



Plan Guidance for 2024 – Learner Success Plan information sheet

This information sheet provides information and guidance for tertiary education organisations required to complete a Learner Success Plan as part of their investment plan for funding in 2024.

Our investment round supports system wide equity through learner success

Learner success is integral to our Tertiary Education Strategy (TES) and our investment cycle. The TEC has communicated the importance of this for several years, and each year has provided additional clarity on our expectations of TEOs in meeting our goal of achieving equity of educational outcomes for all learners. We want to keep working with you to see year-on-year improvements. Where we can see TEOs making progress with their learner success approaches we are likely to support provision growth. However the opposite holds, where organisational shifts are not occurring at the rate or scale we expect, this can have implications for future investment decisions.

Our goal of system-level equity of participation and achievement has impacts beyond education. We know that equity in the tertiary education system has benefits for the economic and social wellbeing of the country, as well as increasing productivity and delivering a skilled workforce for employers.

The learner success framework supports you to address equity in your TEO

The TEC has developed the Learner Success Framework to guide TEOs' approach to implementing learner-centric operating models. We strongly encourage TEOs to use the Framework in your work to achieve equity. More information about the learner success framework is on our website:

[Learner success framework](#)

Over the past three years, we have been collating robust evidence about what really makes a difference for **all** learners. What we have seen is that effective investment in learner outcomes requires an intentional, holistic, whole of TEO commitment to action, to put learners at the centre of everything they do.

Based on evidence gathered from international and local best practice we have now designed and tested a Learner Success Framework (the Framework) – a continuous improvement framework with specific learner

success elements. The Framework has been trialled with partners from across the tertiary system (including wānanga, universities, polytechnics, and private training establishments).

Last year we introduced updated requirements for Learner Success Plans (LSPs) asking TEOs to tell us the plans they have to implement a learner-centric operating model and thereby ensuring equity of participation and achievement for all their learners.

We expect LSPs to align with the Framework and informed by the seven capabilities that underpin it. And we want to see specific milestones and goals. Our expectation is that TEOs will be meeting the needs of all their learners, and making the best decisions about how to support them.

The LSPs, and progress towards achieving the milestones contained within them, will form an important part of our regular engagement with TEOs.

LSPs will form part of a TEOs' investment plan. TEOs receiving \$5million or more in on-Plan funding who are required to submit a full investment plan in 2023 (for funding commencing in 2024), will be required to submit an LSP (it will be included as part of the Strategic Intent and Learner Success Plan template previously known as the Investment Plan template).

Council or Board owned and endorsed commitment to learner success

The learner success approach requires an organisation-wide approach personalised to the context of your TEO. This requires you to understand who your learners are and how your whole business needs to operate in order to deliver to these needs and ensure success.

Implementing a learner success operating model is a multi-year process. It is imperative that the Council or Board directs and drives this change and has in place processes that enable it to oversee the progress that is being made against your organisation's LSP.

As part of our update to the LSP, we expect you to articulate how your plan will be governed and led. Your LSP should clearly explain:

- › who will own the learner success approach across your organisation,
- › how it will be reported on at governance and senior leadership levels; and
- › how it is being managed.

For Council and Boards, you need to have confidence that the LSP you own and endorse is progressing and milestones are being met. A few examples below offer suggestions on how to describe what is being done in your LSP:

- › regular reports on the progress your organisation is making on its LSP, including having it as a standard priority agenda item for the Council or Board meetings
 - Does anyone "own" this work at the governance level?
- › confidence that the senior leadership has put in place an appropriate project plan, project governance and project management
 - Does your VC or CE have KPIs that relate to delivery of the LSP?
- › if your TEO is at the business case stage for organisational change, are you thinking about how you balance the upfront costs from change against the longer term return on investment?

Learner Success Plan requirements

This section sets out our expectations for what you should include in your LSP. You can choose to submit this information in the Strategic Intent and Learner Success Plan template previously known as the Investment Plan template.

In the LSP we are asking for three main elements:

Section 1 – future state

A short vision statement of your long-term goal(s) for achieving equity

- › What does success look like for your organisation and your learners? [Include a specific target date for achieving this vision.]
- › How well does your vision represent the aspirations of your stakeholders?
- › How is the vision owned and driven by your Council/Board and senior leadership team?

Section 2 – current state

A snapshot of current learner performance, including data and evidence.

- › Problem definition: what are the main issues or areas of concern aligned to the seven learner success capabilities?
- › Do you know the cause(s) of these issues? What evidence do you have?
- › What interventions and initiatives have you already tried? Have these been evaluated? Have they worked? Why/why not?¹
- › What stage of the Learner Success Framework are you at? If you are beyond Stage One (Preparing for Success) – what specifically have you done (including budget and resourcing)
- › Who owns this work at the Executive Leadership level, and how is it being managed?
- › What have been the outcomes of your learner success projects? Is progress reported up to your Council or Board?

Section 3 – a roadmap

An overview of a project plan which demonstrates how you will get from the current state to the future state

- › What is the next stage of the Learner Success Framework to be implemented? How have the outcomes from previous stages informed the next steps?
- › Detail timelines, milestones, deliverables, targets, measures and resources
- › How does the roadmap link to the problem definition in Section 2, i.e., why are you doing these specific things? The TEC expects that roadmap plans will align with LSF stages and the seven learner success capabilities.
- › How will progress be monitored? This includes who will be accountable for progress and achievement of milestones.
- › What are the specific medium to long-term goals, targets and measures?
- › Who has been involved in developing the roadmap, targets and measures, including any external stakeholders?

¹ Not all TEOs will be at the point of being able to do this because they have not done anything yet, or they have not evaluated anything.

Assessment of Learner Success Plans

Learner Success Plans will be assessed against the following key criteria:

Assessment criteria	Description
<i>Governance commitment</i>	Governance level commitment to the LSP and targets for achieving equity for all learners, especially Māori, Pacific, disabled learners, and other underserved learners
<i>Leadership commitment</i>	Evidence of the TEO's Executive Leadership Team's commitment to driving the LSP's operational delivery.
<i>Whole of organisation approach</i>	Evidence of a whole-of-organisation approach and commitment to achieving the TEO's LSP roadmap are evident. This includes involvement of learners and wider stakeholders (e.g. employers, iwi, community groups)
<i>Alignment to Learner Success Framework</i>	Evidence of alignment to the Learner Success Framework and use of the Learner Success Diagnostic tool to highlight a TEO's capability-building areas.
<i>Well-defined implementation approach (including outcomes, measures and reporting)</i>	Evidence the TEO has a viable approach to implementing the LSP, especially in terms of project management, investment, and resourcing. This includes a well-defined intervention logic, target date for achievement of parity, and evidence that the project has defined outcomes and targets (including number of learners who will be impacted) supported by appropriate monitoring and reporting.

When assessing LSPs we will take into account the size and composition of your TEO.