	1,027	702
Prepayments	1,922	2,291	2,329
Short Term Investments	45,019	34,095	33,919
Residual Insurance Proceeds	28,281	22,905	28,281
<b>Total Current Assets</b>	<b>84,783</b>	<b>64,458</b>	<b>74,542</b>
<b>Non-Current Assets</b>			
Property Plant and Equipment	305,285	310,385	306,948
Intangible Assets	970	1,506	1,193
Investment in Associate	1,169	1,151	1,169
<b>Total Non-Current Assets</b>	<b>307,423</b>	<b>313,043</b>	<b>309,310</b>
<b>TOTAL ASSETS</b>	<b>392,206</b>	<b>377,501</b>	<b>383,852</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Trade and other payables	3,946	5,000	5,736
Finance leases	701	1,233	683
Employee Benefit Liabilities	4,876	3,157	3,615
Revenue Received in Advance	18,768	11,800	8,895
<b>Total Current Liabilities</b>	<b>28,291</b>	<b>21,190</b>	<b>18,928</b>
<b>Non-Current Liabilities</b>			
Finance leases	24,744	25,092	24,886
Employee Benefit Liabilities	228	238	228
<b>Total Non-Current Liabilities</b>	<b>24,972</b>	<b>25,330</b>	<b>25,114</b>
<b>TOTAL LIABILITIES</b>	<b>53,263</b>	<b>46,520</b>	<b>44,043</b>
<b>NET ASSETS</b>	<b>338,943</b>	<b>330,981</b>	<b>339,809</b>
<b>EQUITY</b>			
Retained Earnings	235,576	227,199	236,442
Asset Revaluation Reserve	103,367	103,782	103,367
<b>TOTAL EQUITY</b>	<b>338,943</b>	<b>330,981</b>	<b>339,809</b>



## Statement of Cash Flows for the year to 31 May 2021

	<b>Year to May 2021 \$000</b>	<b>2021 Budget \$000</b>	<b>2020 Final \$000</b>
<b>Cash Flows from Operating Activities</b>			
Cash was Provided from:			
Government Grants	23,614	64,878	62,882
Student Tuition Fees	27,099	38,916	36,028
Other Teaching Revenue	529	2,342	2,055
Other Revenue	3,062	5,890	6,048
Interest	304	915	1,701
Total	<u>54,608</u>	<u>112,941</u>	<u>108,714</u>
Cash was Applied to:			
Employees and Suppliers	40,091	102,698	99,772
Net Cash Effect of Abnormal Items	356	3,300	2,830
Total	<u>40,447</u>	<u>105,998</u>	<u>102,602</u>
<b>Net Cash Flows from Operating Activities</b>	<b><u>14,161</u></b>	<b><u>6,943</u></b>	<b><u>6,112</u></b>
<b>Cash Flows from Investing Activities</b>			
Cash was Provided from:			
Sale of Fixed Assets	12	26	57
Total	<u>12</u>	<u>26</u>	<u>57</u>
Cash was Applied to:			
Purchase of Other Financial Assets			
Purchase of Fixed Assets	1,874	5,114	2,992
Campus Capital Plan Spending	587	5,547	4,158
Total	<u>2,461</u>	<u>10,661</u>	<u>7,150</u>
<b>Net Cash Flows from Investing Activities</b>	<b><u>(2,449)</u></b>	<b><u>(10,635)</u></b>	<b><u>(7,093)</u></b>
<b>Cash Flows from Financing Activities</b>			
Cash was Provided from:			
Equity	-	-	25
Total	<u>-</u>	<u>-</u>	<u>25</u>
Cash was Applied to:			
Finance Lease Payments	970	2,399	2,296
Total	<u>970</u>	<u>2,399</u>	<u>2,296</u>
<b>Net Cash Flows from Financing Activities</b>	<b><u>(970)</u></b>	<b><u>(2,399)</u></b>	<b><u>(2,321)</u></b>
<b>Total Net Cash Flows</b>	<b><u>10,743</u></b>	<b><u>(6,091)</u></b>	<b><u>(3,302)</u></b>
Opening Cash, Bank & Short Term Investments	69,835	65,231	73,138
Closing Cash, Bank & Short Term Investments	<u><u>80,578</u></u>	<u><u>59,140</u></u>	<u><u>69,835</u></u>

## 3.2 Notes to Statements

### a Financial Performance

- i Overall, the performance year-to-date is largely consistent with prior periods. The narrative below is provided to identify differences only.
- ii As of 31 May 2021, the year-to-date reported deficit improved on the prior month by \$2.2m, of which \$1.9m was in ordinary operations and \$0.2m in abnormal operations.
- iii Total Revenue contributed \$1.2m to the month-on-month improvement. Most significant increases being \$0.7m in SAC 3+ and \$0.3m in Domestic Student Fees. International revenue improved on the prior period by \$0.3m (57% higher than budget YTD). Te Pūkenga has requested additional TTAF funding but are unclear on whether it will be received in 2021 or in 2022 as part of the wash-up. They have confirmed that they will seek additional funding for the sector following the August SDR.
- iv Overall, EFTS delivered to end of May are ahead of budget (Actual 2,791 EFTS vs Budget 2,634 EFTS). More detailed departmental and funding information:

Department	Actual EFT	Budget EFT	EFTS Var	FY Budget EFT
CAPL Dept	1.10		1.10	
Dept of Applied Sciences and Social Practice, Te Hoe	298.62	311.12	(12.50)	758.53
Dept of Business and Digital Technologies	313.70	328.15	(14.45)	978.16
Dept of Creative Industries	281.00	285.91	(4.91)	719.73
Dept of Engineering & Architectural Studies	233.10	176.94	56.16	598.57
Dept of Health Practice	457.56	439.33	18.22	1,144.46
Dept of Hospitality & Service Industries	267.32	213.59	53.73	619.02
Dept of Humanities	365.89	422.73	(56.84)	907.52
Dept of Trades	481.96	393.55	88.41	1,135.04
TANZ eCampus	91.00	62.50	28.50	150.00
<b>Net Surplus / (Deficit)</b>	<b>2,791.23</b>	<b>2,633.82</b>	<b>157.41</b>	<b>7,011.04</b>

Department	Actual EFT	Budget EFT	EFTS Var	FY Budget EFT
1010-SAC Funding 3+	2,397.86	2,265.16	132.70	5,845.88
1020-SAC Funding Level 1-2	54.04	68.84	(14.80)	126.50
1029-ACE Funding	24.91	33.37	(8.45)	85.51
1040-Youth Guarantee Delivery Funding	25.67	26.11	(0.44)	82.62
1050-Trades Academy Delivery Funding	73.75	60.39	13.37	153.20
1093-On Plan TEC Funding	13.08		13.08	
1160-International Student Fees	146.67	103.70	42.97	509.22
1180-ITO Funding Income	39.31	46.96	(7.65)	116.90
1190-Teaching Delivery to External Parties	15.95	29.29	(13.35)	91.20
<b>Net Surplus / (Deficit)</b>	<b>2,791.23</b>	<b>2,633.82</b>	<b>157.41</b>	<b>7,011.04</b>

- v Personnel Costs overall are largely in line with budget year-to-date and consistent with the prior period.
- vi Occupancy Costs savings improved on the prior period by \$0.1m. The year-to-date expense being \$4m compared to the budget of \$4.1m
- vii The Finance Lease Charge is in line with budget.
- viii General Operating Expenditure savings improved on the prior period by \$0.5m, the most significant savings being \$0.2m in both Organisational Compliance and Other Services Expenditure.
- ix The Transformation expenses underspend has increased by \$0.2m, largely within Consultancy Fees. It is expected that the Transformation budget will be fully utilised by year-end.

## b Financial Performance of Larger Divisions

Summary	Actual \$	Budget \$	Var \$	Var%	FY Budget \$
<b>AIR</b>					
Revenue	41,233,729	38,220,873	3,012,855	8%	105,084,697
Personnel Expenses - Teaching	-14,318,588	-14,640,754	322,166	-2%	-35,853,705
Personnel Expenses - Non-Teaching	-4,360,120	-4,546,303	186,182	-4%	-11,108,418
Other Expenses	-3,293,661	-3,340,437	46,775	-1%	-8,345,851
<b>AIR Total</b>	<b>19,261,359</b>	<b>15,693,380</b>	<b>3,567,979</b>	<b>23%</b>	<b>49,776,722</b>
<b>CEE</b>					
Revenue	2,728,566	2,449,456	279,110	11%	6,389,375
Personnel Expenses - Teaching	113		113		
Personnel Expenses - Non-Teaching	-5,806,630	-5,863,969	57,339	-1%	-14,482,800
Other Expenses	-2,189,630	-2,855,420	665,789	-23%	-6,672,361
<b>CEE Total</b>	<b>-5,267,580</b>	<b>-6,269,932</b>	<b>1,002,352</b>	<b>-16%</b>	<b>-14,765,785</b>
<b>COR</b>					
Revenue	564,795	867,769	-302,975	-35%	2,150,168
Personnel Expenses - Teaching	0		0		
Personnel Expenses - Non-Teaching	-3,339,596	-3,498,571	158,975	-5%	-8,582,996
Other Expenses	-9,682,162	-10,379,136	696,974	-7%	-25,280,912
<b>COR Total</b>	<b>-12,456,963</b>	<b>-13,009,937</b>	<b>552,974</b>	<b>-4%</b>	<b>-31,713,739</b>
<b>P&amp;C</b>					
Revenue	45,325		45,325		
Personnel Expenses - Teaching	-16,846		-16,846		
Personnel Expenses - Non-Teaching	-936,633	-838,523	-98,110	12%	-2,025,934
Other Expenses	-94,302	-157,481	63,179	-40%	-380,838
<b>P&amp;C Total</b>	<b>-1,002,456</b>	<b>-996,004</b>	<b>-6,452</b>	<b>1%</b>	<b>-2,406,772</b>
<b>Net Surplus / (Deficit)</b>	<b>534,359</b>	<b>-4,582,494</b>	<b>5,116,853</b>	<b>-112%</b>	<b>890,425</b>

- i The Academic, Research and Innovation Division contribution has improved by \$1.3m on the prior period, this is largely revenue driven.
- ii The Corporate Services Division and Customer Experience and Engagement Division have additional underspends of \$0.2m each, largely within Other Expenses.
- iii The People and Culture Division is in line with budget and the prior period.
- iv There are no other items of note in the Financial Position or Cash Flows for May

## Te Ōhaka CE Report for May

<b>Key Updates from May 2021</b>
Video Otautahi's Innovation Ecosystem – Ara's partnership
Update on Te Pūkenga Innovation Collective
Opportunities arising from Te Ōhaka showcase
Research Hub Update
Learner case study: Gaurav Thantry, Business and Digital Technologies
Mayoral Showcase
NZAIMS – NZ Middle Schools national conference visiting Te Ōhaka
Ara is a Key Partner in the Orion Energy Accelerator Programme
Visit by US Embassy

### Otautahi Innovation Ecosystem – Ara

The video below demonstrates Ara's partnership in the Otautahi Innovation Ecosystem.

[ChristchurchNZ Start-Up & Innovation Ecosystem - YouTube](#)

### Te Pūkenga Innovation Collective

The opportunity to align the learnings from Ara's Te Ōhaka Innovation Hub, Wintec's Design Factory & Soda Inc, Western Institute of Technology at Taranaki (WITT), and ChristchurchNZ was facilitated at a meeting in Hamilton. The opportunity is an "Innovation Collective" across Te Pūkenga, contextualised by region and learner need. We will keep you updated on progress after we have presented to Te Pūkenga DCE's on June 25<sup>th</sup>.

### Te Ōhaka Showcase

Te Ōhaka's current crop of in-house start-ups shared a showcase for Ara colleagues, and some external stakeholders. The purpose of the event was to deepen the understanding of Te Ōhaka for Ara's colleagues, demonstrate the impact on the Ara learning experience, and the unique value to learners and Otautahi that comes from the partnership.

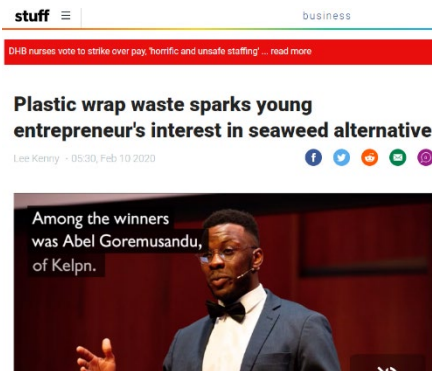
The showcase included 8 of the 27 Te Ōhaka start-ups that have Ara learners and colleagues involved. The Ara Research Hub demonstrated its aim to create opportunities for colleagues and learners to support industry R&D and research commercialisation.

A learner panel of Ara graduates had them enthusing about how valuable it was to be part of Te Ōhaka during their study, (*including the two L6 10-week [Innovation Accelerator](#) and [Business Accelerator](#) programmes*) and the opportunities this had opened up for them.

## Outcomes from the Showcase

- 1) Increased awareness about opportunities for colleagues and learners at Te Ōhaka.
- 2) Opportunity to create an innovation workshop for high school learners and engineering students as part of Ara's high school engagement called Spaghetti Bridge.
- 3) Opportunity to add the Business Accelerator as an elective to degree programmes.

## Research Hub Update



Research Hub has commenced the first project with Te Ōhaka startup Kelpn, who are seeking to develop a bioplastic from Kelp. After securing funding from AGMARDT Kelpn has contracted Dr Grant Bennett, Academic Manager of Ara's Applied Sciences Department as their Research Lead.

Research Hub team is project managing this research opportunity which is worth \$20,000.

## Learner Case Study - Gaurav Thantry

### Graduate Diploma in ICT (Department of Business and Digital Technologies)

*From student to Datacom: How working with a Te Ōhaka startup helped an Ara student accelerate his career.*

*Arriving in New Zealand as an international student in Feb 2020, recent Ara ICT graduate Gaurav Thantry's career is flying high after recently receiving an offer from Australasia tech giant Datacom. Originally from Bangalore India, Thantry moved to Christchurch in early 2020 to start his Diploma Degree in Information and Communication Technologies at Ara Institute of Canterbury. As the COVID lockdown quickly took effect in March 2020, classes and workshops at Ara were converted to remote learning. Thantry and his fellow learners at Ara, thus, had to quickly adapt to an all-virtual learning environment.*

*This shift to remote learning was the first of many challenges and opportunities presenting Thantry in the past year as he continued his diploma. When presented with a few different options for his capstone project, Thantry decided that Sustainability360 a Start-up in Te Ōhaka was the most exciting as it provided lots of learning opportunities. Whilst enjoying his new role at Datacom, Thantry reflects on his time at S360. "The experience with S360 is the reason I got the job with Datacom. It wouldn't have been possible without the learnings I gained at S360 and the guidance from my technical mentor Vinay Varma and my industry supervisor Caroline Thalund. The amount of learning I gained in such a short period has been tremendous."...*

## Mayoral Showcase

### [Christchurch Mayor Visits Te Ōhaka - YouTube](#)

Te Ōhaka presented to Mayor Lianne Dalziel, the unique environment of Te Ōhaka and the resulting impact and value on innovation outputs for Otatauhi. The Showcase included presentations on the impact on the Ara learning experience that is generated in the environment, and our intentions to include it as a core value proposition to prospective learners. Ara was well represented with the Ara Research Hub, Ara Startups, and Business Digital and Technology Academic staff telling the success stories and outcomes for their learners, and Ara as an organisation.

## NZAIMS National Conference “No. 8 Wire & Innovation”

NZ’s agency for intermediate and middle school teachers is holding its annual conference in Christchurch and has requested a visit and 2-hour session at Te Ōhaka. The theme of their conference is No. 8 Wire and Innovation. We have arranged a session in the Design Thinking Room where they will meet the Bayuble founders. [Bayuble](#) is a startup in Te Ōhaka who are seeking to make fruit stickers fully edible and sustainable. These founders won the Young Enterprise Scheme for in Tauranga and are now a Startup in Te Ōhaka.

## Ara is a Key Partner in the Orion Energy Accelerator Programme

### [11 startups join the Orion Energy Accelerator — Orion Energy Accelerator \(orionaccelerator.nz\)](#)

Ara experts from our Electrical Engineering Programme, alongwith our Research Hub are key judges and supporters of the Orion Energy Accelerator. Profiling Ara and positioning our colleagues at the cutting edge of Energy innovation keeps the learning in our classrooms current, and freshens our connections to this industry.

## Visit by US Ambassadors

Te Ōhaka hosted representatives from the US Embassy who were keen to learn about the unique partnership that matches Ara students and their learning projects to Startups. Involving students in a Startup provides a real-world learner experience, as well as exposure to the skills and mindset of an entrepreneur. Ara was well represented and profiled at this event that resulted in opportunities for the Ara network with the School Wellbeing Service [Komodo](#), and [Myovolt](#) Vibration Action Recovery, to be connected into the Ara ecosystem.



## CUSTOMER EXPERIENCE AND ENGAGEMENT– REPORT FOR ARA BOARD JUNE 2021



### Executive Summary

#### Key focus areas this reporting period

- Regional Engagement
- Marketing and Engagement Change Management
- Māori Learner Voice and Partnership
- Academic Support for Priority Learners
- Assistive Technology
- Network Leadership

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC /TRANSFORMATIONAL DELIVERY INFORMATION
<b>1. Regional Responsiveness</b>	<ul style="list-style-type: none"> <li>• Annual workshops with Secondary School Principals and Career Advisors in Christchurch and South Canterbury to support planning and decision making as well as identifying areas for continuous improvement of processes to support access and participation for Dual Enrolment portfolio offerings for 2022.</li> <li>• 14 Principals attended including those from Waitaki Boys, Waitaki Girls, Geraldine High School and Ashburton College.</li> <li>• Met with HR Managers of Ashburton District Council, Timaru District Council and Waitaki District Council to identify regional training needs. Each Council will send participants to a range of seminars so that viable numbers can be achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demand Driven Response</b> - Negotiations with Open Polytech to see how, through a collaborative partnership a blended model of delivery in the Dual Enrolment portfolio will enable access to more learners in the Secondary Tertiary space. The focus is on how Ara can support senior secondary school learners and schools where regional distance or timetables do not allow easy access to business-as-usual Dual Enrolment offerings. A blended model online and face-to-face delivery will remove barrier for learning. The proposed pilot will include working with a cluster of schools who are seeking support in these areas. This will ensure a viable delivery model for Ara for 2022 and ensure sufficient participation to inform future decision making as to whether these offerings will become part of the BAU portfolio of provision. The pilot will focus on the following disciplines: Electrical Engineering, Digital Technologies, and Business Management. The rationale for these three disciplines is as follows: <ul style="list-style-type: none"> <li>○ Electrical Engineering – this is an area where there has already been some work undertaken in the Trades discipline for online delivery and this is an area of skills shortage regionally and nationally (Electrical Supply)</li> <li>○ Digital Technologies – focus is on increasing participation of priority learner groups in the Tech sector.</li> <li>○ Business Management the focus is on increasing school leaver enrolments into Ara Diploma and Degree provision in the Business portfolio of offerings.</li> </ul> </li> </ul>
<b>2. Change Leadership / Management &amp; Capability Development</b>	<ul style="list-style-type: none"> <li>• At the beginning of 2021 Student Support changed the model of operation to have advisors allocated to specific departments. Each department has an advisor of Māori and of Pacific decent. In the Ara response to</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change Management</b> - With the departure of the Marketing Manager the CEE Division is piloting, for the next six months bringing the Marketing and Engagement Teams together into one team. The pilot is focusing on how we can improve on the synergies across Marketing and Engagement to create a more effective and efficient approach to student</li> </ul>

## CUSTOMER EXPERIENCE AND ENGAGEMENT

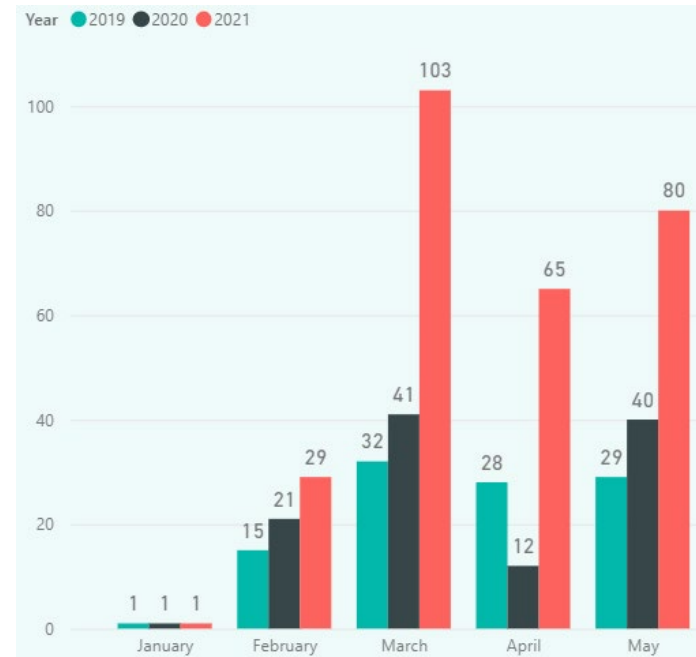
	<p>Te Pae Tāwhiti Report having 'A Māori Student Advisor allocated to each Department' is listed as a 'Practice with Potential'. The closer working relationships where the learners are studying has resulted in more collaborative relationships, more referrals and positive feedback from Departments and learners. Some correlation with learner retention and success may be available at the end of semester one and full data at the end of the year following resulting.</p>	<p>recruitment, Brand Awareness and evaluation of Marketing and Recruitment tactics to better support the organisation to achieve strategic objectives and growth.</p> <ul style="list-style-type: none"> <li>• <b>Network Leadership</b> - Academic Support has been approached by a number of institutions to collaborate with and support them to identify learners more accurately at risk as early as possible. This is taking several forms from sharing best practice, to helping other subsidiaries to use Microsoft Dynamics CRM as a tool to record learner support as well as training on how to use Power BI reporting to identify trends. It is envisaged that this collaboration will benefit all subsidiaries by providing us with more extensive and comprehensive data set to inform analytics work.</li> <li>• <b>Te Pūkenga</b> - Diana Law and Karen Te Puke attended the Te Pūkenga Ākonga at the Centre Forum with all ITP' TITOs and learners from some ITP's. Each contributing organisation presented a model of best practice. These were evaluated for desirability, impact, scalability, and sustainability. Diana presented the Ara new model for Student Pastoral Support and Karen presented a PowerPoint developed with Te Marino and Hemi Hoskins giving a brief overview of Māui te Tauira Pilot.</li> </ul>
<p><b>3. Equitable Outcomes for Māori &amp; Lifting Success of All Learners</b></p>	<ul style="list-style-type: none"> <li>• A wide range of events and activities specifically for Māori or Pacific learners are delivered to increase learner cultural connection and engagement at Ara (welcomes, study ready, 'Kōrero and Kai', celebrations, language weeks, and student voice). Most events are full.</li> <li>• Student Voice have been collaborating with learners to establish a Māori Learner Voice Group which will provide both learner voice and events for Māori learners.</li> <li>• A Māori learner, Rosa Hibbert- Schooner has been selected and appointed as the Māori learner voice representative on the Student Council</li> <li>• The numbers of recorded support interventions have more than doubled for Māori learners and increased by one third for non-Māori. Some of this can be accounted for by improved recording however, there are more referrals from Departments where more effective relationships are a result of the Student Support move to being where learners are.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Academic Support Referral Initiative</b> - A new system of referral will continue to see an increase in support for Māori and other priority learners. Previously Academic Support had found it difficult to meet the diverse learner needs with existing staffing levels and a self-referral system. The more able learners were booking appointments way ahead of their need. To rectify this, three things were instituted. <ul style="list-style-type: none"> <li>○ a learner referral process was introduced utilising the people with the most knowledge of the learners (the tutors) to refer only those who would not succeed without support,</li> <li>○ a second Māori Learning Advisor was employed,</li> <li>○ and the ability for those from priority learner groups to still self-refer was maintained</li> </ul> </li> <li>• The result of this is that the support of Māori learners by Academic Support is increasing significantly</li> </ul>



CUSTOMER EXPERIENCE AND ENGAGEMENT

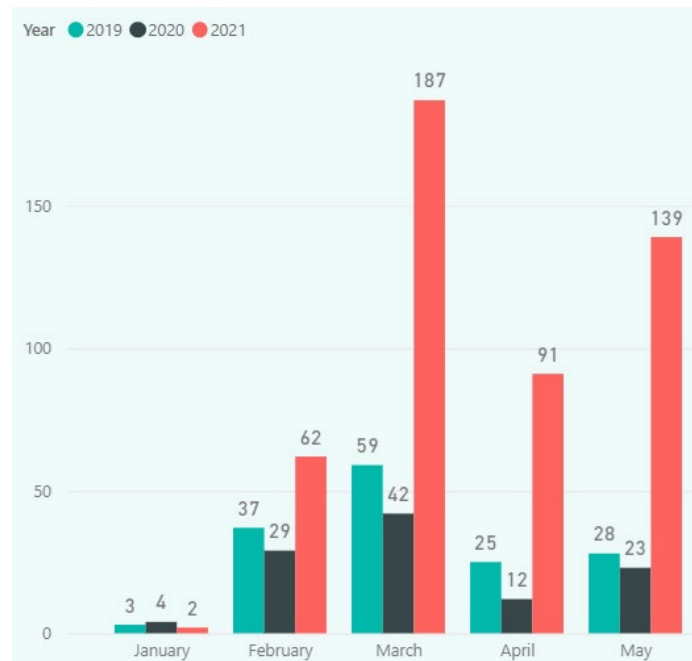
- Learners are able to self-identify that they have a disability when they enrol. This automatically sends them an email introducing the services Ara has to offer, and asking them to make an appointment, at which, potential supports could be discussed. The numbers of learners who self- identify is approximately five times the number who seek help from the service. To ensure all learners who require support are getting it we have initiated a text and phone call follow up system with all learners who self-identify.
- Disability Services has 1FTE more staffing than last year and this has shown a huge increase in the support given to disabled learners, including the ability to have more check-ins to see if the support is working.

**Māori Learner Engagement**



- **Assistive Technology Initiative** - Disability Services currently support approx. 300 learners per annum. This support makes extensive use of casual staff to provide various forms of note taking and reader, writing type support. Assistive Technology is a strategic project which aims to apply technology and develop resources to support independent learning across all learners, but especially priority learners. This introduction of Universal Design principles will reduce dependency on casual disability support resources and older technology such as digital voice recorders and give students an internal locus of control through the use of technology-based learning communities.

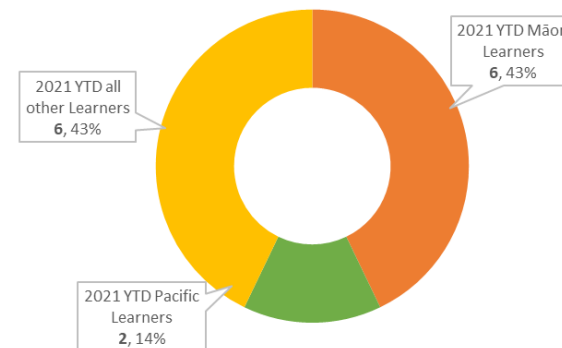
**Disability Learner Engagement**



**4. Removing Barriers for Learning by Putting Learners at the Centre**

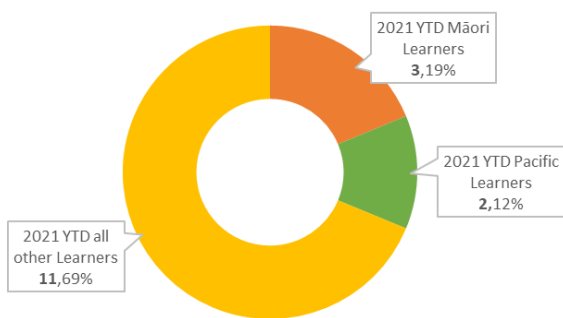
- Financial hardship assistance is to help those learners in current financial strife. Usually, those learners are having to consider leaving study to reduce expenditure or to take on work or more work. Learners are tracked for retention and success – this data will be available at the end of Semester one.
- A campaign to promote hardship support is in place the target is to allocate all hardships funds so that there is no underspend at year end.
- Learners have told us that that it is not mana enhancing to apply for hardship funds. In response we have renamed the general hardship fund (non-emergency) to Study and Living Scholarships.

**Emergency and Hardship Grants 2021 YTD**



**Emergency Hardship:** Learners whose continued study is threatened by desperate, unanticipated financial circumstances.

## CUSTOMER EXPERIENCE AND ENGAGEMENT

	<p><b>2021 <u>NEW</u> Study and Living Scholarship: For all enrolled students experiencing financial hardship</b></p>	<p><b>Study and Living Scholarship 2021 YTD</b></p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2021 YTD all other Learners</td> <td>11</td> <td>69%</td> </tr> <tr> <td>2021 YTD Māori Learners</td> <td>3</td> <td>19%</td> </tr> <tr> <td>2021 YTD Pacific Learners</td> <td>2</td> <td>12%</td> </tr> </tbody> </table>	Category	Count	Percentage	2021 YTD all other Learners	11	69%	2021 YTD Māori Learners	3	19%	2021 YTD Pacific Learners	2	12%	
Category	Count	Percentage													
2021 YTD all other Learners	11	69%													
2021 YTD Māori Learners	3	19%													
2021 YTD Pacific Learners	2	12%													
<p><b>5. Financial Sustainability</b></p>	<p>The merge of Marketing and Engagement will support long term productivity, effectiveness and efficiency improvements. The Assistive Technology Initiative will reduce costs while enhancing learner accessibility.</p>														

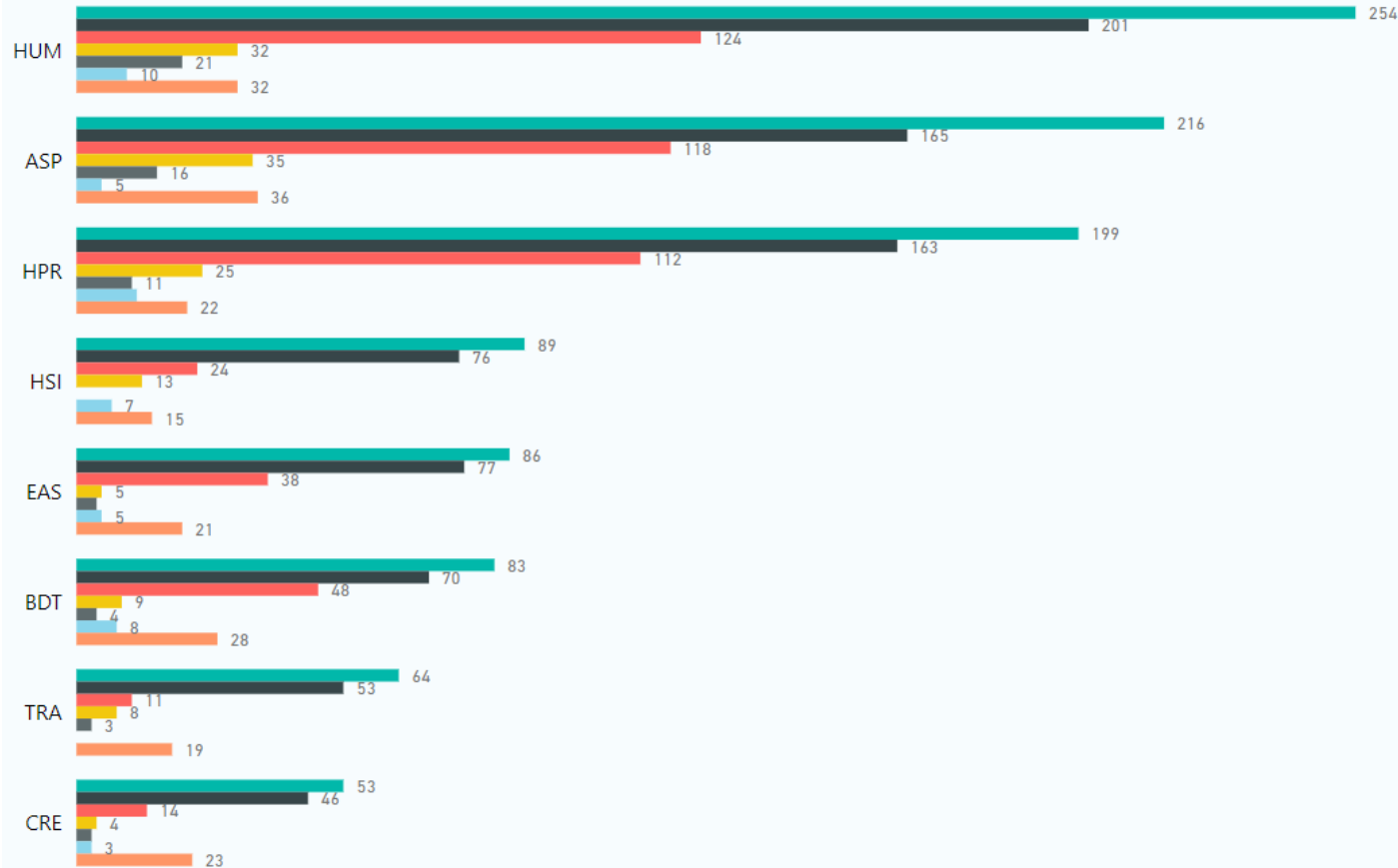
**Future Deliverables**

- Partnership agreement with Open Polytechnic which provides broader portfolio of provision and greater access for learners to Dual Enrolment throughout the region.
- Greater strategic approach and alignment of Marketing and Recruitment tactics resulting in higher quality enquiries and conversions to enrolments, through raising Brand profile and reducing barriers to participation for priority learner groups.
- Regionally responsive, relevant, and accessible vocational learning opportunities.
- Allocate all of the 2021 Hardship Budget in support of removing barriers to participation, retention and success.
- Design and implement baseline disability data capture including achievement data for those with physical and learning disabilities.

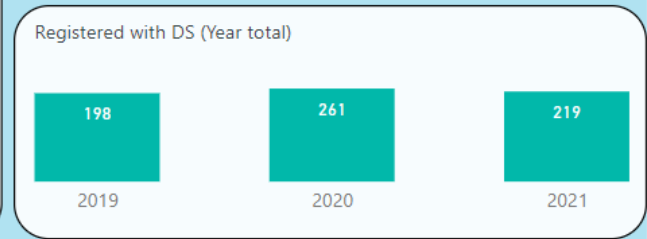
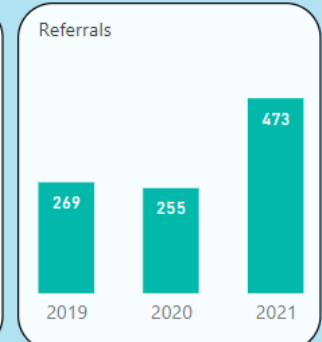
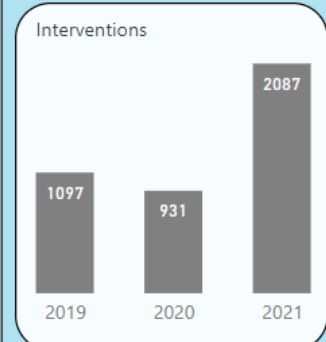
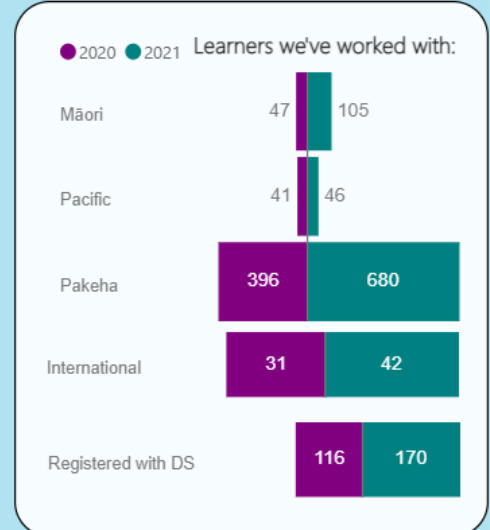
**Ara Academic Support**  
 Institute of Canterbury  
 Ara rau, taumata rau  
 Kā Tautoko Ako

**2021**

● Total Learner ● Pakeha ● Youth ● Māori ● Pacific ● International ● Registered with Disability



- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December



## ACADEMIC, INNOVATION AND RESEARCH – REPORT FOR ARA BOARD JUNE 2021



### Executive Summary

#### Key focus areas this reporting period

- *Revisioning Research at Ara*
- *Collaboration across Te Pūkenga Network – programme development/unification*
- *Roll out of Framework for Māori Achievement*
- *Leadership change (temporary)*

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC /TRANSFORMATIONAL DELIVERY INFORMATION
<b>1. Regional Responsiveness</b>	<p><b>Working with other Te Pūkenga subsidiaries</b> looking at a potential distributed delivery model for Cybersecurity – the model would ensure expert teaching from within the subsidiaries and industry and reduce operating costs for delivery.</p> <p><b>Increased engagement</b> with Hanmer Springs Hospitality Industry to include in Kaikoura Managed Apprenticeship delivery of Cookery Level 4.</p>	<p><b>Collaboration conversations</b> with University of Canterbury and Youbee Colleges on proposed ‘Film and Gaming’ campus development at Dovedale Campus (UC). Exploring opportunities to work together/develop new offerings across region. Cross discipline opportunities - Creative Industries, Hospitality, Beauty and Trades.</p> <p>HSI, Kaikoura Iwi, and Deputy for Maori Achievement <b>to discuss proposal of NZ Certificate in Manaaki Marae</b> delivery in 2022.</p> <p><b>Potential for Barbering/Hairdressing Salon at Trades</b> – commercial opportunity</p>

<p><b>2. Change Leadership / Management &amp; Capability Development</b></p>	<p><b>Kick Off</b> – July all colleagues – professional development, networking and celebrating graduates planning well underway</p> <p><b>Alignment of Teaching Excellence Awards</b> to the Learning and Teaching Framework.</p> <p><b>Communities of Practice commenced :</b></p> <ul style="list-style-type: none"> <li>• Assessment and Moderation</li> <li>• Cultural</li> <li>• Quality</li> </ul> <p><b>Senior Management Team (SMT) development of getting the most out of valuable conversations</b> – developing capability and confidence in critical process</p>	<p><b>Creative Industries Te Pukenga Creative Industries HOD</b> regular hui – <b>focus meaningful ways we can collaborate.</b> Creative research hui planned at Ara later this year.</p> <p>Authentic and equitable outcomes and removing barriers for learners – capability development - <b>building cultural leadership underway in Creative Industries, HSI and BusTech.</b></p>
<p><b>3. Equitable Outcomes for Māori &amp; Lifting Success of All Learners</b></p>	<p><b>Creative Industries newly developed degrees</b> (pending approval) sees a significant increase in the inclusion of Te Reo Māori/tikanga Māori a</p> <p><b>Maori language and concepts added to Academic Literacies Poutama</b> and supporting resource site.</p> <p><b>HSI - Final feedback being collated from semester one Maui Te Taurira pilot.</b> Planning for one intake in semester two 2021. Departments Kaupapa Māori Achievement Mentor co-ordinating in a co-delivery model with MTT team. Framework for Maori Achievement implementation session with leadership team.</p>	

<p><b>4. Removing Barriers for Learning by Putting Learners at the Centre</b></p>	<p><b>Enterprise licence for Ocean Brower 3 (OB3)</b>, a future-focused forum technology that supports online learning and reduces isolation for distance learners. Roll out starting in Semester 2 2021.</p> <p><b>Delivery mode alterations</b> from Chicken Little strategy increases real world learning in Cookery, Bakery and Hospitality. An increase in live restaurants for 2022 being currently timetabled. Utilisation of AppT in Cookery and Bakery to improve learner assessment.</p>	<p>PMO engagement with CAPL to advance Credit Recognition transparency, visibility, and uptake</p>
<p><b>5. Financial Sustainability</b></p>	<p><b>Simplifying the Te Kete digital repository user interface</b> to make it simpler and less time-consuming for teachers to upload materials.</p> <p><b>Reorganising Panopto</b> – which provides video editing and storage for learning and teaching – to reduce cost of storage.</p>	

### **Future Deliverables**

- *Focusing AIR and AIRLT on the five themes and the outcomes set by Board*
- *Contemporary portfolio- establishing strategic position re Delivery Practice*
- *Consultation Te Pūkenga Academic Regulations – Ara-wide coordinated response.*

## CORPORATE SERVICES – REPORT FOR ARA BOARD JUNE 2021



### Executive Summary

#### Key focus areas this reporting period:

- Cybersecurity – ICT Director presented report to Audit and Risk Committee (ARC)
- Progression of remaining 67% National Building Standard work – detailed report provided to Campus Redevelopment Committee (CRC)
- Regional Master Plan
  - South Canterbury - Timaru Workshop Initiative – proposal approved by CRC and recommended to Board
  - NSO Planning / Proposal – detailed investigations and review confirm recommendation for demolition and replacement. Papers in July 21
  - ALX Planning / Proposal – options analysis underway. Papers in July 21
- Transformation Programme
  - Online Enrolments project targeting start of October for go live. Systems testing complete, UAT and change management underway
  - New Project Managers started with Ākonga at the centre and Learning & Teaching initiatives, discovery and business case work underway
- Supporting Te Pūkenga across several initiatives, including: Development of an Investment Governance Framework; an Information & Systems Strategy; Data Management & Governance; Collaboration on Enterprise Performance Management solution; Cross sector Microsoft Licencing and Capital Asset Management High Priority Building's Strategy
- Finalising updated Contracts Policy & Processes
- Recruitment into the Finance Manager role
- Inception of the delivery phase of the eProcurement project
- Ascender Pay are developing a proposal around their Training & Development module for our consideration



	<b>KEY OPERATIONAL DELIVERY INFORMATION</b>	<b>KEY STRATEGIC /TRANSFORMATIONAL DELIVERY INFORMATION</b>
<b>1. Regional Responsiveness</b>	<ul style="list-style-type: none"> <li>• 2022 Mix of Provision under development.</li> <li>• Started work on Timaru ICT network to implement a resilient configuration.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning underway with CE to initiate regional scan to inform regional responsiveness initiatives.</li> <li>• Early RMP initiative to resolve Engineering workshop issues in Timaru being progressed.</li> </ul>
<b>2. Change Leadership / Management &amp; Capability Development</b>	<ul style="list-style-type: none"> <li>• SME support to Capability Development for Business &amp; Operational Management upskilling.</li> <li>• Working across the sector on a unified approach to Microsoft Licencing.</li> <li>• Supporting Te Pūkenga in developing an Enterprise Performance Management solution based on the tool used at Ara.</li> <li>• Significant contribution to the Te Pūkenga work that is aiming to develop an Information and Systems Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent recruitment has targeted (and achieved) strong change management capability for the transformation programme projects.</li> </ul>
<b>3. Equitable Outcomes for Māori &amp; Lifting Success of All Learners</b>	<ul style="list-style-type: none"> <li>• 67% National Building Standard work progressing across City, Woolston and Southern campuses.</li> </ul>	<ul style="list-style-type: none"> <li>• Project Manager started and engaged with the Learning &amp; Teaching initiatives. Clearly defined scope, benefits &amp; plans being developed.</li> </ul>
<b>4. Removing Barriers for Learning by Putting Learners at the Centre</b>	<ul style="list-style-type: none"> <li>• OH Student Accommodation, common room proposal under development with OEDT.</li> <li>• Improved processes for making curriculum and timetabling available for potential learners.</li> <li>• Backed by OEDT, Implementing wifi across the older accommodation blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Project Manager started and engaged with the Ākonga at the Centre initiatives. Clearly defined scope, benefits &amp; plans being developed.</li> <li>• Online Enrolments project planned for delivery in October. UAT underway.</li> </ul>
<b>5. Financial Sustainability</b>	<ul style="list-style-type: none"> <li>• Working with Te Pūkenga on the financial assumptions leading into 2022 budget setting.</li> <li>• Recruitment of new Finance Manager underway.</li> <li>• ComplyWith online assessment completed, results now being collated.</li> </ul>	<ul style="list-style-type: none"> <li>• eProcurement project initiated.</li> <li>• Initial planning started on banking transition to Westpac.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reviewing Student Finance SOP's for compliance, process improvements and future training needs.</li> <li>• Proposal in development for operationalising online timesheets within the HRIS.</li> </ul>	
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### ***Future Deliverables***

- Te Pūkenga engagement / approval for Timaru Trades Barn.
- RMP proposals for NSO and ALX Blocks to July CRC and Board meetings.
- Plans for resolving the remaining buildings under 67% NBS.
- Inception of Transformation Project for management of learners participating in Work Integrated Learning.
- Regional scan to inform Regional Responsiveness work and the future shape of the Ara portfolio.
- Ara Board Governance reporting review.
- Project Inception documents developed for Adaptive Learning & Support, Revisioning Pastoral Care, Wellbeing & Mental Health and Disability Services Support Technology.
- eProcurement system, processes and training available across Ara.
- Online Student Payments via the student portal is in the final stages of go live preparation.
- Internal audit scoping report on the Holiday Act.



## PEOPLE AND CULTURE – REPORT FOR ARA BOARD JUNE 2021

### Executive Summary

#### Key focus areas this reporting period

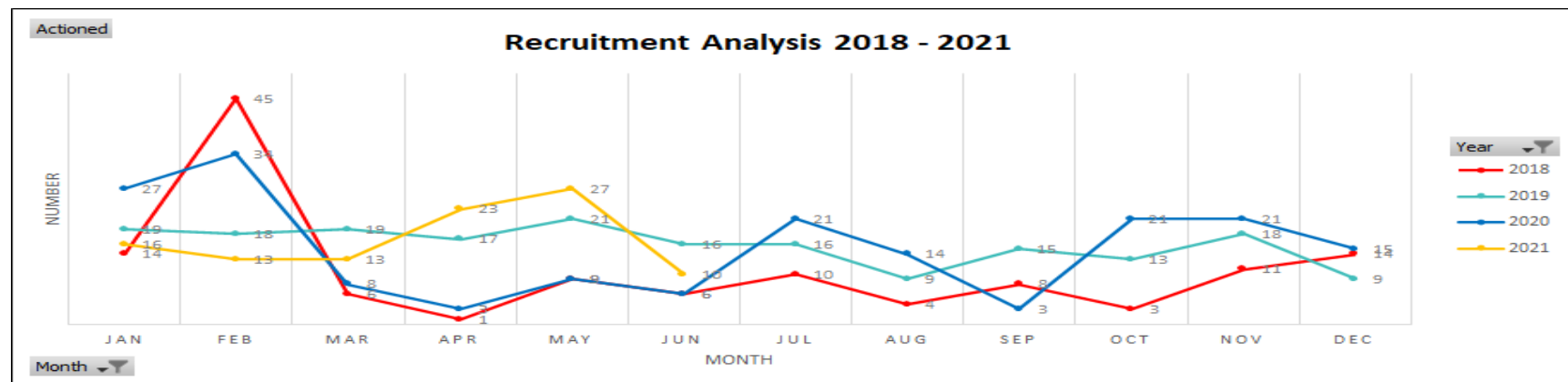
- Supporting the transition of executive leadership in a way that delivers ongoing confidence
- Checking in on our peoples experience of change, engagement and wellbeing
- Management and Leadership capability projects now well defined and delivering on solutions
- Collaborations with Te Pūkenga and other subsidiaries increasing.

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION
<b>1. Safety and Wellbeing</b>	<p>There were no notifiable or significant harm incidents/events during the reporting period.</p> <p>Ara remains in Covid-19 Alert Level 1. We continue to message Level 1 protocols and update Waituhi information with travel restrictions and Ministry of Health vaccine information.</p> <p>17 colleagues (or family members) accessed our EAP service in May compared to 8 in May 2020.</p>	
<b>2. Regional Responsiveness</b>		
<b>3. Change Leadership/Management and Capability Development</b>	<p><b>New Acting Chief Executive and changes in Te Kāhui Manukura:</b> Strategy around internal engagement and two-way communications going forward, particularly regarding fully transitioning into Te Pūkenga.</p> <p><b>Policy review:</b> Significant number of People and Culture policies relating to management and capability development are being updated to align with updated and improved processes and strategic objectives.</p>	<p><b>Checking in on our Colleagues' Experience of Change:</b></p> <p>Leaders have been invited to conduct a pulse 'check-in' on colleagues' engagement and wellbeing using a survey or one on one conversations. This will inform reviewing of team Ara Poka Plans, team by team.</p> <p>An organisation view of change impact has been captured via Aromātai Kaimahi (Te Pūkenga Staff Survey May 2021). The Ara results are currently being analysed and learnings will be used to develop a communications strategy to ensure Ara colleagues are better informed throughout the transition to December 2022.</p>

	<b>KEY OPERATIONAL DELIVERY INFORMATION</b>	<b>KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION</b>
	<p><b>Recruitment (key roles):</b> New Head of Department in Engineering and Architectural Studies – Robert de Roo started in March. Manager Human Services (Department of Applied Sciences and Social practice) finalised. Three Acting Executive Director roles appointed for a period of 2-3 months: AIR, Operations (have started) and P&amp;C (starts 1<sup>st</sup> July)</p> <p><b>Southern Campus Engagement Project:</b> The People and Culture team support this project - current focus is on increasing capability provision to lift engagement and alignment of Southern Colleagues. Internal Communications also supporting via lifting awareness of Southern Campus activities amongst all Ara colleagues.</p> <p><b>Growing Inspiring Leaders workshop series:</b> The three original workshops have been refreshed with a focus on leader action planning for impact. Learning is provided through workshops, blended delivery and independent online resources. The goal is to lift leader capability and team engagement, aligned to Ara’s Strategic Change Themes.</p> <p><b>Diversity and Inclusion:</b> Engagement across Ara in this work is high. A business case will accompany the draft strategy when presented to Te Kāhui Manukura in July. An Ara Business tutor colleague will contribute to this work as part of her Academic Study Leave.</p> <p><b>Digital Capability:</b> Lifting digital capability and confidence in core tools and cloud technologies is the focus of the training team. A significant increase in delivery is planned for the next two months.</p>	<p><b>Growing Inspiring Leaders Part 2: Leading in Change and Courageous Conversations:</b> The Growing Inspiring Leaders Impact report and a brief needs analysis has informed the scope of actions. A detailed project plan will be prepared late June with a focus on equipping leaders through resilience and capability in order to action the Change Themes and drive organisational outcomes.</p> <p><b>Business/Operational Management skills:</b> The project scope has been approved by Te Kāhui Manukura. The project team will be established to fit the context of each of the six topics. Resourcing will draw on current Ara expertise and resources. Resources and tools will be curated and offered flexibly via self-managed learning, mentoring and collaborative activity – a strategic shift to engage our leaders in flexible delivery. First priorities are capability in organisational performance and people performance-management.</p> <p><b>Safety and Wellbeing</b> The Safety and Wellbeing Strategic Plan for 2021 has been adopted by electronic vote in May.</p> <p>Following reporting against the critical risks, the Ara Safety and Wellbeing Risk Management Framework is in draft nearing consultation phase. The purpose is to define processes and requirements for identifying hazards, assessing risks, implementing risk controls, and ensuring implemented risk controls are adequate, effective and are regularly reviewed. This work is guided by Ara’s principle to provide colleagues, learners, and visitors the highest level of protection from harm to their health, safety and wellbeing from hazards and risk arising from Ara’s mahi. Utilising SafePlace to manage and capture information on risks providing the overall risk profile for Ara.</p>

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION
	<p><b>Capability resources:</b> The Capability team are increasing the capability presence through flexible easy to find resources and tools on Waituhi.</p> <p><b>Te Pūkenga Staff Committee:</b> Process underway to elect Ara’s staff representative.</p>	<p><b>Talent Growth Cycle:</b> Ongoing development and reinforcement with Tiers 2 and 3 leadership teams to ensure consistent implementation; talent mapping conversations with Tier 3 being undertaken to inform an Ara wide Talent Map of Leadership.</p>
<p><b>4. Equitable Outcomes for Māori and Lifting Success of All Learners</b></p>	<p><b>Lifting awareness:</b> Seeking guidance from Office of the Kaiārahi on developing a more strategic approach to internal communications activity and support.</p>	<p><b>Lifting colleague cultural capability:</b> An activity framework, sourced from the Open Polytechnic is being used as the basis for an Ara colleague self-reflective approach. This will deliver a simple first stage tool to support colleagues to identify their learning stage and select appropriate growth activities.</p> <p><b>Recruitment Approach that encourages more Māori colleagues to come to Ara:</b> Working in collaboration with the Office of the Kaiārahi on scoping the project for an external resource to support us to improve our recruitment resources so they reflect a more bi-cultural approach.</p>
<p><b>5. Removing Barriers for Learning by Putting Learners at the Centre</b></p>	<p><b>Acting Chief Executive and Te Kāhui Manukura:</b> Communications strategy exploring how to more directly connect with learners (ie, Ara Student Council).</p>	
<p><b>6. Financial Sustainability</b></p>	<p>Workforce planning for Engineering and Architectural Studies, English Language and Health Practice to address key role requirements for 2022 and optimise employment contract types.</p> <p>The AASC union (on behalf of Academic members) and E tū (on behalf of Southern Campus cleaners) initiated bargaining for new Collective Agreements.</p> <p>To ensure legal compliance, the People and Culture Business Partners and Employment Relations Lead are currently reviewing Ara’s processes to ensure an assessment of the true nature of the relationship as whether an employee or contractor occurs before anyone is engaged.</p>	

As at 18 June 2021



### **Future Deliverables**

- Te Pūkenga survey results to be reviewed, alongside the Ara Wellbeing and Engagement team by team check-ins to provide a wholistic view of current colleague experience.
- The Annual Employee Engagement (using Gallup) and Wellbeing Survey (using in house tool) is scheduled for August.
- Onboarding and handover to the Acting Executive Director – People and Culture
- HRIS Vision and Plan final draft ready for the Business Systems Council review
- Leading Change and Courageous Conversations (working title) capability solutions sourced
- Retention approach for Ara defined - consistent with P&C Leaders Forum: including a remuneration review across the sector for Tiers 3 and 4 roles.

# Ara Board Audit and Risk Committee Minutes

## 9 June 2021

Minutes of a meeting of the Ara Board Audit and Risk Committee held on Wednesday 9 June 2021 at 1.00pm in Room G202, City Campus and via videoconference.

### Welcome

The Chair opened the meeting and welcomed all members to the meeting.

### 1 Meeting Business

#### 1.1 Attendance

##### a Voting Members

Nettles Lamont (Chair) and Murray Bain (via videoconference).

##### b Non-Voting Members

Darren Mitchell (Acting Chief Executive) and Christina Yeates (Minute Secretary).

##### c In Attendance

Thérèse Arseneau (Board Chair – via videoconference), Michael Rondel (Independent Advisor) and Emma Henshall (Ara Finance Manager).  
Mark Marshall – ICT Director [from 1.00pm to 1.25pm].

#### 1.2 Apologies

Andrea Leslie.

### 2 Confirmation of Meeting Minutes

#### 2.1 Minutes of the Audit and Risk Committee meeting of 22 March 2021

*It was **resolved** that the Minutes of the Ara Board Audit and Risk Committee meeting held on 22 March 2021 be approved as a correct record of proceedings at that meeting and be signed by the Chair accordingly.*

N Lamont

Carried

#### 2.2 Business Arising out of the meeting

Nil.

#### 2.3 Action List

Nil.

### 3 Public Excluded

1.05pm

It was **resolved** that the public be excluded from the remainder of the meeting.

It was further **resolved** that Michael Rondel, Independent Advisor to the Committee remain for the public excluded section of the meeting and that Mark Marshall, ICT Director remain for the Agenda item 3.3 Cyber Security.

N Lamont

Carried

The general subject of the matters considered while the public was excluded was:

3.1	Minutes of the Meeting held on 22 March 2021	s9(2)(i)
3.2	Matters Arising/Action List	s9(2)(i)
3.3	Cyber Security	s9(2)(i)
3.4	Post-Audit Debrief	s9(2)(i)
3.5	Risk Management Update	s9(2)(i)
3.6	Treasury Performance Report	s9(2)(i)
3.7	Internal Audit Activity Update	s9(2)(i)
3.8	System Developments Update	s9(2)(i)
3.9	2022 Budget – Verbal Update	s9(2)(i)
3.10	Bank Transfer Limit Changes – Verbal Update	s9(2)(i)

This resolution was made in reliance on s48(1) of the Local Government Official Information and Meetings Act 1987 and the particular interests protected by s9 of the Official Information Act 1982 which would be prejudiced by the holding of the proceedings of the meeting in public. The section of the Official Information Act which applies is shown beside each item considered while the public was excluded:

- *Matters involving confidential information about an identifiable person*  
[s9 (2)(a)] – Protect the privacy of natural persons, including that of deceased natural persons
- *Submissions to Parliament and other formal advice*  
[s9(2)(f)] – Maintain confidential conventions which protect political neutrality, and the confidentiality of communications and advice tendered by officials
- *Commercially sensitive financial data*  
[s9(2)(i)] – The Crown or any Department or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities
- *Negotiations in progress with other organisations*  
[s9(2)(j)] – Enable a Minister of the Crown or any Department or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations)

The Committee moved back into open meeting.

There being no further business the meeting closed at 2.10pm.

**READ AND CONFIRMED**

Chair: .....

Date:



# Ara Board Campus Redevelopment Committee Minutes

**2 June 2021**

Minutes of a meeting of the Ara Board Campus Redevelopment Committee held on Wednesday 2 June 2021 at 10.05am in Room G202, City Campus and via videoconference.

## **1 Welcome**

## **2 Meeting Business**

### **2.1 Attendance**

#### **a Voting Members**

Jane Cartwright (Acting Chair) via zoom, Andrea Leslie via zoom and Darren Mitchell (Acting Chief Executive).

#### **b Non-Voting Members**

Nil.

#### **c In Attendance**

Colin King (Acting Executive Director, Operations), Grant McPhail (Manager, Facilities), and Christina Yeates (Minute Secretary).

### **2.2 Apologies**

Bryn Thompson (BT) (Chair).

## **3 Disclosure of Conflicts of Interest**

Nil disclosed for the items on the agenda today.

The disclosures for the Ara Board members are noted as presented at the Ara Board meeting on 25 May 2021.

## **4 Confirmation of Minutes**

### **4.1 Minutes of Council Campus Redevelopment Committee meeting of 4 March 2021**

*It was **resolved** that the Minutes of the Campus Redevelopment Committee meeting held on 4 March 2021 be approved as a correct record of proceedings at that meeting and be signed by the Chair accordingly.*

A Leslie/D Mitchell

Carried

### **4.2 Business Arising out of the meeting**

Nil.

**5 General Business**

**5.1** Nil

**6 Public Excluded**

10.07am

*It was resolved that the public be excluded from the remainder of the meeting.*

J Cartwright

Carried

The general subject of the matters considered while the public was excluded was:

- 6.1 Previous Meeting Minutes of the Campus Redevelopment Committee Meetings – Public Excluded [s9(2)(f),(i),(j)]
  - a) 4 March 2021
- 6.2 Business Arising from previous Public Excluded Minutes [s9(2)(i)(j)]
- 6.3 Capital Works Programme (CWP) Update [s9(2)(i)(j)]
- 6.4 Regional Masterplan Update [s9(2)(i)(j)]
- 6.5 Timaru Trade Barn Proposal [s9(2)(i)(j)]

This resolution was made in reliance on s48(1) of the Local Government Official Information and Meetings Act 1987 and the particular interests protected by s9 of the Official Information Act 1982 which would be prejudiced by the holding of the proceedings of the meeting in public. The section of the Official Information Act which applies is shown beside each item considered while the public was excluded:

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- *Commercially sensitive financial data*  
[s9(2)(i)] – The Crown or any Department or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities
- *Negotiations in progress with other organisations*  
[s9(2)(j)] – Enable a Minister of the Crown or any Department or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations)

The Council moved back into open meeting.

There being no further business the meeting closed at 10.25am.

**READ AND CONFIRMED**

Chair: .....

12 July 2021

**ACTION LIST**

Action #	Date	Commentary	By Whom	Status	Due Date

DRAFT

<b>Ara Board</b> <b>29 June 2021</b>	<b>Agenda Item</b> Ara Board /29 June 2021/ Page 5 of 21
	<b>Information Item</b>
<b>PUBLIC</b>	<b>Presented by</b> D Mitchell

<b>ARA BOARD REPORT SUMMARY</b>	
<b>TITLE OF REPORT</b>	<b>Ara Academic Committee</b>
<b>BACKGROUND AND PURPOSE</b>	<p>A summary report to the Ara Board from Academic Quality of:</p> <ul style="list-style-type: none"> <li>• The Ara Academic Committee meeting was held on the 20 May 2021.</li> </ul> <p><i>The Academic Committee role is to:</i></p> <ul style="list-style-type: none"> <li>• Advise the Board, and recommend where appropriate, on the academic strategic direction and practices of the institution.</li> <li>• Develop, monitor, review and maintain policies on academic matters including research conducted by staff.</li> <li>• Consider proposals for new programmes.</li> <li>• Approve programmes.</li> <li>• Manage sub-committees as required, including: <ul style="list-style-type: none"> <li>• Defining delegations, roles, Terms of Reference (ToR) and membership.</li> <li>• Receiving and acting on reports.</li> <li>• Reviewing performance and effectiveness.</li> </ul> </li> <li>• Consider and report on any other academic matters which are referred to it by the Board or CE, or which the Committee believes are of significant importance.</li> </ul>
<b>RECOMMENDATION(S)</b>	1. That the Academic Committee report be received.
<b>LINK TO ARA STRATEGY</b>	<ul style="list-style-type: none"> <li>• Regional Responsiveness</li> <li>• Equitable Outcomes for Maori and Lifting Success for All Learners</li> <li>• Removing Barriers for Learning by Putting Learners at the Centre</li> </ul>
<b>KEY ISSUES IDENTIFIED</b>	Nil.
<b>FINANCIAL IMPLICATIONS FOR ARA</b>	Nil.
<b>RISK IMPLICATIONS FOR ARA</b>	Nil.
<b>RATIONALE FOR EXCLUDING PUBLIC</b>	N/A

# Academic Committee Report

## 1 Academic Policy

The following policy change was presented and approved.

APP302 Copyright

- Very minor edits were made to update according to current practice.

## 2 Student Voice

The Student Voice reported on various activities that have taken place in the first semester

- 2021 Student Council established in March
- 2022 Compulsory Student Services Fee consultation underway
- Roadshows around all campuses were taking place.

## 3 External Degree Monitoring

Degree Monitoring reports were received for the following programmes:

- Bachelor of Musculoskeletal Health/ Postgraduate Diploma in Osteopathy
- Bachelor of Design
- Master/Postgraduate Nursing/Health Practice Suite.

These reports had positive feedback with recommendations linked to improved outcomes for learners. The Committee asked the Bachelor of Musculoskeletal Health to provide further detail in their action plan to reflect continuous improvement and milestones. The Research Manager was also asked to work with the team to improve actions relating to research compliance for team members. This revised action plan is to be presented at the next Academic Committee meeting.

## 4 Research Update

The Research Manager provided an overview to the Committee of the Research Eureka Challenge which is a co-design process initiated by the research office to address research challenges across Ara. The focus is how to grow a flourishing research culture at Ara. The team involved have consulted with a wide range of stakeholder and are close to completing proposal models which will go to Te Kahui Manukura. The Research Manager also reported on current research activity. It was noted that research activity is not meeting the Ara target of 65% for research activity. A full report on research performance will come to the next Academic Committee so that members can identify the next steps to increasing performance.

## 5 Student Experience Survey

The Academic Committee received the executive summary for the 2020 Student Experience Survey. A response rate of 36.4% was positive and in line with previous years. A breakdown of programme response rates is to be sent out to departments so that attention can be given to those areas where response rates are lower than expected. Satisfaction levels have remained static from 2019 which was viewed as a good result given the complexities of Covid-19.

# Ara Institute of Canterbury Ltd

## Board of Directors

### 2021 Work Programme

**as at 25 May 2021**

Month	Topics	Notified Non-availability
January	26 <b>Board Meeting – Strategy Planning Session (Christchurch)</b>	
February	17 Audit and Risk Committee	M Geddes 23/2
	18 Graduation (Timaru – Parade 12 noon, Ceremony 2 pm) <i>[Note: Cancelled due to COVID-19]</i>	
	23 <b>Board Meeting (Christchurch)</b>	
March	4 Campus Redevelopment Committee	A Leslie 30/3
	8 Audit and Risk Committee	
	22 Audit and Risk Committee	
	26 <b>Autumn Graduation (Christchurch)</b> (10am & 2pm)	
	30 <b>Board Meeting</b> <ul style="list-style-type: none"> <li>Annual Report</li> </ul>	
April	27 <b>Board Meeting (Note: Anzac Day 26 April) Timaru</b> Stakeholder Engagement Function	
May	3 Remuneration Committee	
	25 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>Report on Affixing of Common Seal</li> </ul>	
June	2 Campus Redevelopment Committee	
	9 Audit and Risk Committee	
	29 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>Ōtautahi House Board Visit</li> <li>SafePlace Induction</li> </ul>	
July	Remuneration Committee	
	27 <b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>Fee Setting</li> </ul>	
August	31 <b>Board Meeting (Woolston)</b> <ul style="list-style-type: none"> <li>Pacific Strategy Report</li> </ul>	
September	1 Campus Redevelopment Committee	
	6 Audit and Risk Committee	
	17 Spring Graduation Ceremony (10am and 2pm)	
	28 <b>Board Meeting (Christchurch)</b> <b>[Note: 27 Sept S Canterbury Anniversary Day]</b> <ul style="list-style-type: none"> <li>2022 Budget</li> </ul>	

October	26	<b>Board Meeting (Christchurch) note: 25 October Labour Day</b>	
		<ul style="list-style-type: none"> <li>• Report on Affixing of Common Seal</li> <li>• 2022 Budget Sign Off</li> </ul>	
		Remuneration Committee	
		Academic Committee	
November	1	Audit and Risk Committee	
	30	<b>Board Meeting (Christchurch)</b>	
		<ul style="list-style-type: none"> <li>• Annual Report 2021 – content/format</li> </ul>	
December	15	<b>Board Meeting (Christchurch) (if required)</b>	

**Ara Board meeting timings**

9.00am – 9.30 am Board only time

9.30 am – 1.30 pm Board meeting

**Ara Board and Committee meeting venues**

Christchurch – Room G202, Boardroom, Te Kei, Christchurch City Campus

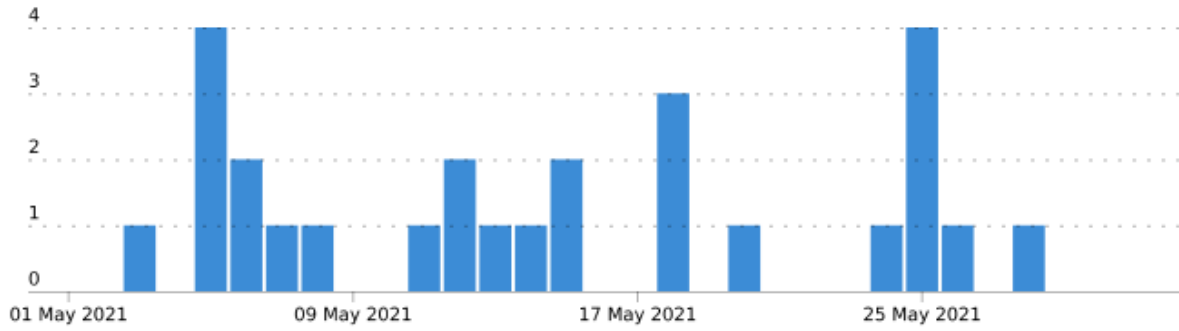
Timaru – Room TA210, Boardroom, Timaru Campus

Waitangi Day – Observed Mon 8th February  
 Otago Anniversary – Mon 22nd March (Oamaru campus closed)  
 Good Friday – Fri 2nd April  
 Easter Monday – Mon 5th April  
 Easter Tuesday – Tues 6th April  
 ANZAC Day observance – Observed Mon 26th April  
 Queen’s Birthday – Mon 7th June  
 South Canterbury Anniversary Day (Timaru campus closed) – Mon 27th September  
 Labour Day – Mon 25th October  
 Canterbury Anniversary/Show Day (Christchurch campuses closed) – Fri 12th November

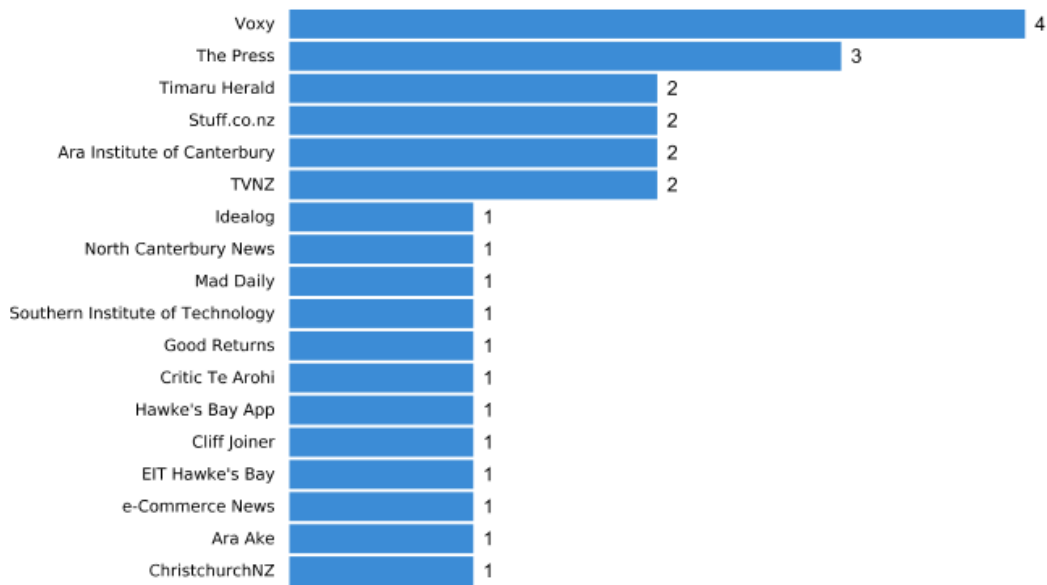


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### Volume



### Sources



### Content Types





## **Famous chefs luncheon more than great food**

**From** Southern Institute of Technology  
**Published** 20:12 28/05/2021  
**Keywords** Ara Institute

## **Developing the potential of Rangahau Māori**

**From** EIT Hawke's Bay  
**Published** 16:11 26/05/2021  
**Keywords** Ara, Skills, Technology, New Zealand Institute

## **The Edge radio station's misleading dating promotion made victim 'feel worthless'**

**From** TVNZ  
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**Keywords** New Zealand Broadcasting School

## **Boss Ladies, Part Two: The Kiwi women thriving in the business industry**

**From** Idealog  
**Published** 14:35 25/05/2021  
**Keywords** CPIT

## **Developing the potential of Rangahau Māori**

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**Keywords** Ara, Skills, Technology, New Zealand Institute

## **Student Nurses Support Strike in June**

**From** Critic Te Arohi  
**Published** 09:27 24/05/2021  
**Keywords** Ara, student

## **New album for kiwi artist**

**From** Key 2 Artist Promotions  
**Published** 11:18 21/05/2021  
**Keywords** Canterbury, Ara Institute

## **Hundreds of students take part in South Canterbury career expo**

**From** Timaru Herald  
**Published** 16:04 20/05/2021  
**Keywords** Technology, Ara Institute

## **Not-for-profit insurer Accuro celebrates 50 years in business**

**From** Good Returns  
**Published** 16:35 18/05/2021  
**Keywords** Christchurch Polytechnic

## **Cameron soars with Eagles**

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**Published** 07:53 15/05/2021  
**Keywords** Canterbury, Ara Institute

## **The art of Flying Nun - 40 years of weirdness from the swamp**

**From** The Press  
**Published** 05:02 15/05/2021  
**Keywords** Christchurch Polytech

## **South Canterbury business awards finalists named**

**From** Timaru Herald  
**Published** 14:32 14/05/2021  
**Keywords** Canterbury, Ara Institute

## **Cody Mathieson Packer joins Film Construction**

**From** Mad Daily  
**Published** 13:45 13/05/2021  
**Keywords** NZ Broadcasting School

## **Mission to bring tūi back to Christchurch - the only city without the native**

**From** The Press, Stuff, Voxy  
**Published** 16:52 12/05/2021  
**Keywords** Canterbury's, Ara Institute

## **Newsletter: Future skills and careers event: All you need to know in one place**

**From** ChristchurchNZ  
**Published** 14:42 11/05/2021  
**Keywords** Canterbury, Ara Institute

## **Mosque attack survivors appointed to board set up after March 15 investigation**

**From** The Press  
**Published** 05:09 08/05/2021  
**Keywords** Canterbury, Ara Institute

## **Startup incubator Te Ōhaka holds event showcasing current projects**

**From** e-Commerce News  
**Published** 16:57 07/05/2021  
**Keywords** Te, Ara, Ara tutor, Ministry, Ara's, Te Ōhaka, Ara's, Awesome, staff, Ōhaka, Thérèse Arseneau, Te Ōhaka's

## **Ara Ake to bring new energy innovators to Taranaki**

**From** Ara Ake, Voxy  
**Published** 09:42 06/05/2021  
**Keywords** Ara, Ministry, Awesome, Awesome's

## **Ara's Broadcasting School radio station reaches 'Fever' pitch**

**From** Voxy  
**Published** 12:33 05/05/2021  
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