

Under 25s Success Strategy 2019 - 2022

WORKING TOGETHER FOR THE SUCCESS OF OUR YOUNG PEOPLE

UNITEC INSTITUTE OF TECHNOLOGY | TE WHARE WĀNANGA O WAIRAKA

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INTRODUCTION

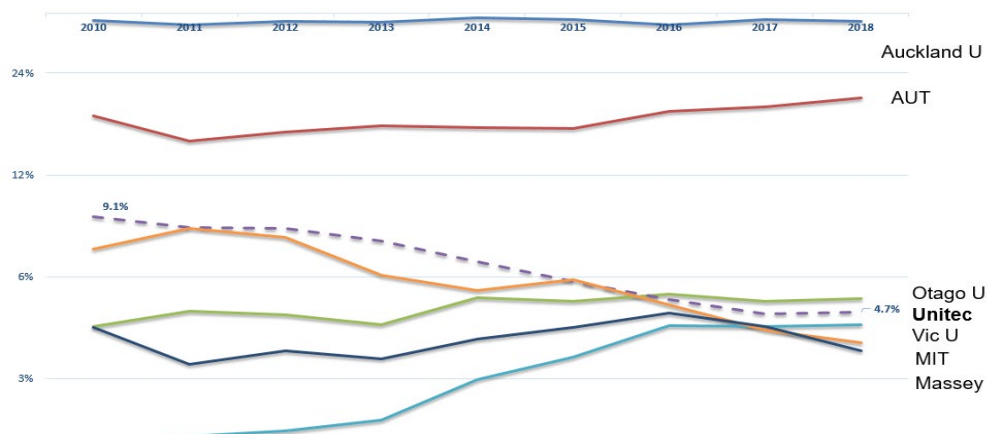
The Under 25s Success Strategy has been designed to support how we work with our young people, their communities and across our wider Unitec whānau. With a renewed focus on Under 25s as a priority group, this strategy has been aligned to The Unitec Renewal Strategy (2019 – 2022), to ensure we manaaki the success of our Under 25 students and their communities.

The strategy takes a strengths based approach to ensure our Under 25s are partners and contributors to their own learning and success and identify our roles in supporting this. An institutional partnership approach has been employed, reflective of the whole of institute commitment to improve the success of all students.

Led by the voices of our Under 25s, communities, stakeholders and partners to create a strategy with the purpose to provide Unitec with institution wide initiatives, that align ways of working together to ensure the success of our young people. Under the **three priorities** of **Transition, Reputation and Retention**, we have identified key strategic areas of focus and a series of actions to increase engagement, success, completion and participation rates for Under 25s at Unitec.

BACKGROUND

Since 2015 (Ministry of Education, 2015a, 2016c, 2017b) the number of Under 25 year olds transitioning from secondary to tertiary education in New Zealand has been steadily declining. At Unitec alone, our share of the school leaver market in Auckland has halved over the past 9 years, with our youth market struggling to find us relevant in a population booming with young people. Furthermore, 74% of our loss of equivalent fulltime students over the past 5 years has been in our Under 25s age group.



Age profile of domestic gross EFTS

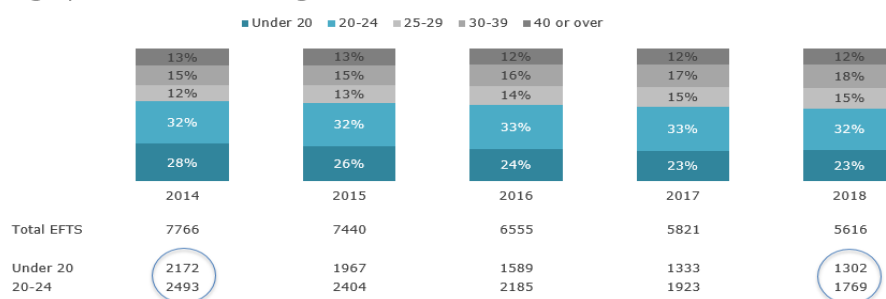


Image sources: Unitec Marketing Roadshow, 2019

The Ministry of Education (Ministry of Education, 2015b, 2016a, 2017c) and the findings of Middleton (2008) show us that Under 25s are disengaging in education at various stages of this transition attributing to the increasing rates of young people not in education, employment or training (NEETs), high daily truancy rates, 20% leaving under 16 years of age (before they legally can) and thousands of exclusions for minor offences.

The Ministry of Education (Ministry of Education, 2015c, 2016b, 2017a) further highlighting that:

- Individuals possessing bachelor degrees or higher earn higher median incomes than those with no qualification;
- Under 25s exiting secondary school with no qualifications are more likely to become unemployed;
- Young graduates with less than bachelor degrees have lower employment outcomes than those with bachelor degrees.

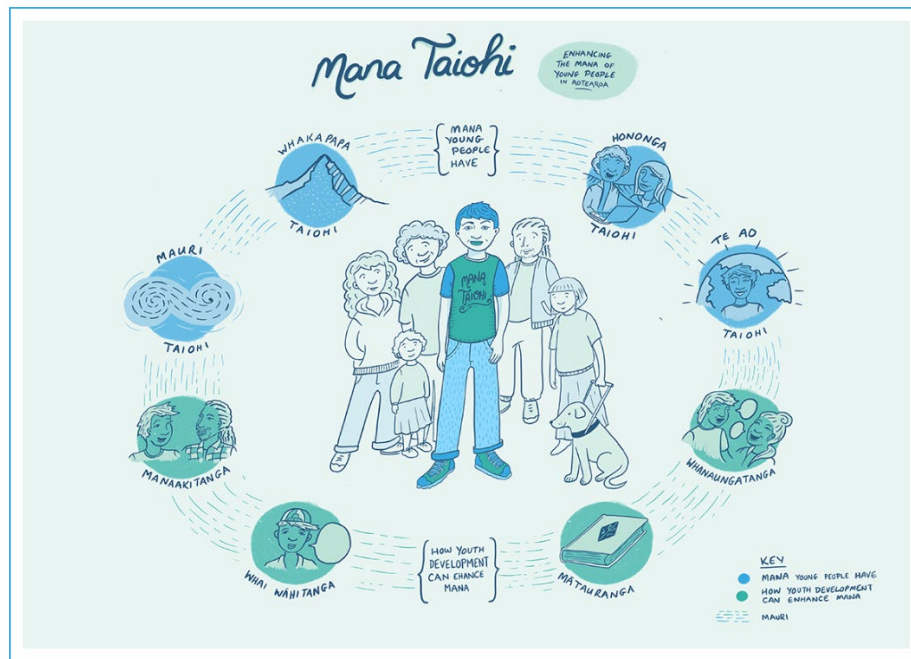
Multiple authors also agree (Iannelli, 2004; Newby, 2005) that these factors impact on the quality of life for the young person, their whānau, the community and negatively impact the economy.

Guided by the principles of Te Noho Kotahitanga and Mana Taiohi (Ara Taiohi, 2019) we will ensure to keep Under 25s at the centre of all we do. An operations plan will then be developed and implemented across the institute, to enhance the success and mana of our Under 25s.

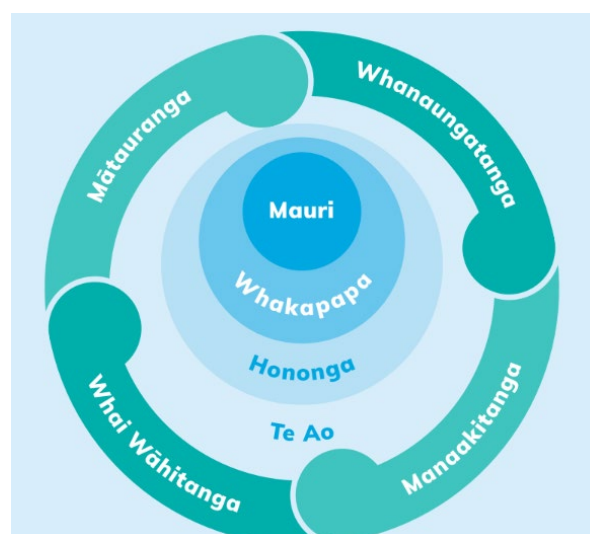
TE NOHO KOTAHITANGA	MANA TAIOHI – Enhancing the mana of young people of Aotearoa
<p>Rangatiratanga – Authority and Responsibility</p> <p>Wakaritenga – Legitimacy</p> <p>Kaitiakitanga – Guardianship</p> <p>Mahi Kotahitanga – Co-operation</p> <p>Ngākau Māhaki - Respect</p>	<p>Mauri We fuel the mauri, the inherent life spark of young people, supporting the development of their identity</p> <p>Whakapapa With young people we understand and affirm their whakapapa</p> <p>Hononga With young people we understand hononga, identify and strengthen connections</p> <p>Te Ao With you people we explore Te Ao</p> <p>Whanaungatanga With young people we prioritise whanaungatanga, taking time to build and sustain quality relationships</p> <p>Manaakitanga With young people we uphold and extend manaakitanga, nourishing collective wellbeing</p> <p>Whai Wāhitanga Acknowledging mana, whai wāhitanga recognises young people as valued contributors to society, giving them space to participate, assume agency and take responsibility</p> <p>Mātauranga With young people we are empowered by rich and diverse mātauranga, informed by good information</p>

Mana Taiohi

Mana Taiohi (Ara Taiohi, 2019) is a principle based framework that informs how we work with young people in Aotearoa. It has been informed by the voice of young people, those that work with young people, a review of positive youth development literature and a Te Ao Māori worldview. These principles have evolved from the previously expressed principles of the Youth Development Strategy of Aotearoa.



The principles are holistic, interconnected and exist in relation to one another.



The where – the social environments that shape youth development

Figure 1

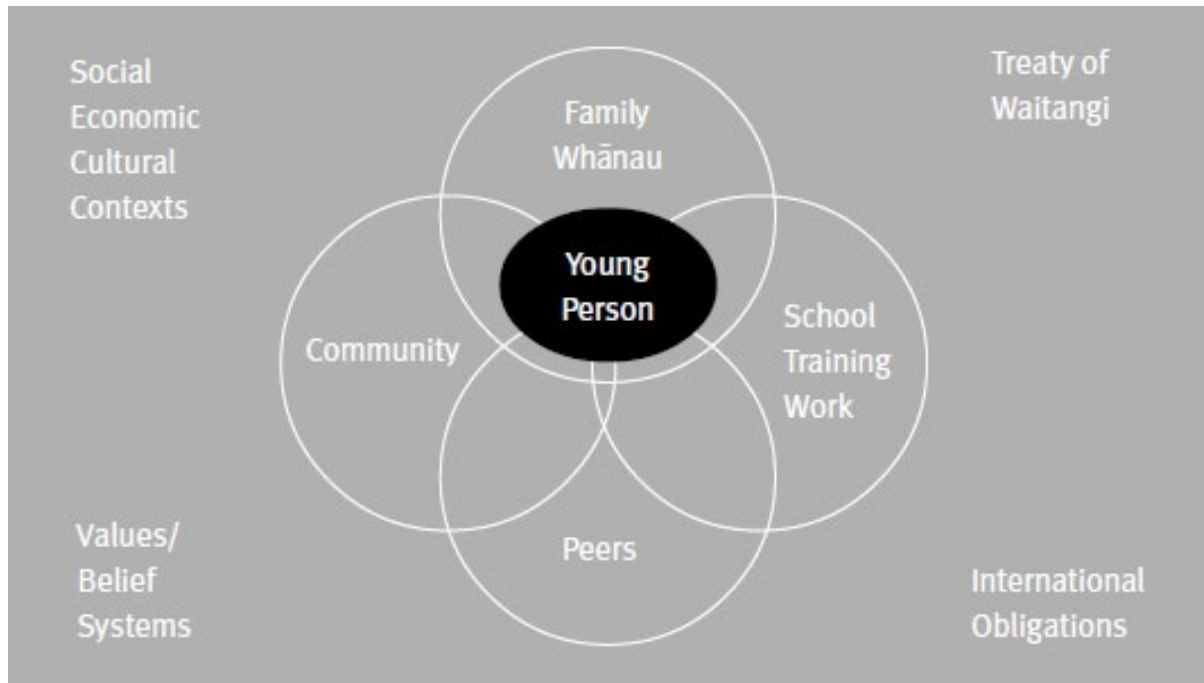


Image source: Youth Development Strategy Aotearoa, Ministry of Youth Affairs, 2002

THE PROCESS

Feedback in the co-development of this strategy was sought from a range of key stakeholders and activity across Unitec:

- Under 25-year-old students
- Secondary School and Kura partners of Unitec
- Pat Ball - Supported Learning
- Monique Bell – Student Support and Scholarship Manager
- Nick Sheppard – Interim Head of School Engineering and Applied Technology (Project STEAP lead and responsible for the development of the Unitec Pathways College)
- Nikki Hurst - Programme Coordinator BHSD, membership committee for Korowai Tupu and advisory for Ara Taiohi in respect to tertiary education and Under 25s
- Unitec Pathways College Team
- Directors of Priority Groups – Maori, Pacific, International, Student Success, Director Enrolments and Academic Operations and Director Commercial Services
- Unitec Pathways College Team, Under 25s Student Support Team, International Student Support Team
- Director Marketing and Student Attraction

Following the discussions with stakeholders, it was identified that Under 25s were coming from **five** distinct areas (see Appendix A)

- 1. Straight from school*
- 2. Currently studying at Unitec*
- 3. Our wider communities*
- 4. Not engaged in education, employment or training (NEETs)*
- 5. In industry or in between other providers or employment*

The feedback was then consolidated and themed into the following three priorities of: **Transition, Reputation and Retention**.

Following this we then compared our findings against the Under 25s Verbatim feedback (see Appendix B) and 2019 Semester 1 Net Promoter Score data (see Appendix C), identifying many of the same opportunities for Unitec to better serve our young people.

Throughout these discussions, further initiatives aimed at supporting the success of Under 25s were identified, and a review of our current offerings provide Unitec with the opportunities to design initiatives that will further enhance the student journey.

Bringing together the student feedback, stakeholder feedback and current Under 25 activity and initiatives under the **three priorities** of **Transition, Reputation and Retention** we have identified key strategic areas of focus and a series of actions. An Operations Plan has been formed for 2019 – 2022 with a focus on increasing the engagement, success, completion and participation rates for Under 25s at Unitec.

PRIORITY 1 TRANSITION

To ensure a Unitec focus on genuine, meaningful, well planned and executed, engaging transition experiences for our Under 25s.

An Under 25s first engagement with Unitec begins long before they commence studying with us. In many instances a young person has connected with Unitec across a number of annual touch points, across varying stages of their lives;

- *Youth Guarantee Trades Academies*
- *Secondary to Tertiary Partnership Activity*
 - Vocational Pathway Courses (non Trades Academy funded)
 - Youth Guarantee Secondary to Tertiary Alignment Tool (STAR)
- *Secondary school/Kura and community engagement activities*
 - Careers Expos
 - Information evenings
 - School holiday workshops
 - Kāhui Ako Expos
 - Year 9 and 10 Go Live
 - Ngā Manu Kōrero
 - Polyfest
 - Sirens and Sounds
 - Pacific in the Park

- *Kura Kaupapa Māori Partnership Activity*
 - Community engagement at marae
 - Projects
 - Teacher development

- *Leadership development – Tuakana/Teina*
 - Kēi ā tātau te ihi (KATTI)
 - Pacific Island Leaders of tomorrow (PILOT)

In 2016 Unitec endorsed the launch of STEAP (Secondary Tertiary Educational Alignment Project) and established the Unitec Pathways College - UPC . This re-evaluation of how we connected with Under 25s prior to their commencement of study at Unitec has transformed many of the ways in which we are working with our secondary schools and community, providing new insights into how we can all be working together for the benefit of Under 25s and our communities.

With a renewed focus on Under 25's and increased support from the institution, UPC is again returning to many places and spaces in our communities from which it has been absent. UPC are again partnering genuinely and innovatively with our secondary schools and kura and are continually looking for new ways to do this across Unitec.

The ways in which UPC engages with young people are based off the kaupapa of manaakitanga and awhi, building strong and trusting relationships with many of the young people and their wider community that continues through their student journey. These relationships are key to supporting their transition and a mechanism of support for our academic and support service staff as Under 25s enter the classroom and at times throughout their journey.

This strategy strongly advocates for the implementation of systems and process that encourages our academic and support teams to partner with the Unitec Pathways College Team, at every stage throughout the student's journey should the need arise. Drawing on the strength of student and community relationships available.

Transition Priority Actions

Bringing together the student feedback, stakeholder feedback and current Under 25 activity and initiatives under the priority of **Transition**, we have identified the following key strategic areas of focus:

1. Mitigation of transition barriers;
2. Increase in provision of Secondary to Tertiary pathway and learning package offerings across Unitec Schools;
3. Growing our partnerships for and with Under 25s in our communities;
4. Development and delivery of targeted transition activity for Under 25s, co-designed with our young people.

PRIORITY 2 REPUTATION

To ensure a Unitec focus on positive engagement with Under 25s, creating an environment that sees us as the provider of choice for young people from our communities of West, Central and North Auckland.

Research undertaken by Unitec (2019) regarding our marketing and brand consideration shows us that while there is decline in general when it comes to active consideration of tertiary education, Institutes of Technology and Polytechnics are experiencing a significant collective decline.

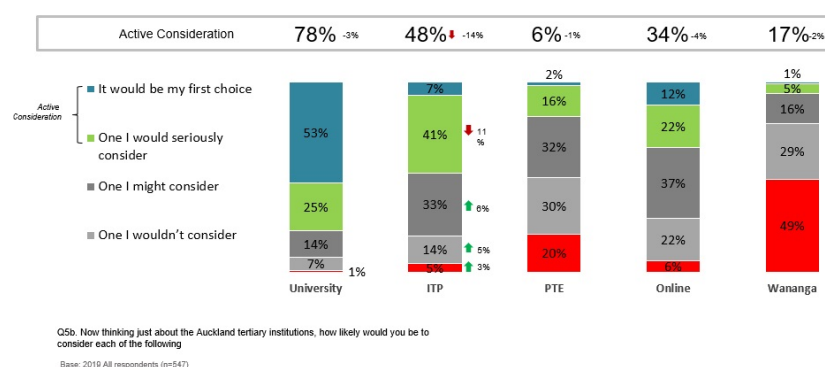


Image source: Marketing Induction, July 2019

This research also shows us that while we have a higher population of Steady Learners and Family Futures than the potential Auckland student index presents us with, we are facing difficulties in attracting the younger segments of Ambitious Starters and Searching Youth, where our Under 25s population sits.

Segment share of potential students to Unitec students



Image source: Marketing Induction, July 2019

Our brand culture not currently as trusted as other Auckland tertiary providers, and our brand awareness on the decline, our reputation in our communities now more important than ever.

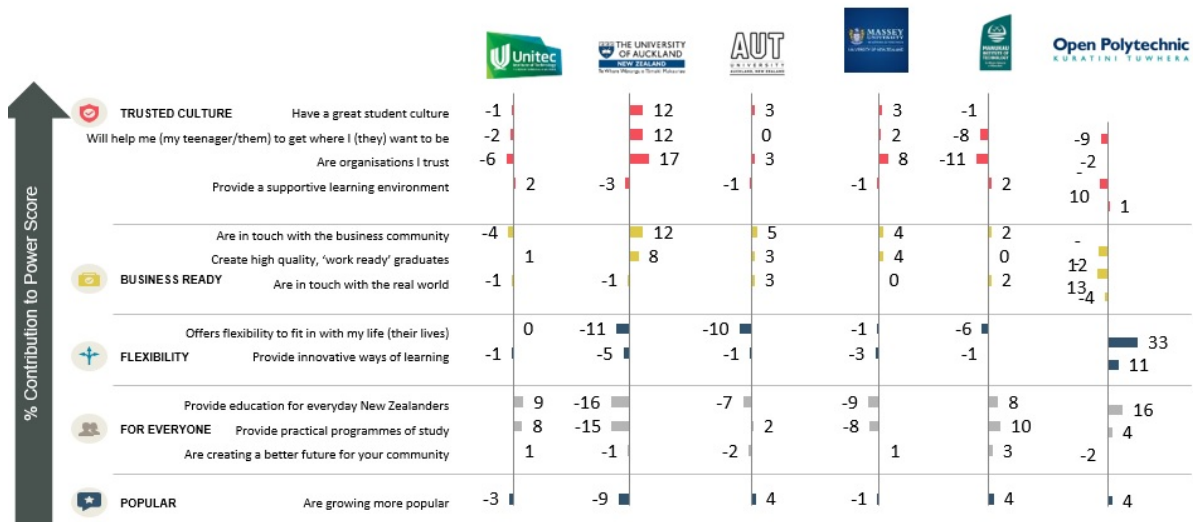


Image source: Marketing Induction, July 2019

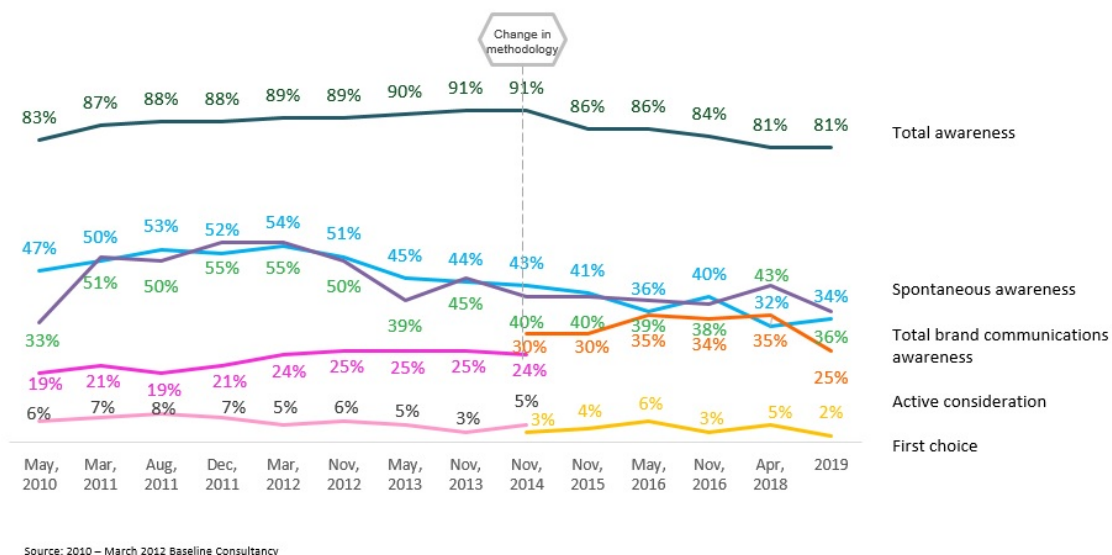


Image source: Marketing Induction, July 2019

Reputation Priority Actions

Bringing together the research presented, student and stakeholder feedback and current Under 25 activity and initiatives under the priority of **Reputation**, we have identified the following key strategic areas of focus:

1. Improved quality of Vocational Pathway learning and teaching experience and environment for our young people;
2. Priority of entry to young people from our communities of West, North and Central Auckland into Unitec programmes;
3. Engaged and inspired Unitec staff, equipped with the capabilities to support and deliver best learning to our Under 25s;
4. Increased community engagement across West, Central and North Auckland.

PRIORITY 3 RETENTION

To ensure a Unitec focus on high quality learning and teaching with a genuine student-centred experience for our Under 25s.

Retention of our students increases their chance of completing their courses and ultimately their qualification. This dramatically increases choices and opportunities for employment and career directions. Getting a great job is the ultimate outcome. Worryingly our Under 25s Course Completion, Progression and Qualification Completion Educational Performance Indicators are trending downwards, the measures we put in place to support the retention of our students are crucial (see Appendix D).

While some students leave study part way through due to a number of reasons, retention rates are a strong indicator of how connected, engaged and supported our students are with our institution. The more connected, engaged and supported they are to their study journey, the more likely they are to complete their qualification. This leads to great job opportunities.

We acknowledge and recognise that Under 25s are identified as two sub-groups. Secondary school leavers are our Under 20year olds whilst 20-24year olds are distinctively different to school leavers. There are commonalities and differences which we reflect in our target actions via Operational Plans underway.

Retention Priority Actions

Triangulating student feedback, internal and external stakeholder feedback and current Under 25s activity alongside initiatives under the priority of **Retention**, we have identified the following key strategic areas of focus:

1. Targeted retention, progression and career development activities;

2. Achievement of Unitec Institutional Educational Performance Indicator targets for Under 25s;
3. Opportunities for the Under 25s Student Voice to be heard;
4. Well supported first semester/year experience for Under 25s, co-created with young people based on needs

APPENDICES

APPENDIX A: WHERE DO OUR UNDER 25s COME FROM?

Straight from School	Current Unitec students	Our Communities	Not in Employment, Education or Training (NEETS)	In industry or in between
Youth Guarantee Trades Academies & STAR	All current Unitec Under 25 year old students	Ngāti Whātua partnership	Youth Horizons	Apprenticeships
Youth Guarantee Fund (Formally Youth Guarantee Fees Free)	Māori and Pasifika Trades Training (MPTT)	Marae	Youth Justice	Gap Year
Secondary to Tertiary Partnerships	Whai Ake	Kākano Youth Arts Collective	PARS	Transfers from other institutes
Kura Kaupapa Māori Partnership Activity	Kura Kaupapa Māori Partnership Activity	Achieving @ Waitākere		
Secondary School International Departments	Under 18 International Students	Crescendo Trust of Aotearoa		
School/Kura and community engagement activity	Youth Guarantee Fund (<i>Formally Youth Guarantee Fees Free</i>)	Relatives of those we engage with		
Pacific Island Leaders of Tomorrow (PILOT)	Supported Learning	Ngā Manu Kōrero		
Kei ā Tātou te Ihi (KATTI)	Polyfest	Polyfest		
School holiday workshops	School Leaver Scholarships			
Straight from school transitioning students	Student Council			
Year 9 and 10 Go Live & Kāhui Ako Expos				
Ngā Manu Kōrero				
Polyfest				

APPENDIX B: WHAT DO OUR UNDER 25s HAVE TO SAY? VERBATIM?

Transition

- When we see you at our school expo's, it's not clear what you offer, other providers have lists of programmes that are on offer, you currently do not;
- We knew you did trades, but had no idea all the other options there are;
- Your entry criteria for some of your programmes is confusing, often not at all clear and the word 'preferable' doesn't help, it either is a requirement or it isn't. If we know what we want to study when we leave secondary school, then we start selecting our subjects often from year 11, so we can be guaranteed to get what we need in year 12 and 13. When your requirements are not clear, sometimes we end up at risk of not having what we need;
- You sometimes take ages to get back to us to confirm we have a place with you or not, some of us nearly took places elsewhere as other institutes confirmed their places much quicker;
- When you speak to us and email us when we are in the process of applying, you use language that we often don't understand. Because we don't want to look stupid by asking you what you mean, we don't ask, and often don't actually understand the process we are going through properly, especially when you use language like: certificate of proficiency, APL, RPL, cross credit. You understand this language because you work in education, we don't;
- As international students in secondary schools, we have very few opportunities to engage in the secondary to tertiary transition opportunities like our domestic student friends;
- It would have been helpful coming straight from school to have an opportunity to come in and get sorted before we started. Some of us had no idea what we needed and had done our applications on our own, with no support from school or home. We would have liked Unitec to offer something that helped us get sorted before we started and gave us an opportunity to meet others;
- Some of us are looking to transition from Year 12 once we have our NCEA Level 2, which is often before Semester 2, it would be great to have a regular event for our secondary schools where Year 12's looking to do this could come each year to get sorted;
- When we get to come here and study in the UPC courses, it helps us to get a real feel on what we are studying and be comfortable at a big tertiary institution, once we are here it definitely makes us feel much more comfortable on campus and the transition from school to tertiary much less of a shock;

- Sometimes the people that transition us into Unitec become our go to support people when we first start, that connection is sometimes the difference between us asking for help or not;
- It's really helpful for us building a relationship with Unitec while we are still at secondary school, it makes our transition easier and we always know we have someone to go to in the first instance for help;
- We are more likely to go to someone we know or feel comfortable for help so sometimes need them to connect us to services that can support us.

Reputation

- Sometimes people say your qualifications are not as valuable as other institutions;
- We came here through programmes while we were at secondary school, they were ok, if we hadn't had a chance to see some of the other students studying in the newer spaces, doing what looked like modern study we probably wouldn't have chosen to come here though, as our own experience was old and dated;
- We studied here one day per week while we were at secondary school, our lecturers were engaging and passionate and we really enjoyed it, they helped us to work out where we wanted to head with the UPC team and then the transition into Unitec was really smooth;
- The space we are studying in is old and run down and it is hard to tell our friend and whānau we are proud to be studying here because there seems to be no pride in the space. As secondary school students coming here one day per week and coming into these old run down barns it does not make the thought of studying here too appealing;
- Te Puna is a great space, it's great that it's relaxed, bright, open and modern, so are many of the classrooms, it's cool that we can mix with staff in the same space and everyone is together, it makes us feel welcome and like adults;
- We live in the areas where both your campuses are, but we know sometimes people from outside of the area get accepted into programmes and we don't. My friend studied through your secondary school health programme, but couldn't get into a health programme at our local campus and had to travel to the North Shore. She knows that there are plenty of people at our local campus that don't live local, and still thinks it is a shame that she couldn't study where she had already started and in our own backyard;
- We appreciate that we are not in classrooms with hundreds of other students and that the classes are of a size where we can generally have a chance to get to know their classmates, that is one of the big differences between Unitec and other providers and one of the reasons we chose to come here;

- It would be great to see more opportunities for us to celebrate our culture or even take part in activity that we were able to at school, things like Kapa Haka and other cultural performance opportunities, other institutes offer that (e.g. University of Auckland);

Retention

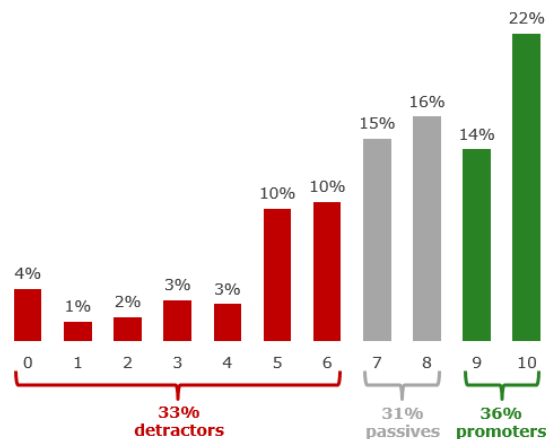
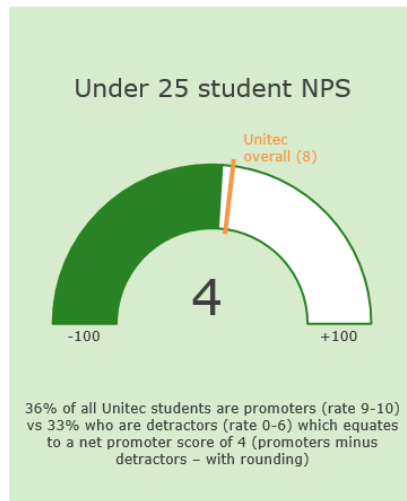
- The use of language we don't understand also occurs when we are looking to move from a certificate into the next level of study, there is an expectation that we understand an academic language that has rarely been explained to us and we either don't understand or think we have done something wrong or failed;
- Coming here can be scary, especially if you came from a smaller school or from out of Auckland, the volume of people can at times be overwhelming and it can take them a while to get over the culture shock. So the classroom environment and how we feel in that space is even more important;
- Often we have no idea if we have passed what we need to have passed in order to progress to our next semester because grades are slow and this is stressful for us as we don't know if we can move onto the next level;
- It's great seeing a few more student events happening and such an active Student Council, it helps us to feel engaged and part of a bigger community;
- Having the chance to celebrate, engage in and see my cultural identity represented at Unitec helps me feel connected;
- We appreciated that diversity is welcomed and celebrated at Unitec;
- We sometimes feel like we are in classes with lecturers that either don't understand young people, or even like us, which makes us feel like not turning up as we are uncomfortable, which then often sees us fail;
- Many of us have limited support from other adults in their lives, the lecturers and other staff at Unitec for some of us are currently the most supportive or stable adults in our lives, so positive relationships with them and other staff are really important;
- While these relationships are important, we don't need to be 'mates' with our lecturers, but if we can build that basic mutually respectful relationship then it's good for both of us;
- We would like our lecturers to not only get to know our name, but take the effort to be able to say it, we struggle to engage in class when it feels like the lecturer doesn't make an effort to get the basics right with us. Our names are our identity and part of our culture;
- We are more likely to ask for help on the things we don't understand, or explanations on how we can do better next time, if we feel comfortable with our lecturers and we don't just feel like we are a bum on a seat;

- We love that the staff from lots of different areas greet us with a warm smile and look happy to see us when, it makes us feel welcome and noticed and we often get this across campus no matter where we go;
- Structure and boundaries are all good, some of our classes are too 'loose', it doesn't help to set us up for work if there is no structure in place. Find a balance that works so there is control of the class, without it feeling like being back a school with bells and detentions;
- Often we are using our phones to research, not everyone has their own laptop, or was able to borrow one from the library so don't assume every time that we are on our phone we are texting;
- For some of us the only internet access we have is what we have at Unitec, it is an incorrect assumption that we all have our own devices and access at home;
- Many of us don't have the luxury of limiting our part time work because we are supporting our whānau (sometimes our own kids), so we are trying hard to balance both worlds, we face many of the same issues that you do and sometimes more;
- Often our family don't understand the pressure or expectations of us at tertiary, so we have competing priorities as in many of our cultures it is family first. Many of us are also first in family. It would be helpful if Unitec provided something that could help explain the tertiary environment and the expectations placed upon us to our families;
- Many of us struggle with anxiety and mental health issues we appreciate that we can access support here, but sometimes are unsure of where to go, or need a little encouragement to get there;
- We are often hesitant to make formal complaints for fear of repercussions. We are fearful that if we complain about something then it will affect the relationship with our lecturer and our results. At secondary school the environment doesn't always allow us to do so safely, so when we come here it would be great if there was a way we could use our voice without going through a formal process until we are confident it is safe;
- Some of us have no idea we can go to graduation when it's a certificate we are getting; we know Unitec emails us to tell us but we are not big email users. You may also text us but sometimes when we first enrol we use a parents' number as not all of us actually have cell phones;
- For those of us who do get the graduation information somehow, the financial cost of taking part in graduation can be too big, so if there was a way we could apply to so we could get some help that would be great;

APPENDIX C: 2019 SEMESTER ONE NET PROMOTER SCORE (MAY RESULTS)



NPS for under 25s is the lowest of all Unitec's priority groups at 4



Notes:
1. Question text: On a scale from 0-10, how likely are you to recommend studying at Unitec to a friend, colleague or family member?
2. Sample size, n = 630

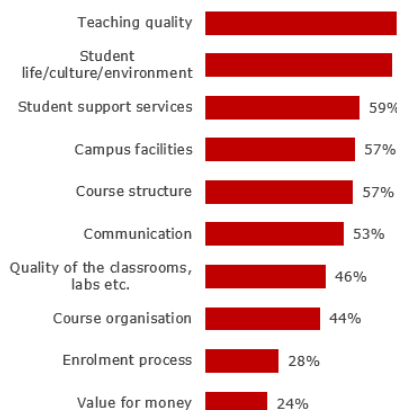
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Teaching inconsistency is the top reason for detraction, but a lack of student culture also affects under 25s significantly

Reasons for detraction



"Management is pretty much awful. Teaching quality used to be nice but has degraded. Teaching staff is least worried about teaching and prefers personal work over scheduled lectures."

"I used to love studying here until I got ***** as a lecturer. He doesn't stay on topic at all and skips through all the lecture slides. It's like he doesn't even want to be there which makes the class unbearable."

"The lecturers and tutors can also be very overbearing. I feel as though I'm back in high school again as I'm continuously being told what to do and how important my studies are, as if I'm not responsible enough for my own education."

"Unitec has some unqualified tutors in some course and it just a waste of money just to ask to help and it is so annoying."

"Unitec does not offer anything for student life! No activities nor games or even days of competition (sports) between departments happening over the 5 years I have been here."

"Always miscommunicating, no housing, terrible for studying abroad, never up to date, learn nothing in classes, and never keep you informed with important assignments or schedules."

"Although the staff in the architecture facility are great ... [we're on the other] end of campus seemingly forgotten about by the rest of Unitec."

"Because my study plan got screwed up because of the advisor I did, and now I am ending up to pay extra fees for a year."

"Support at Unitec is helpful. However, they need to be fast also ensure they follow those they serve got what they needed in the end."

"There have been a lot of admin problems, staff on the phone don't have any knowledge about what they are talking about, wrong info provided on the website, wrong info provided on the course booklet."

Notes:
1. Question text: Thanks for giving that detail. Could you now please tell us which of the following categories best fit the reason you gave?
Please select as many categories as you need to.
2. Sample size, n = 277

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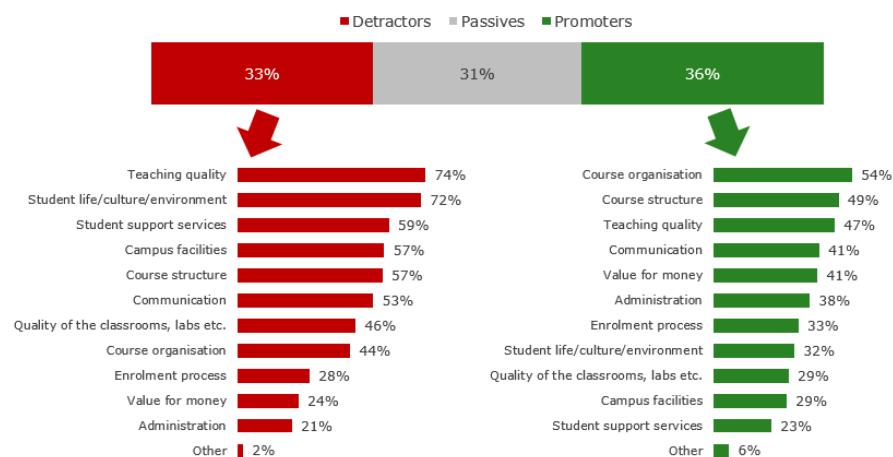
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Image sources: Unitec Net Promoter Score Under 25s Report, May 2019



Inconsistent teaching experiences and a lack of student life/culture are main causes of negative sentiment

Reasons for net promoter score



Notes:
1. Question text: Thanks for giving that detail. Could you now please tell us which of the following categories best fit the reason you gave?
Please select as many categories as you need to.
2. Sample size, n = 277 | 133

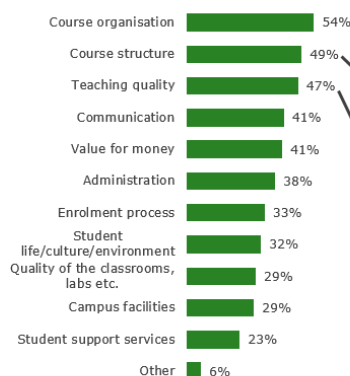
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Under 25s are generally enthusiastic about what they're learning in their courses and this is the main reason for positive sentiment

Reasons for promotion



"I like the way it's laid out and the size of classes."

"The lecturers, content and overall experience has been exciting, wholesome and forward thinking."

"Because Unitec is such a different learning environment to any other University. It's very personal and tutors are interested in your learning, not just your grades. It's also a very positive learning environment and I thoroughly enjoy it here."

"Tutors are well organised and make each class enjoyable and listens and understand when students suggest or are having problems."

"I was not a good school goer but alternative education were a big help and I really look forward to classes now."

"I am happy with the current environment like teaching staffs and the program contents."

"Because it's a good environment in studying more understanding with the help of practical that are done in classes."

"I'm finding my course informative and super practical - I can relate everything I learn to my current role."

"The tutor and people in class make it enjoyable. I am also very passionate about what we are being taught here."

"Because I am really enjoying the school, and all the great teachers here."

"All the lectures are so helpful and there's always support there if you need it."

"Lecturers are good, plenty of hands on 'practical' components to my course and smaller classes as are easier."

Notes:
1. Question text: Thanks for giving that detail. Could you now please tell us which of the following categories best fit the reason you gave?
Please select as many categories as you need to.
2. Sample size, n = 133

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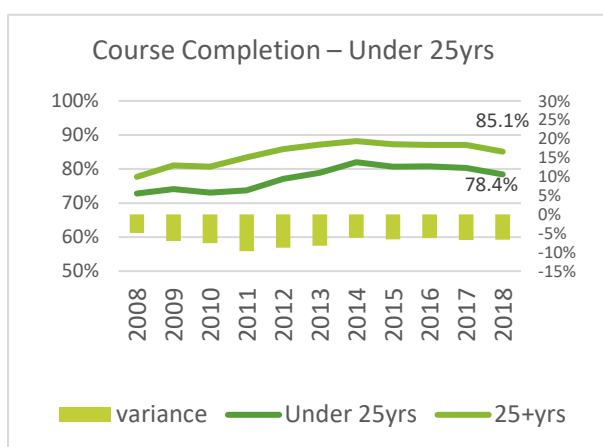
>>MARKETING

Image sources: Unitec Net Promoter Score Under 25s Report, May 2019

APPENDIX D: EDUCATIONAL PERFORMANCE INDICATORS

Educational Performance Indicator 1: Under 25s Successful Course Completion

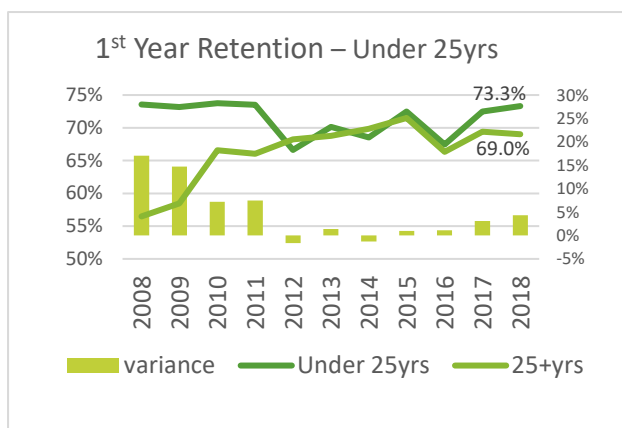
The variance between Under 25s and 25+ years has remained relatively consistent over the past 10 years, reaching 11.8% in 2017. This was much higher than the ITP Sector average of 2.1%. Compared with 5.9% achieved by MIT, 4.1% by AUT and 2.8% by the University of Auckland, the rate represented a significant gap between Unitec and other tertiary institutes.



2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	57.9%	59.0%	-1.1%
MIT	53.7%	55.4%	-1.7%
AUT	64.8%	64.5%	0.3%
University of Auckland	69.7%	67.1%	2.6%
ITP Sector	54.5%	51.8%	2.7%

Educational Performance Indicator 2: Under 25s 1st Year Retention

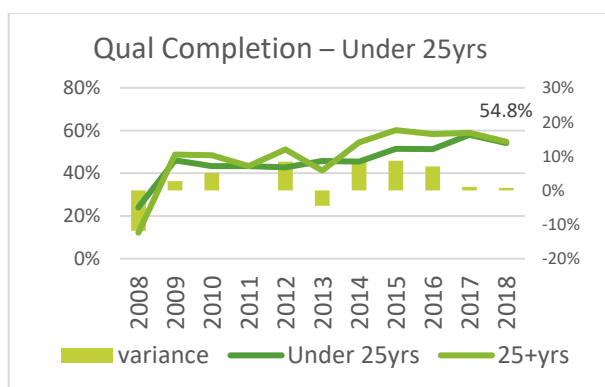
In 2017, Unitec had the smallest variance of 3.1%, far below the ITP Sector average of 10.2%, the 9.5% achieved by MIT and 9.3% by the University of Auckland. However, this gap has since widened to 4.3% due to both an increase in Under 25s retention and a decrease in 25+ Retention.



2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	72.5%	69.4%	3.10%
MIT	70.1%	60.6%	9.50%
AUT	79.4%	72.1%	7.30%
University of Auckland	83.8%	74.5%	9.30%
ITP Sector	66%	55.8%	10.2%

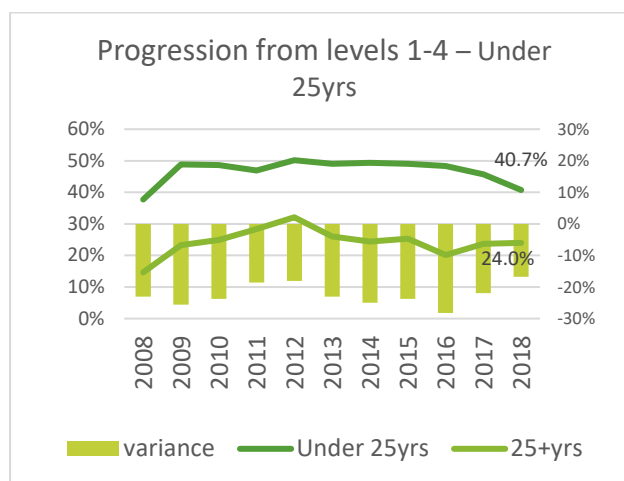
Educational Performance Indicator 3: Under 25s Qualification Completion

The variance between Under 25s and 25+ years has remained relatively consistent over the past 2 years. It is above MIT (-1.7% in 2017) but below AUT (0.3%), University of Auckland (2.6%) and ITP sector (2.7%).



2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	57.9%	59.0%	-1.1%
MIT	53.7%	55.4%	-1.7%
AUT	64.8%	64.5%	0.3%
University of Auckland	69.7%	67.1%	2.6%
ITP Sector	54.5%	51.8%	2.7%

Educational Performance Indicator 4: Under 25s Progression from Levels 1-4



2017 Benchmarks	Under 25yrs	25+yrs	variance
Unitec	45.7%	23.7%	-22.0%
MIT	42.8%	37.8%	-5.0%
AUT	85.8%	77.4%	-8.4%
University of Auckland	90.8%	81.5%	-9.3%
ITP Sector	40.5%	29.5%	-11.0%

Image and data source: 2018 Student Success Performance Report, Te Korowai Kahurangi

Unitec Under 25s Educational Performance Indicator Targets 2019 – 2022

Unitec has made a whole of institute commitment to parity for Māori and Pacific by 2022. In accordance to this we commit to the below Educational Performance Indicator targets for our Under 25s students.

The one exception to the agreed institutional targets is the agreement to maintain the current Student Retention Rates until 2021 as the Under 25s Retention Rate is currently higher than any other area of the organisation.

Year	Under 25yrs Actual 2018	2019	2020	2021	2022
Course Completion	78.4%	82%	83%	84%	85%
Qualification Completion	54.1%	55%	56%	58%	60%
Student Retention	73.3%	73.3%	73.3%	75%	75%
Student Progression	38.6%	Tbc	Tbc	Tbc	Tbc
Employment / Further Study	80%	86%tbc	87%tbc	89%tbc	90%tbc

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Draft in progress