



## Ara Institute of Canterbury Limited

(the Company)

### MEETING OF THE BOARD OF DIRECTORS

**Date:** 29 March 2022

**Time:** 9.30am

**Venue:** Via zoom

**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.	Karakia
2.	Welcome/Apologies/Notices
3.	Conflicts of interest
4.	Call for and discussion of minor items not on the Agenda
5.	<p><b>Confirmation of Meeting Minutes (Public) – meeting 22 February 2022</b></p> <p>5.1 Approval of Meeting Minutes</p> <p>5.2 Matters Arising</p> <p>5.3 Action List</p>
6.	<p><b>Discussion Items</b></p> <p>6.1 Chief Executive Report</p> <p>a EFTS Performance</p> <p>b Regional Roundup</p> <p>c Director, Pacific Achievement Report</p> <p>d Te Ōhaka Quarterly Report</p> <p>e Health, Safety and Wellbeing – EEO Annual Report 2021</p> <p>6.2 Executive Director Quarterly Reports</p> <p>6.3 Chair Report</p>
7.	<p><b>Information Items [For noting]</b></p> <p>7.1 Correspondence – Te Pūkenga Council AGM Special Resolution</p> <p>7.2 Sub-Committee Reports</p> <p>a Audit and Risk Committee [7 March 2022]</p> <p>b Campus Redevelopment Committee [28 February 2022]</p> <p>c Academic Committee [2 December 2021 and 24 February 2022]</p> <p>7.3 Ara Board Work Programme</p> <p>a) Board Health and Safety Walkabout Schedule 2022</p> <p>7.4 Media Report</p>
8.	<b>General Business</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	
9.	<b>Confirmation of Meeting Minutes (Public Excluded) - meeting held 22 February 2022</b>  9.1 Approval of Meeting Minutes 9.2 Matters Arising 9.3 Action List	[s9(2) (f), (i), (j)]
10.	<b>For Discussion</b>  10.1 Chief Executive Report a Financial Performance b Health, Safety and Wellbeing i) HSWLG Meeting Minutes Feb 2022 [Draft] c Performance Dashboard/Placemat d Transition Programme Quarterly Update  10.2 Executive Director Te Tiriti Partnerships Quarterly Report	[s9(2) (f), (i), (j)]
11.	<b>For Decision</b>  11.1 Ara Annual Report 2021 a Letter of Representation	[s9(2) (f), (i), (j)]
12.	<b>For Information [For noting]</b>  12.1 Trustees  12.2 Sub-Committee Reports a Audit and Risk Committee [7 and 17 March 2022] b Campus Redevelopment Committee [28 February 2022] c Remuneration Committee [25 February 2022]	[s9(2) (f), (i), (j)]
13.	<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)

## 2022 Register of Disclosure of Conflicts of Interest

Last update as of 28 February 2022

### 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> <li>Bras D'or Investments Limited (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> <li>Inspire in Education (Director)</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>Central Region's Technical Advisory Services Ltd (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> <li>M.I Bain &amp; Associates Limited (Director/Shareholder)</li> </ul>
<b>Jane Cartwright</b>	<ul style="list-style-type: none"> <li>Brackenridge Services 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> <li>M J Ltd (Director and Shareholder)</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> <li>Workbased Learning (WBL)Ltd (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>JFC Limited (Director)</li> <li>Kidson Trust Advisory (Board member)</li> <li>Dublin Street Charitable Trust (CEO)</li> <li>Kidson Trust Holdings Ltd (Director)</li> <li>Ōtautahi Education Development Trust (Trustee)</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>Workbased Learning (WBL) Ltd (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 Manufacture's Trust (Chairperson/Trustee)</li> <li>Ōtautahi Education Development Trust (Trustee)</li> </ul>

## Ara Board Officers

<b>Darren Mitchell</b> Acting Chief Executive	<ul style="list-style-type: none"> <li>• Ōtautahi Education Development Trust (Trustee)</li> <li>• Ara Foundation (Trustee)</li> <li>• WorldSkills NZ (Director)</li> </ul>
<b>Te Marino Lenihan</b> Executive Director Te Tiriti Partnerships	<ul style="list-style-type: none"> <li>• Canterbury Communications Trust (Trustee)</li> <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) (Co-Chair)</li> <li>• Ngāi Tahu (Whakapapa)</li> <li>• Te Tira Manukura (Chair)</li> </ul>
<b>Christina Yeates</b> Executive Officer	<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)

**22 February 2022 at 9.30am**

**Minutes**

These are the minutes of a meeting of the board of the Company held on 22 February 2022 via zoom.

**1 Karakia**

**2 Welcome**

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

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

**Other attendees present:** Darren Mitchell (Ara Institute of Canterbury Ltd (Ara) Acting Chief Executive), Kris Cooper (Executive Director, People and Culture), Te Marino Lenihan (Executive Director, Te Tiriti Partnerships), Karen Te Puke (DCE, Customer Engagement and Experience), Glynnis Brook (Executive Director, AIR), Colin King (Executive Director, Operations) and Christina Yeates (Ara Executive Officer).

**Apologies** Andrea Leslie (Director) and Jane Cartwright (lateness).

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

**3 Conflicts of interest**

- a) The annual declaration for the Ara Board Directors' conflict of interest disclosures was received and noted for 2022. Any updates to be forwarded to the Ara Board Secretary.

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

**5 Confirmation of Meeting Minutes**

**5.1 Minutes of Committee Meeting – 30 November 2021**

It was **resolved** that the minutes of the ordinary meeting of the Ara Board held on 30 November 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.

N Lamont/ B Thompson

Carried

## 5.2 Matters Arising Nil.

## 5.3 Action List

- a) **[AP87] Appreciation to colleagues in lieu of Ara Board “in person” event** - A note had been included from the Ara Board to all colleagues in the December CE Update. **Action closed.**
- b) **[AP97] Recruitment Panels for Critical Roles and Senior External Representation [iwi and hapū]** – work in progress by Executive Director, People and Capability and Executive Director, Te Tiriti Partnerships with an integrated approach to ensure consistency across Ara and aligned to skills of the future. The Board noted this is ongoing and the action has been addressed. **Action closed.**
- c) **[AP98] Ōtautahi House Residents – Tutorial/Academic Support** In addition to tutorial groups within Ōtautahi House, all programmes have tutorial study groups in Departments and learners from Ōtautahi House are also encouraged to attend these. **Action closed.**
- d) **[AP99] Holidays Act** – work is well underway, and a report is due to the Audit and Risk Committee for their next meeting. It was noted that this issue has been drawn to the attention of Te Pūkenga as a potential sector issue. **As this project is ongoing, updates will continue to be reported via the Audit and Risk Committee. Action closed.**
- e) **[AP100] Business and Digital Partnerships** – this has been investigated further by the Executive Director, AIR and an update was provided on the industry partners with Ngai Tahu. Furthermore, the AIR team is currently working through the regulations from Te Pūkenga in relation to some preferential entry for Māori, Pacific and disabled learners. How Ara shifts with this learner journey for 2022 with pre-entry selection will be a priority area of focus. **Action closed.**

## 6 Items for Discussion

### 6.1 Chief Executive (CE) Report

The report was taken as read and the following is a summary of the discussion areas:

- a) **2022 Enrolments** – Actual enrolments are tracking ahead of this time last year but some concern in terms of the pipeline to ensure any downward trend in applications conversion is identified early. Ara is seeing a trend that feeder programmes are not recruiting to the same level as previous years [e.g. year one of degree programmes or lower level intro programmes which lead onto qualifications] and so attention is being paid to this part of the portfolio as it could have knock-on consequences for future year enrolments. Noting this is a sector wide problem amongst face-to-face subsidiaries. Early warning data will help to mitigate the risk and identifying this trend earlier than we have in prior years, allows Ara to orientate marketing resources around it.
- b) **Unified Funding System [UFS]** – discussion on degree provision and the role of the TEC. The Board were advised that Ara is currently working closely with the TEC to help them understand the makeup of levels 3 to 7 to degree level and when you unpack a programme, what are the definitions of workplace and face to face delivery. An example is the Managed Apprenticeship delivery, in the workplace with ‘self-directed’ learning. Ara is helping TEC to understand the delivery model, so they are able to attribute monies across the various programmes of study. Also noting that the SMS is not currently setup to record the new funding model.
- c) **Regional delivery** – the Board questioned what this looks like in the operating model and how the UFS supports regional delivery overall. Currently, Ara is undertaking some modelling of the impact of the UFS to provide a sense of scale of impact at a local level

based on current mix of provision; to understand our own position and to what extent we can sustain resources going forwards.

- d) **Ōtautahi House** – With the new code of pastoral care and the biggest wave of Covid to date, it was noted that Ara is entering into a time where there is a need to work hard to support our Ōtautahi House residents.
- e) **Southern Campuses, Pacific Achievement and the Te Ōhaka Highlights** – noted as information items and taken as read.

## 6.2 Ara Board Subcommittees

- a) Membership of the Board subcommittees for 2022 were discussed. It was agreed the memberships for the Ara Board Audit and Risk Committee, Remuneration Committee and Campus Redevelopment Committee will remain as is for this year.

*It was resolved that there will be no changes to the Ara Board subcommittee memberships for 2022 [Ara Board Audit and Risk Committee, Remuneration Committee and Campus Redevelopment Committee].*

*T Arseneau [Chair]*

*Carried*

## 6.3 Chair Report

- a) The Board Chair acknowledged the challenging times we are currently operating in with Covid and expressed gratitude for the extra burden colleagues are undertaking and the care that is being provided to Ara's learners. Whilst disappointing and a tough decision to postpone the Graduation ceremonies, it is hoped there will be an opportunity for our graduands to celebrate together at a later date.

## 7 Information Items

### 7.1 Subcommittee Reports

- a) **Audit and Risk Committee** The Chair of the Ara Board Audit and Risk Committee advised that, in lieu of a meeting on 16 February 2022, papers had been distributed electronically for information. Resolutions were approved via flying minute which were public excluded, therefore an update will be provided in the public excluded section of the Board meeting.
- b) **Campus Redevelopment Committee** It was noted that the next meeting is scheduled for 28 February 2022.

- 7.2 Unified Funding System (UFS)** The RoVE presentation and cabinet paper were taken as read. Refer discussion under earlier agenda item 6.1b.

### 7.3 Ara Board Work Programme

The contents of the work programme were noted.

- a) Health and Safety Site Visits – **it was requested that these be added to the Board work programme for the year.** [AP1 CE/EDP&C/Board Secretary]
- b) Topics of the Strategy Sessions – **Revisit the timings for these throughout the year.** [AP2 CE/Board Secretary]

#### **7.4 Media Report**

The report was taken as read. No comments received.

### **8 General Business Nil.**

#### **Closure**

There being no further business the Chairperson declared the public meeting closed at 10.10am.

Dated:

Signed as a correct record

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



## Ara Board Minutes - Action List as of 22 February 2022

Number	Date When Action Arose	Agenda Item	Topic	Action	Board Responsibility	Status	Due Meeting date
AP99	30 Nov 21 <span style="color: red;">Updated 22 Feb 22</span>	6.2	Executive Director, Corporate Services Report	Holidays Act – Board to receive regular updates on the resolution work underway. <span style="color: red;">22/2/22 Regular updates to be provided to the Audit and Risk Committee.</span>	CE/ Executive Director Corporate Services	Action closed,	
AP1	22 Feb 22	7.3a	Ara Board Work Programme	Health and Safety Site Visits – schedule for the Board for 2022 to be added to the work programme	CE/Executive Director, P&C/Board Secretary	In progress for March	29 March
AP2	22 Feb 22	7.3b		Revisit timings of the topics for the proposed strategy session for 2022	CE/Board Secretary	In progress for March	29 March

<b>Ara Board 29 March 2022</b>	<b>Agenda Item</b>	<b>6.1</b>
	<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

#### 1.1 COVID-19

For the last three weeks, Ara's efforts in support of the ongoing COVID-19 response have turned largely to managing the impact of the arrival of Omicron on our campuses. In advance of this, the Project Office worked across the organisation to prepare and refresh business continuity plans. These plans required significant input from a range of leaders including the executive team, directors, heads of department, programme leaders, operational managers and teaching colleagues. Feedback from the same leaders over this past week has revealed how valuable this early thinking and planning has been in maintaining operations so far.

As part of the preparation and where practical, non-student facing teams have moved offsite and lowered numbers on campus. Additionally, many teams have implemented 'A and B team' working patterns to further lower numbers on campus to reduce the risk of colleagues being exposed and infected.

The challenges Ara has faced around vaccination of colleagues and learners has started to calm down with any remaining issues being dealt with according to what are now well tested processes. The amount of work related to RAT testing such as procurement, defining correct usage and their deployment has also started to plateau following significant interest in the prior two weeks.

The Ōtautahi House student accommodation team has provided significant support to residents who are positive cases or isolating. This has included the delivery of meals and care kits, organised entertainment and regular wellbeing check-ins.

Considerable effort has gone into preparation for escalating learner and colleague absenteeism due to COVID-19. At time of writing, we are preparing to enter what could be the local region peak period. Our position is to continue with teaching and learning delivery in the usual way for as much as possible. All tutorial teams have individual backup buddy arrangements in place. Plans are also in place to support learners who need to catchup due to individual absence from class.

While further developments are awaited in this area of peak case numbers, additional planning is now focusing on potential exit strategies from the Red setting of the COVID-19 Protection Framework. It is anticipated that mandates and health controls will become more relaxed over coming weeks, and we need to consider that in the context of our own policy and procedures.

#### 1.2 Ukraine Conflict

The conflict in the Ukraine has had global humanitarian implications. At Ara we have colleagues, learners, and learner whanau that have been impacted by this crisis. We are connecting with them to ensure that they are getting the support they need. In total there is 22 learners identified as having connections with the Ukraine or Russia.

### **1.3 Sector Collaboration**

Our collaborations across the sector continue to build and create opportunities for our region. This month we concluded an agreement with SkillsOrg to provide the block course delivery for offering electrical apprenticeship training in South Canterbury.

Progress is being made towards an agreement with OPNZ for their learners to be able to avail themselves of Ara on-campus services across the region. We also have pilots underway in the dual enrolment space for digital and electrical in the Christchurch region.

Another exciting opportunity is the prospect of a pilot collaboration with the SCDHB, CDHB, and NorthTec for a “earn while you learn” Enrolled Nursing programme. The idea will need to be worked through with TEC and Te Pūkenga.

Further detail on these and other initiatives can be found in the quarterly update report from the Executive Director AIR.

### **1.4 Audit and Annual Report**

The Annual Report and audit process is going well but is challenged for time. At time of preparing these papers the majority of the substantive audit focus areas have been closed off.

The exception, however, is the national approach to building valuations. Concerns have been raised at the Group level that there may be inconsistencies in the costing methodology used. This is needing to go through a review process with Audit NZ. The consequence being that until this is completed the subsidiary audits cannot be signed off. The advice from the local office is that this will not occur before our Board meeting. Therefore, the best we can do at our meeting is to adopt the Annual Report and agree to provide Te Pūkenga the annual financial results for group consolidation, conditional on and subject to there being no change to the Ara valuation of land and buildings. Ultimately, this may necessitate final approval by subsequent flying minute.

### **1.5 Portfolio Development**

Under our priority area of “Exceptional Learning Experiences” we have begun setting out the framework that will enable us to examine the portfolio of programmes for ongoing alignment to regional need and Te Pūkenga’s purpose as defined within its Charter. The evaluative criteria will include the learnings from our engagement with our Iwi partners. It will also incorporate the findings of the regional training needs analysis work that is nearing completion. This piece of work was undertaken across the wider South Island region and undertaken in partnership with Otago Polytechnic, SIT, and Tai Poutini Polytechnic. It will be important to have regional engagement and representation in this analysis so it will be an important opportunity to build closer working relationships with the local RSLG and other parts of the local provider network.

### **1.6 Enrolments**

As can be seen from the Performance Summary below, our enrolment trend for this year has started to dip below that of the same time last year. The data we are seeing from across the country suggests this is a national trend. There is undoubtedly a COVID-19 component to this, but it is also likely we are seeing the traditional impact of low levels of unemployment causing reduction in demand for study. Fortunately, we did not build a budget predicated on continuing growth in EFTS from the year prior; in fact our budget is based on a lesser number than we delivered in 2021. This of course though was in anticipation of international EFTS being further reduced in 2022. We have effectively achieved our international EFTS target already so any additional enrolments will assist in compensating for a possible shortfall in domestic learners.

Additional response strategies are now needing to be considered including a push on Semester 2 enrolments. Anecdotally, there is some discussion around the sector of learners indicating, that because of COVID-19, they have put off engaging with learning until mid-year.

## 2 Ara Performance Summary – as at 8 March 2022

2022 Targets Summary			2021	2022	APS	CRE	EAS	EDI	HPR	Ara Institute of Canterbury	
			HSI	HUM	TRA	ZTE	Other				
Enrolments (EFTS)			Actual	Target	Student Experience						
SAC Level 3+	4,387	6,546			Student Satisfaction, all learners		n/a	84.0%			
SAC Level 1-2	118	173			Student Achievement		Actual	Target			
ACE	12	88			Successful Course Completion						
Trade Academy	196 (544 places)	179 (585 places)			All learners at levels 1-6	46.7%	84.0%				
Youth Guarantee	34	80			All learners at levels 7-9	70.9%	94.0%				
ITO	58	112			Māori learners at all levels	44.7%	82.0%				
Other	29	60			Pacific learners at all levels	49.1%	82.0%				
<b>Total Domestic EFTS</b>	<b>4,834</b>	<b>7,280</b>			<b>Overall all learners at all levels</b>	<b>50.3%</b>	<b>88.0%</b>				
<b>Total International EFTS</b>	<b>114</b>	<b>177</b>			Financial						
<b>Total EFTS (including eCampus)</b>	<b>4,948</b>	<b>7,457</b>			YTD period ending Jan	Actual YTD	Budget YTD	Budget FY			
Levels 1-2	307	515			Teaching Revenue	\$1.6m	\$1.4m	\$114.7m			
Levels 3-4	1,586	2,732			Other Revenue	\$0.8m	\$0.6m	\$6.1m			
Levels 5-6	875	1,378			<b>Total Revenue</b>	<b>\$2.4m</b>	<b>\$2.0m</b>	<b>\$120.7m</b>			
Level 7	2,110	2,741			Other Costs	\$2.8m	\$2.8m	\$41.1m			
Levels 8-9	71	91			Staffing Costs	\$3.9m	\$4.6m	\$77.9m			
Participation			Actual	Target	<b>Total Expenses</b>	<b>\$6.7m</b>	<b>\$7.5m</b>	<b>\$119.0m</b>			
<b>Māori Student Participation Rate</b>	<b>13.5%</b>	<b>13.1%</b>			<b>Surplus (excluding abnormal items)</b>	<b>-\$4.3m</b>	<b>-\$5.4m</b>	<b>\$1.6m</b>			
<b>Pacific Student Participation Rate</b>	<b>5.6%</b>	<b>4.8%</b>									

### Key points:

- As of 8 March 2022, Ara Global has enrolled 4,948.4 EFTS against a target of 7,457.4 EFTS (excluding potential). This equates to -3.8% compared to STLY. Position as at STLY was 5,145.7 EFTS.
- Including potential EFTS Ara Global has enrolled 5,886.4.0 EFTS. This is below 2021, STLY was 6,278.2. This is a -6.2% variance.
- Data provided to the Te Pūkenga monthly is also provided in the table below. Note that this is for 3 fund types only and therefore does not replicate the summary dashboard above.

Subsidiary Name	6006 Ara Institute of Canterbury	
	As at 8 March (or closest comparative) 2021	As at 8 March (or closest comparative) 2022
Domestic Applications (include applications in progress that are not yet "EFTS" bearing and applications that have converted into EFTS bearing enrolments)	12,026	10,143
<b>EFTS</b>		
SAC L3+ (including SOF 29)	5,499.7	5,288.4
SAC L1-2 (including SOF 28)	104.9	119
YG	62.8	37.8
	5,667.4	5,445.2
<b>Funding (i.e. \$ value of above EFTS)</b>		
SAC L3+ (including SOF 29)	\$ 54,130,077.96	\$ 53,088,904.22
SAC L1-2 (including SOF 28)	\$ 986,123.10	\$ 1,113,626.20
YG	\$ 824,980.00	\$ 525,459.60
	\$ 55,941,181.06	\$ 54,727,990.02

2.4 Ara Global

Domestic has enrolled 5,710.8 EFTS (*including potentials*)

- a 78.4% of target enrolled
- b -4.3% in the domestic funding market overall.

2.5 Māori and Pacific Participation – 2022

Based on current enrolments (*including potentials*)

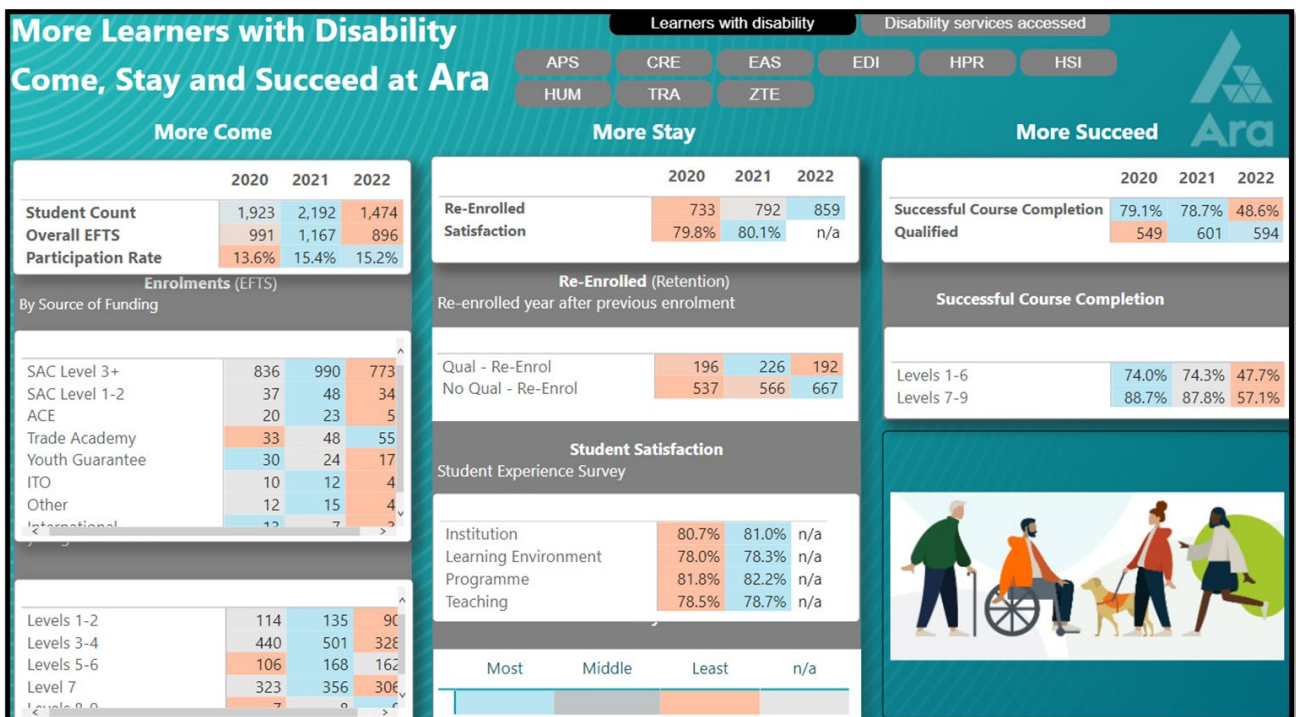
- a Māori participation is at 13.8% against a target of 13.1%. A reduction in participation from STLY (14.6%)
- b Pacific participation is at 5.6% against a target of 4.8%. Our STLY position was 5.2%.

2.6 2022 International (*including potentials*)

Ara Global (International) has enrolled 175.7 EFTS against a target of 177.5 EFTS – 98.9% of target for 2022.

## Introducing new reports to the Organisation – enhancing our Insights into our Priority Learners

Sample. Note that 2022 numbers are YTD and therefore incomplete in comparison to prior years.



## 3 Southern Campuses Update

### 3.1 Background

The following is a summary of the Southern Campuses' activities of the past month. No specific decision is being sought from the board in this report.

### 3.2 Information Items

#### a Timaru Learner Update

- i Ara learners have settled into the year. Learners are endeavouring to follow Ara and Government guidelines for COVID-19. We have been impressed with how they have adapted to the changes through the various phases.
- ii Timaru Campus arranged to have class groups participate in a fun team building exercise with the YMCA bringing their Bubble Football and Archery gear onsite. Learners' comments were positive – "Today's event was EXCELLENT!!" "Thanks Ara", "The bubble balls and archery today was super fun!".
- iii Ara's Timaru based counsellor has been connecting with learners in class groups running 30 minute wellbeing/selfcare sessions to help learners self-identify how to look after themselves as they learn to balance study, work and life. These have been positively received by our learners and tutors. They allow learners to proactively engage with counsellor services earlier and build their own wellbeing toolkit.
- iv Ara Rainbow – New LGBTQ+ Support group at Ara Timaru for Ara learners and the wider Rainbow community 17yrs+. This is facilitated by Ara's Timaru based Counsellor and a YMCA colleague with experience running similar groups for high schools. We are excited to see this group develop over 2022. The first meeting was held on this month. The group meets fortnightly at the Ara Timaru Campus.

#### b Ara Colleagues

- i The Southern Kick-Off event for academic staff members was a well-attended event and received positive feedback, examples of colleague feedback – "This was relevant to tutors but also useful to share with learners. It was motivational," "Gave me some good ideas to hopefully help my students in the future," "Practical tools taught, and activities reinforced the learning". Ara delivered this event in a blended manner with colleagues attending across multiple campuses, from home and in the classroom. The four workshops covered:
  - Ara Strategic Focus Areas and Priorities for 2022
  - Let's Talk Disability and Why Inclusion Matters
  - From Zero to Hero: Three thinking strategies
  - How the brain works and what this means for tutors. This workshop by Ara colleague Derek Chirnside, covering an introduction to Neuroscience and practical tips for the classroom environment, was a highlight for attendees.
- ii Overall, colleagues are focused on the normal start of year activities and building class connections; as well as ensuring they have clear plans in place to be able to support learners and ensure the continuation of Ara services should we experience any impacts of Omicron on delivery or services onsite.

### c **External Engagement**

- i The YMCA and Ara are working together on a partnership for our full region. The YMCA is leasing a space at our Oamaru campus to deliver Foundation Level 1 and 2 programmes which is a wider community need. Ara colleagues look forward to having them and their learners onsite in Oamaru.
- ii The BCITO colleague who is based at the Ara Ashburton campus expressed their thanks for the space they use and wanted to acknowledge Ara's Ashburton colleagues for how welcoming and helpful they have all been to ensure he is fully set up and making him part of the team.

## 4 **Update from Director, Pacific Achievement**

### 4.1 **General**

The following is a summary of activities for February – March 2022.

#### a **Cultural Home Project Summary**

Cultural Home seeks to understand and provide a solution focus to navigate the barriers Pacific families may face while supporting their learners through the tertiary journey.

A Pacific Education Navigator visits with families of Pacific learners to build relationships, share knowledge about tertiary study and assist with communication barriers between our Pacific families, our Pacific learners and Ara.

When Pacific families are better equipped with the knowledge of study expectations and how their learner's pathway aligns with their family values, they are in a position to better support their learner on their tertiary journey.

Cultural Home creates a sense of belonging for our Pacific families and their learners that ultimately impacts their engagement and achievement in their tertiary journey.

#### b **Cultural Home launch**

Registered: 97  
 Attended: 63

As part of onboarding our Pacific families we wanted to give them the opportunity to meet our Pacific Navigator and our Pacific team, while also meeting other families that are facing similar challenges.

There were a few families that couldn't attend due to isolation and the uncertainty of COVID-19 – we are looking at working with these families and providing the information online.

The launch was a great success with feedback from families being overwhelmingly positive which will remove barriers further into the learner's journey.



Comments from families from the launch:

- i They were overwhelmed with the support from the Pacific Advisors and Cultural Home; they felt more confident to approach Pacific support staff after the event.
- ii Disability family commented they were initially concerned about their son in tertiary but felt more relaxed and supported after the Cultural Home event and now knowing what support is available.
- iii Were happy to be given the chance to learn more about expectations in study for their learners.
- iv Had a member who wants to look into studying next semester.
- v Said their learner struggled with class timetable and was enrolled in the wrong subject, they now feel more comfortable in seeking help.

**c Cultural Home Numbers**

Pacific Cultural Home – 91 Pacific Families (379% increase from 2021)

The increase of family numbers has come from multiple channels such as:

- i Pacific O2
- ii Cultural Home Launch
- iii Student support collaboration
- iv Wider Pacific staff support
- v Success from 2021 families (testimonies from families)

## 5 Update from Te Ōhaka

Following the successful renegotiation of the partnership agreement with the Ministry of Awesome late last year good progress has been made towards delivery of the outcomes and benefits agreed. This month's Board pack includes a more comprehensive progress update and although there has been some inevitable disruption from COVID-19 the confidence levels around Te Ōhaka enabling innovative and entrepreneurial learning experiences remain high.

<h1>Te Ōhaka Centre for Growth and Innovation – Quarterly Report (Q1, 2022)</h1>	Meeting Date	29 March 2022
	Agenda Item	6.1d
	Prepared by	Michael Shone, Director Academic and Research
	Strategic Outcomes	<ul style="list-style-type: none"> <li>▪ Regional responsiveness</li> <li>▪ Deliver exceptional learning experiences</li> <li>▪ Relentless focus on equity</li> </ul>

## 1. Purpose:

The purpose of this paper is to report on the Te Ōhaka activities for Q1, 2022 (January–March) to the Ara Board.

## 2. Context:

The vision of Te Ōhaka Centre for Growth and Innovation is that Ara ākonga are prepared for the future of work with real-world learning experiences that support a thriving regional economy, and positions Ara as the tertiary education provider of choice. There are five key areas of activity identified within the Te Ōhaka Agreement between Ara Institute of Canterbury and Ministry of Awesome. These comprise:

### 2.1 Springboard:

Springboard is Te Ōhaka’s work-integrated learning programme nested within Ara’s Capstone Projects across Ara degrees.

Springboard supports Ara to drive graduate attributes for ākonga through innovative learning and teaching practices and curriculum. It creates opportunities for collaboration between industry and vocational education and strengthens the contribution of Ara to the region’s knowledge economy by enabling more businesses to undertake Research and Development (R&D) with the support of Ara ākonga and kaimahi.

### 2.2 Ara Research Hub:

Ara Research Hub leverages commercialisation opportunities associated with the research and development expertise of Ara kaimahi and ākonga. Working in partnership with the Ara Research Office, Te Ōhaka engages with key industry stakeholders to identify and connect suitable research and development opportunities for Ara researchers and ākonga.

Ara Research Hub supports Ara to connect with industry through showcasing R&D capability and expertise. It also provides an opportunity for Ara kaimahi and ākonga to actively engage in applied and technology-based research at the cutting edge of innovation.

### 2.3 Accelerator Courses:

Te Ōhaka is sub-contracted to provide the content and delivery of two Ara courses: BTSB600 Innovation Accelerator, and BTSI600 Business Accelerator. These courses are Level 6 within the Bachelor of Applied Management and can be used as either 15-credit electives across Ara degrees, or as 10-credit Training Schemes.

Accelerator Courses teach start-up and innovation methodologies to ākongā so that they can understand the modern commercialisation process and use it in their current and future careers and business/innovation ventures.

#### 2.4 Innovation Tasters:

Innovation Tasters is a part of the 'Ara Experience' portfolio. It creates awareness about the innovation and entrepreneurship pathways ākongā can 'access' Ara through Te Ōhaka.

Innovation Tasters support Ara marketing and engagement to showcase the Ara point of difference and help drive ākongā recruitment and industry engagement with Ara. This is an important mechanism to support Ara the strategic targeting of priority ākongā groups to Ara.

#### 2.5 Te Ōhaka Ākongā Showcase:

The Te Ōhaka Ākongā Showcase is an event that celebrates ākongā experiences and successes associated with their engagement with Te Ōhaka through involvement in Springboard, Ara Research Hub, and Accelerator Courses.

This event showcases to internal and external stakeholders the Te Ōhaka partnership between Ara and Ministry of Awesome, and the achievements of Te Ōhaka as an incubator of high growth start-ups powered by Ara ākongā, kaimahi, and stakeholders.

### **3. Discussion/Activity:**

Aligned to the five areas identified above, activity undertaken by Te Ōhaka for Q1, 2022 is as follows:

#### 3.1 Springboard Activity:

*KPI:* 30 Ara ākongā actively engaged/paired with Te Ōhaka start-ups in 2022

*Progress to date:* First Springboard pairing round in progress

*Confidence:* High

'Springboard' is presently working with four academic departments at Ara (Applied Sciences and Social Practice; Hospitality and Service Industries; Business and Digital Technologies; and Creative Industries) to pair ākongā with start-ups in Te Ōhaka for 'embedded' ākongā experiences within an industry operating environment context.

While the first Springboard 'pairing with ākongā is presently in progress, the level of interest and engagement from ākongā from the above noted departments has been high.

#### 3.2 Ara Research Hub Activity:

*KPI:* Grow Ara Research Hub external research income in 2022 to \$70,000

*Progress to date:* \$7,000 actual, with \$23,000 to be invoiced in Q2, 2022 (forecast)

*Confidence:* High

There are presently two active Ara Research Hub projects, worth a total of \$40,000 (+GST).

The first project ('Kelpn'), based in the Department of Applied Sciences and Social Practice, is focussed on the development and testing of a kelp-based biodegradable plastic with multiple commercial applications.

The second project ('eClean Envirotech'), based in the Department of Engineering and Architectural Studies, is focussed on the development and testing of a 'bioreactor' which utilises microbes to remove nitrates, phosphates, and other contaminants from water.

A total of \$7,000 external research income has been invoiced during Q1, with an additional \$23,000 of externally funded research activity in progress (awaiting completion and invoicing) from Research Hub contracts. Projected completion and invoicing of monies is in Q2, 2022.

Planning is underway for the identification of new opportunities for externally funded research and development projects activities for the 2022 year. The intention is to establish a suite of up to four research projects at any one time, as appropriate to the specific areas of research capacity and capability at any given time.

### 3.3 Accelerator Courses Activity:

*KPI:* 80 ākonga enrolled across both courses for 2022

*Progress to date:* 16 ākonga enrolled for Semester 1 delivery

*Confidence:* Medium – Low

Total Semester 1 (2022) enrolments in the Accelerator courses = 16 ākonga

- BTSB600 Business Accelerator = 8 ākonga (S1, 2022)
- BTSI600 Innovation Accelerator = 8 ākonga (S1, 2022)

The level of Semester 1 enrolments in the Accelerator Courses is lower than anticipated, given the KPI increase on the 2021 year.

Swift and timely mitigation action is required to ensure there is sufficient time to plan for significantly increased enrolments for Semester 2 delivery. This mitigation will include the development and implementation of a targeted recruitment drive in conjunction with Te Ōhaka partners that includes, for example, key strategic stakeholders/partners (e.g., ChristchurchNZ and other industry/innovation partners).

### 3.4 Innovation Tasters Activity:

*KPI:* Delivery of 8 workshops and presentations (in conjunction with Ara marketing and engagement)

*Progress to date:* Impacted by COVID, with a postponement in Q1

*Confidence:* High – Medium

The roll-out of the Innovation Tasters schedule for 2022 has been impacted by the COVID-related operating environment during the first quarter of this year.

The first planned Innovation Taster event has been postponed due to operational impact of COVID and is to be rescheduled later in 2022.

A second Innovation Taster event, 'Programming Māori Potential', is being finalised for delivery in partnership with a Te Ōhaka partner (HTK Group; <https://htkltd.co.nz/>). This will be for a S2, 2022 delivery (COVID dependent).

### 3.5 Te Ōhaka Ākonga Showcase Activity:

*KPI:* Delivery of 1 event for 80–100 invited guests (with Ara marketing and engagement)

*Progress to date:* Event scheduled for Q3–Q4 (September–October 2022)

*Confidence:* High

The Te Ōhaka Ākonga Showcase event is scheduled for delivery in Q3–Q4 (September–October 2022). This item is supported via the activity and oversight of a Te Ōhaka marketing working group with membership from Ara marketing and engagement, and Ministry of Awesome marketing team). Planning has already commenced for this showcase event.

## **4. Link to Ara Strategy:**

Ara strategic priority areas supported by the activities of Te Ōhaka Centre for Growth and Innovation comprise:

- Regional responsiveness
- Deliver exceptional learning experiences
- Relentless focus on equity

## People and Capability Components of 2021 Annual Report

This document reflects the People and Capability components in the 2021 Annual Report. As a Board you receive an annual Health and Safety report that summarises the monthly Health and Safety reports to give an annual view of our performance.

This annual Health and Safety report will be provided as soon as possible. At the moment our small Health and Safety Team is prioritising our Covid-19 response.

### EQUAL EMPLOYMENT OPPORTUNITIES – 2021

#### Ethnicity Profile

New Zealand European/Pakeha	59.4%
New Zealand Māori	6.0%
Pacific	2.1%
Asian ethnicities	6.8%
Other Caucasian (including Europe, United Kingdom, Australia and South Africa)	14.8%
Other	2.2%
Unknown	8.6%

#### Age Profile

Aged 29 and under	7.0%
Aged 30-39	18.2%
Aged 40-49	21.6%
Aged 50-59	30.1%
Aged 60+	22.9%
Unknown	0.1%

#### Women (Gender) at Ara Profile

Women as a percentage of all colleagues	57.9%
Representation of women in leadership - Level 200	51.1%
Representation of women in leadership - Level 300	58.8%
Representation of women in leadership - Level 400	45.7%

**\*NOTE: the ability of colleagues to identify themselves accurately (e.g. ethnicity, gender) is currently restricted due to limitations of our HRIS system.**

#### Colleague Diversity and Inclusion

Diversity and Inclusion is one of the seven key elements of the People and Culture Strategic Framework and is incorporated into the Ara-wide Strategic Focus Areas and Priorities. In 2020 Te Kahui Manukura endorsed the establishment of the Diversity and Inclusion Working Group (DIWG) and approved their Terms of Reference. This group of talented people have drafted an Ara Diversity and Inclusion Strategy, with a vision to embrace diversity. All are included and belong. The purpose of the strategy focuses on facilitating and enabling an Ara community where people courageously challenge and remove barriers to inclusion and diversity so that we bring the Ara Values to life and transform lives.

## Colleague Ethnic Demographics

The demographic representation, as we currently report it, demonstrates some shifts in our profile. Of note there is an increase in New Zealand Māori colleague representation (6% 2021 v's 5.6% 2020). The "Unknown" category has again shifted up to 8.6% (it was 6% in 2020). There is a slight decline in New Zealand European/Pakeha and an increase of 1.5% in other Caucasian (from 13.3% in 2020).

## Colleague Age Demographics

Colleague demographics show a reducing trend of our aged workforce: 40+ is now at 74.7%, trending up from 68% last year. The under 29 age group demographic at Ara has declined by 7.4% since last year (11.4%).

Internally focused work on efficiencies of systems continue in the employee experience space. Once this work realises a smoother operation, the work can then focus on what Ara can do to market an employee proposition that has more appeal to a wider age demographic and is more inclusive of the younger market.

## Colleague Gender Demographics

Work is underway on expanding the inclusivity of identification in regard to gender identification. Hence, the data represented here is restricted, but we have some statistics on those who identify themselves as women. The profile remains healthy overall with a 59.7% representation of women in Ara's workforce and good representation in upper leadership positions: the subsidiary Board for Ara has a woman Chair and Deputy Chair, and 6 of the 8 directors in total are female, 51.1% of Tier 2 executive colleagues are women and 58.8% of women hold level 300 roles.

## Colleague Wellbeing

In a context of the Covid 19 global pandemic in which New Zealand government protective settings constrained the opportunity for physical connection with families overseas and at home, and the impact of the uncertainty generated with publication of the high-level Te Pūkenga proposed operating model, along with intermittent and, in the case of Tāmaki Makaurau, lengthy lockdowns impacting colleagues and learners across the motu, the wellbeing of the Ara community continued to be challenged. However, Ara's ongoing prioritisation of strategic focus and investment in wellbeing in 2021 has continued to realise the tangible benefits for colleagues hoped for in the previous year. Safety and wellbeing were woven into the Ara Strategic Focus Areas and Priorities and were reiterated with "Increase colleague engagement and wellbeing" stretch target survey scores agreed for the following year

### 1. Wellbeing Approach to Covid19

Ara's communications to colleagues and learners from the Covid 19 Incident Management Team during 2021 were underpinned by themes of colleague and whānau safety and wellbeing.

With the appointment of Darren Mitchell as Acting Chief Executive in June 2021 and lockdown in August there was a heightened emphasis in all communication from him, the executive team and leaders across the organisation to "put your own oxygen mask on first" so that leaders had the change endurance to care for their teams and in doing so support tutors and learners to adapt to the demands of non-face to face learning and teaching delivery.

Union representative feedback included the appreciative comment that “the communication with us during this period has been exemplary”. Ara appreciated the collaborative approach of union representatives to support for colleagues, particularly during lockdown.

The Capability teams from across Ara moved quickly to build confidence in tutoring colleagues who were less experienced in remote delivery so that they were able to continue to provide meaningful learning experiences and reduce the impact of the interruption to in-person delivery for learners wherever possible.

Leaders were encouraged to support their teams with regular wellbeing check-ins and to promote the use of Ara’s Employee Assistance provider (EAP) for colleagues and their whānau where the pressure of work, care for young, and home schooling of school aged children was placing particular pressure on family dynamics. The increased utilisation of EAP services by colleagues was viewed as an essential investment in the wellbeing of Ara’s people and the concomitant stability and resilience of the Ara workforce and ultimately the student experience.

## **2. Wellbeing Structure**

Resourcing for safety and wellbeing at Ara was increased during 2021 with the appointment of the incumbent Manager to the role of Director Safety Health and Wellbeing and approval for appointments to three supporting roles.

The 2020 appointment of a Student Advisor, Wellbeing has been successful in ensuring the strategic alignment of colleague and learner wellbeing approaches.

The Wellbeing Action Group (WAG) has continued to champion wellbeing initiatives. Although somewhat constrained in the second half of the year members have continued to be the eyes and ears of the organisation and a contact point for knowledgeable information sharing for colleagues.

Ara supported the national Mental Health Awareness Week in September, and the Safety and Wellbeing team promoted the theme of Connecting for Wellbeing, supporting the establishment of a Community of Crafters. The emergence of connected community groups within Ara are opportunities for positive social interactions that have supported people to feel connected and secure and build meaningful relationships in the workplace.

The Wellbeing Action Group reported an increase in new members from Manawa, Woolston and Madras Campuses with a new focus on increasing engagement at Southern Campuses.

## **3. Wellbeing Workshops**

In 2021 delivery of Wellbeing Workshops which were originally provided by external providers was largely provided in house by the Director Safety, Health and Wellbeing and workshops were available to colleagues in the third week of every month.

Around 40, mostly new colleagues, attended these workshops although communication channels continued to offer places to all colleagues who might like to refresh their knowledge and engagement with the Five Ways to Wellbeing and their intrinsic links to Te Whare Tapa Whā.

In addition, colleagues had the opportunity to attend two of the well-regarded Mental Health 101 workshops, onsite, during the year. These were facilitated by an external provider.



#### **4. Colleague Wellbeing Survey**

In September 2020, following postponement during the August lockdown, colleagues were invited to participate in the Ara Wellbeing survey alongside the Gallup Engagement Survey.

The Ara Wellbeing Survey is made up of questions designed to elicit the level of a colleague's individual wellbeing and the psychological safety they feel relative to their team, as well as their perception of the organisation's focus on psychological safety.

Results this year are almost identical to those of 2020. For the self-evaluation Who-5 Wellbeing survey tool, scores of 13/25 and above are considered to demonstrate an acceptable level of wellbeing. In 2020 and 2021, 67% and 66% of Ara participants respectively scored themselves within this range.

Responses to the section of the survey which relates to psychological safety within teams (using the psychological Safety Climate survey questions) demonstrated no significant change.

There was a slight increase in colleagues' perception of the focus that the organisation places on psychosocial safety with an increased total of mean scores across Ara from 37.18 in 2020 to 39.06 this year. This score lies within the average range for the scale.

Given the disruptive impact of the Covid lockdown on teaching delivery which added to tutors' workload and the challenges to normal operations, and of colleague interactions resulting from online modes, along with uncertainty for many colleagues about the forthcoming Te Pūkenga Operating Model, this may be considered a better-than-expected outcome.

#### **Other Wellbeing approaches that have continued**

##### **Health and Wellness**

In addition to access to influenza vaccinations for colleagues, the Ara Health Centre and Executive Director Treaty Partnerships and Director Safety Health and Wellbeing facilitated Covid 19 vaccination for the public, in an Ara carpark, and, for Māori and Pacific colleagues and learners and their whānau onsite, out of the Te Puna Wānaka whare. These initiatives were well received with 275 attendees at these clinics in total with 72 attendees being identifying as Māori and 21 as from the Pacific region.

A significant team of colleagues from the People and Capability, and Operations divisions, continue to be engaged in the development of, and systems to record compliance with, protocols and procedures associated with Ara's obligations under Covid 19 public health orders and legislation, and with the associated vaccination mandates. Fortunately estimates of colleague attrition resulting from opposition to the vaccine mandate and New Zealand's Traffic Light Protection Framework, based on the behaviour of the general New Zealand population at the time, were much higher than actual attrition and most colleagues have been willing to comply.

Access to physical wellbeing initiatives at reduced cost to colleagues, including discounted gym membership continued to be well received.

Support continues to be provided by the Health Centre and campus signage reflects the Ara Smokefree status.

##### **Free Counselling Service for Colleagues**

Ara continued to offer free and confidential counselling for colleagues via its external Employee Assistance Programme provider, OCP. During the October 2020 – October 2021 provider reporting

period 129 colleagues and their immediate family accessed counselling sessions through OCP (up from 92 during 2020). The average number of sessions per attendee was close to two although several colleagues attended more than that. The increase in usage of this service is thought to be a result of the impact of separation from loved ones within New Zealand and overseas due to the global pandemic, uncertainty associated with the RoVE reforms and Te Pūkenga operating model change and changes in work priorities and team members as Ara accommodates matters associated with reprioritisation of work and contributions of time and effort to Te Pūkenga in order to ensure Ara plays its part in the design and successful implementation of the merger. Along with these drivers, communication around the availability and recommendations to use the counselling service has been a regular feature throughout the year and more people have availed themselves of that support.

### **Self-service resources**

As well as the opportunity to attend in person and online wellbeing related workshops, colleagues are able to find pragmatic wellbeing knowledge and support resources through Ara's intranet, Waituhi. Links to information such as, [Free Resources | All Right?](#) from the New Zealand based public website and [Mental Wellbeing](#), with links to Ara and Mental Health Foundation resources are easily accessed.

### **Future Focus**

Ara continues to be committed to a diverse, inclusive and resilient workforce and those elements were key enablers of the institute's Strategic Focus Area of *"high performing customer focused teams"*. Strong foundations of activity from 2020 put us in a good position to navigate the significant challenges in 2021. Despite the distraction that those challenges caused, there has been good progress on future focus activities in 2021.

Our draft Diversity and Inclusivity (DI) Strategy looks to reinforce our commitments to culture, people and communities.

**Focus 1:** Inclusive Culture - The Ara culture will be founded in our commitment to Te Tiriti O Waitangi and using Ara Values to guide our actions.

#### **Ara will:**

- Honour our commitment to the principles of Te Tiriti O Waitangi and the Ara Framework for Māori Achievement to inform our design, planning and implementation approaches to diversity and inclusion.
- Commit to generating a shared understanding of 'diversity and inclusion' for us at Ara.
- Use the Ara Values of Hono - Connect, Hihiri - Inspire and Aroha – Respect as the values that guide our decisions and actions to create an inclusive culture where all belong
- Demonstrate our commitment to enhance the diversity and inclusion of the culture of Ara by translating that responsibility into actions.

**Focus 2: Leadership** - Inclusive leadership will enable the organisational behaviour we want

The whole of Ara will:

- Commit to leading inclusive thinking and behaviours within Ara, at all levels of the organisation.
- Show the Ara commitment to leading, through communicating and celebrating the Ara diversity and Inclusion stories and achievements.
- Acknowledge that adequate resourcing will be a foundational enabler to build Ara's diversity and inclusion practices.
- Demonstrate the Ara commitment to diversity and inclusion by translating intent into action.

**Focus 3: Courageous Conversations** - Raising our voices and highlighting issues will keep us honest and ensure we keep growing

The whole of Ara will:

- Continue to grow our kaupapa of kindness, connection, and aroha to foster the social and emotional well-being of the Ara whānau.
- Engage with the structures and processes designed to facilitate courageous feedback about the efficacy of the system to promote and support diversity and inclusion.
- Commit to take action on diversity and inclusion issues that are highlighted.
- Continue to create a safe environment for colleagues to speak with honesty and be treated with respect and to listen to other perspectives with openness and kindness.

**Focus 4: Safe Environments** - Inclusive physical and psychological environments will mean we can all participate authentically as part of the Ara whānau

The whole of Ara will:

- Use inclusive principles, such as Human Centred Design and Universal Design, of spaces, processes, and systems to ensure diversity of thought to deliver equitable participation of our diverse community.
- Ensure that diverse identities are valued in key spaces throughout Ara campuses and communication channels.
- Support the creation of spaces and places that welcome the diverse identities and 'ways of being' of our Ara colleagues.
- Develop spaces that foster collegiality and connection.
- Continue to measure and improve psychological safety in our Ara teams.

**Focus 5: Systems and Processes** - Refining our systems will ensure they are fit-for-purpose and can grow as needs evolve

The whole of Ara will:

- Commit to system and process improvements through data informed approaches.

- Provide the pathways and support to grow organisational capability to ensure that employment processes are equitable and inclusive.
- Ensure that diverse voices are contributing to policy development and improvement, decision making and the generation of solutions.
- Support the generation of systems that are practical and fit-for-purpose.
- Engage in a continual improvement approach to ensure systems are kept relevant and ensure equity.

**Focus 6: Growth and Capability** - Growing colleague's knowledge and capability will be a pathway for growing inclusive practices

The whole of Ara will:

- Provide Ara colleagues with the professional development opportunities necessary to increase their knowledge and awareness of diverse perspectives and grow their skills as effective inclusive practitioners.
- Engage with the idea of lifelong learning through fostering learning communities with our peers.
- Weave into our 'everyday', opportunities to use reflection to grow improvement in the ways we think and work – particularly in how open we are to others' realities and perspectives.
- Explore the ways in which including diverse perspectives and participation can inform decision making and the generation of solutions.
- Explore the ways in which we can link to diversity and inclusion learning communities beyond Ara to ensure the best possible outcomes as we grow.

**Focus 7: Celebration and Sharing** - Sharing our stories and achievements will raise our awareness and enable us to keep learning from others' experiences

The whole of Ara will:

- Celebrate the diversity of 'who we are' through developing, supporting and attending events that recognise our diversity and inclusion.
- Ensure colleagues have the resource and capacity to engage with networks and events that support their identity and/or extend their learning from the sharing of others' stories.
- Share our stories to help cement our sense of Ara community and whānau and grow our learning and understanding.
- Consider how each of us contribute to 'a sense of belonging', within our teams and Ara as a whole.

## ACADEMIC, RESEARCH AND INNOVATION DIVISION [AIR] – REPORT FOR ARA BOARD MARCH 2022



### Executive Summary

#### Key focus areas this reporting period

- *Establishing the Directorate and alignment of AIR sections and direct reports to the new structure*
- *Replacement for kaimahi who have been seconded into Director roles– replacement of Innovation Manager, HODs for Trades, Health Practice, Quality and Portfolio, Applied Science and Social Practice*
- *Replacement for HOD BusTech following resignation from Ara*
- *Business continuity across AIR in the face of Covid-19 – buddy system and monitoring capacity to work at course level*
- *90-day plan for AIR aligned to Strategic Priorities developed in operational plan*
- *CAPL (Centre for Assessment of Prior Learning) inquiry TOR completed and implementation underway*
- *Establishing and implementing leadership coaching for AIR Directorate – building capability in new roles*
- *Partnership with Open Polytechnic of New Zealand Limited - continuing to establish*
- *Potential Pilot in Enrolled Nursing – at conceptual stage considering an ‘earn and learn’ approach to education for Enrolled Nurses - potential partners linked in include South Canterbury District Health Board, Canterbury District Health Board, NorthTec, Northland District Health Board, Nursing Council New Zealand*
- *Kick Off 2022 (Timaru) – bespoke Kick Off day for Southern Campus with a focus on needs of kaimahi in the southern region*

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC /TRANSFORMATIONAL DELIVERY INFORMATION
<b>1. Relentless Focus on Equity</b>	<i>Refer to Deliver Exceptional Learning Experiences Portfolio review</i>	<i>Work continues to weave the Te Pae Tawhiti self-assessment framework into Ara self-assessment processes including programme self-assessment reports.</i>
<b>2. Deliver Exceptional Learning Experiences</b>	<i>Net Promoter Score system in place. Data from the inclusion (for the first time) of the Net Promoter Score question in the Student Experience Survey in 2021 will provide a base line for 2022. The same question was included in the recent</i>	<i>Strategic Priority – Deliver Exceptional Learning Experiences include the KPI – 20% of existing portfolio is evaluated annually. As part of this a scope has been developed which includes (as part of the scope) the establishment of evaluative criteria that enables an evaluation of the portfolio’s attention to equity,</i>

	<p><i>2022 Graduate Outcome Survey – just closed - and will be added to the Graduate Alumni Survey due to be sent out in July.</i></p> <p><i>The first comparative data will be available later in the year following the 2022 Student Experience Survey.</i></p> <p><b>Department of Applied Sciences and Social Practice</b></p> <p><i>A new micro-credential at L7 – Family Violence Intervention commenced delivery in March 2022. This is Ara’s first micro credential and has 15 enrolments in the first intake. A second semester offering is scheduled. There is a good level of interest in the offering – however for this semester several potential applicants have deferred. Primarily these potential applicants are employed by CDHB, and the current circumstances prevent enrolment at this time.</i></p>	<p><i>responsive to Māori through removing barriers and enabling the embedding of culture and world views in our programmes and embedding enablers that support priority learners. The Director of Māori Achievement and the Kaiarahi team are critical to the development of the evaluative criteria.</i></p>
<p><b>3. Increase Colleague Engagement and Wellbeing Across Ara</b></p>	<p><b>Engagement project</b></p> <p><i>Previously reported – AIR is undertaking a project to ascertain what sits behind the Gallop engagement results for AIR. The project has completed the theming of the 2019 and 2020 Engagement Survey responses, has engaged with AIR kaimahi across departments and has undertaken a preliminary analysis of the findings which have been reviewed by the AIRLT.</i></p> <p><b>Next steps:</b></p> <p><i>Themes are being taken to sections of AIR who have not yet engaged with the project. The</i></p>	

	<p><i>purpose is to test these results and determine if there are any new themes emerging.</i></p> <p><i>A full analysis and report are expected to AIRLT end of April 2022, at which time AIRLT will develop a plan to support the lifting of engagement across AIR. This plan will be part of the 90-day planning cycle commencing in May 2022.</i></p>	
<p><b>4. Greater Regional Access</b></p>	<p><b>Department of Trades - Electrical Engineering Timaru</b></p> <p><i>Consultation and agreements reached in 2021 have resulted in the commencement of an Apprenticeship for Electrical Engineering ākonga at the South Canterbury Campus. Ara is contracted for the delivery of learning and teaching to Skills (TITO) for Electrical Year 3 apprentices in the South Canterbury region. The apprentices come to Ara Timaru Campus one (1) day a fortnight for 'off job' learning aimed at enhancing successful completion of their apprenticeship. There are currently 6 apprentices enrolled and attending. Numbers are expected to grow as more electrical employers and apprentices hear of the success of this model. The model of one (1) day a fortnight differs from more traditional block courses that see apprentices having to be off-site from employment for block periods (often out of Timaru), and from an evening class model which Skills indicate are less effective given tiredness and engagement level of apprentices.</i></p>	<p><b>Enrolled Nursing potential 'earn and learn' model of delivery</b></p> <p><i>Meetings with SCDHB, CDHB Executive Director Nursing, NorthTec Programme Leader, Ara Programme Leader, NCNZ have been held to explore a wider partnership in the potential delivery of an Enrolled Nursing pilot programme that delivers learning in an 'earn and learn' mode. Progress to date is support from all partners for the concept.</i></p> <p><b>Next steps:</b></p> <p><i>Write up full proposal Explore implications with TEC Conversation with Te Pūkenga re pilot potential Development of a strawman for an alternative model of delivery</i></p> <p><b>Expected outcome:</b> <i>increased flexibility in delivery that addresses health care work force needs, ākonga access to career path, which also maintains the integrity and quality of the educational experience.</i></p> <p><b>Social Work Education South Canterbury</b></p> <p><i>Previous actions completed – mapping of OPNZ and Ara current programmes of study. This work identified significant differences in programme design which are not easy to overcome.</i></p>

		<p><i>In addition, Social Work is currently in the Te Pūkenga co-design, unification process which is due for completion 2022. It is anticipated that the first delivery of the single programme will be 2023.</i></p> <p><i>In consultation with OPNZ, a joint or supported approach to Social Work in South Canterbury will not proceed in 2022. Future delivery will be considered and aligned to the Te Pūkenga curriculum.</i></p> <p><b>Alternative options</b> <i>Given the level of need and interest in a social work programme in and for South Canterbury and following discussions with local representatives – other options in preparation for a social work offering are to be explored. Specifically, foundation programmes that prepare ākongā for success and to support the meeting of entry criteria. We are exploring a Study and Career Preparation L4 social work pathway to be added to the current offerings. Discussions underway.</i></p> <p><b>Open Polytechnic - progressing collaboration.</b> <i>Progress to date: MoU for shared access is in development. This agreement will enable Ara services such as access to the library, computer labs, gym (at cost) etc. to be available to OPNZ ākongā living in the Canterbury region, across Ara network. It is expected that the MOU will be in place by end of March 2022.</i></p> <p><b>Other initiatives</b> <i>Blended delivery Dual Enrolment Pilot is underway– in conjunction with Open Polytechnic. The domains of learning are</i></p>
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		<p><i>Digital Design and Electrical which are being delivered currently.</i></p> <p><i>The planned Certificate in Business (Administration and Technology) Level 3 (NZ2452) using OPNZ courseware is progressing. Expected to begin delivery semester 2 2022. Barista Level 3 is added for semester 2.</i></p> <p><i>These offerings are in the Christchurch area as there were insufficient enrolments in South Canterbury. More work is to be done to explore the regional reach of Dual Enrolments and the needs of South Canterbury.</i></p> <p><i>Evaluation conversations with stakeholders including ākonga, schools and kaimahi have commenced.</i></p>
<p><b>5. Operational Delivery in AIR</b></p>	<p><b>Scholarships at Ara</b>  <b>2021 Data - Total scholarships awarded: 214</b>  <b>2022 Data (as at 02.03) - Total awarded: 205</b>  <b>with one round remaining for 2022.</b></p> <p><b>Awards by Ethnicity:</b>  New Zealand Citizen = 78  Māori &amp; Pacific = 94  International = 7</p> <p><i>Awardees can choose to have the scholarship awarded as fees or a stipend. To date 63 have chosen fees, 109 chose stipend</i>  <i>Note - 7 students have not yet claimed their scholarship</i></p> <p><b>CAPL inquiry commissioned and underway</b></p>	<p><i>Development of evaluative impact of scholarships programme underway – full report to Board in April.</i></p> <p><b>Other activities</b>  <i>Scopes under strategic priority focus area – deliver exceptional learning experiences developed for implementation in respect of 20% of existing portfolio is evaluated annually, and Biennial portfolio development plan prepared.</i></p> <p><i>The focus on the former on this first 90-days is to develop the criteria on which the evaluation will occur. This requires a cross - institutional response and the scope has been handed to TRK to progress.</i>  <i>The latter Biennial portfolio development plan links with the Environmental scan and has been handed to the Directors of Regional Responsiveness and Customer Engagement, and Academic (who has responsibility for Quality and Portfolio) to progress this KPI.</i></p>

*The purpose of the inquiry into CAPL is to review the processes, practices, and systems of the Centre for Assessment of Prior Learning (CAPL) and to critically analyse CAPL's ability to support Te Pūkenga and Ara by delivering flexible, accessible, exceptional, and quality credentialing experiences that meet the needs and aspirations of CAPL candidates, inform decision making that will provide for the ongoing development and enhancement of the CAPL service.*

*The report with recommendations is expected at the latest – Mid-May 2022.*

*To support cross-divisional responses to strategic priority focus areas regular meetings at Director level have been established between AIR directors and the Director Disability and Inclusion, Director Māori Achievement and Director Capability. It is expected that this collaboration will support the AIR 90-day plan and the work of TRK.*

### **Future Deliverables**

- *AIRLT strategy for lifting colleague engagement discovery work and action plan from this report to be ready for inclusion in the second 90-day plan (commencing mid-May 2022)*
- *Completion round two scholarship awards, and evaluation of impact of scholarships undertaken and reported.*
- *Progressing partnerships – OPNZ, NCNZ, SCDHB, CDHB, NorthTec in respect of potential pilot for Enrolled Nursing*
- *CAPL inquiry complete and recommendations considered for action*
- *Evaluative criteria established for portfolio review and plan to commence review of 20% of portfolio.*

## ĀKONGA SUCCESS DIVISION REPORT FOR ARA BOARD – MARCH 2022



### Executive Summary

#### Key focus areas this reporting period

- Assistive Technology Project
- Puāwaitanga online counselling service
- Disability and Inclusion Workshops
- Rainbow Learner and Community Support Group
- Disability Strategy Proposal
- Library and Learning Services update
- On-line Learning Resources Project
- Special Schools Collaboration

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC /TRANSFORMATIONAL DELIVERY INFORMATION
1. Relentless focus on equity.	<p><b>Library</b> Implementation of the Māori &amp; Pacific Library Strategy has begun with dedicated Māori &amp; Pacific study spaces in the Madras Campus Library, with daily drop-in support from Kaitoko Āko Learning Advisors.</p> <p><b>Disability and Inclusion Workshops</b> An introductory two-hour Disability and Inclusion workshop has been developed and delivered in two departments. The aim of the workshop is to provide initial context and focus for the Disability and Inclusion portfolio, together with gathering information from departments across Ara. A key focus has been to set the narrative based on six key principles:</p> <ul style="list-style-type: none"> <li>• <b>Mana enhancement</b> <ul style="list-style-type: none"> <li>o The abilities and contributions of disabled learners are recognised and respected.</li> </ul> </li> </ul>	<p><b>Assistive Technology Project</b> The software has been purchased and the online environment created. Currently the Disability Staff are receiving further training and learners are being identified to use the notetaking and transcription software. All the tracking processes are in place for future evaluation of the project.</p> <p><b>Puāwaitanga online counselling service</b> This is now live, and learners are accessing via self or clinical referral. One priority learner accessed the service soon after initial implementation: awaiting February report from Puāwaitanga on up-to-date referral and usage numbers.</p> <p>Tribal team has emailed 2,930 + priority learners a message from the Health Centre introducing the service, embedding the information, and booking link into the communication.</p> <p><b>OCP – Learner service – MOH funding</b></p>

	<ul style="list-style-type: none"> <li>• <b>Learner centred</b> <ul style="list-style-type: none"> <li>o Ensure disabled learners have supports that are tailored to their individual needs and learning goals.</li> </ul> </li> <li>• <b>Self determination</b> <ul style="list-style-type: none"> <li>o Disabled learners are in control of their learning journey and the supports that are required.</li> </ul> </li> <li>• <b>Easy to use</b> <ul style="list-style-type: none"> <li>o Disabled people have supports that are simple to use and flexible.</li> </ul> </li> <li>• <b>Relationship building</b> <ul style="list-style-type: none"> <li>o Supports build and strengthen relationships between disabled learners their whanau, Ara staff and employers.</li> </ul> </li> <li>• <b>Beginning early</b> <ul style="list-style-type: none"> <li>o Invest early in working with disabled learners in order to establish the right supports and learning pathway. Work with families and whanau to build community and develop natural supports.</li> </ul> </li> </ul>	<p>This service is now accessible to learners by self or clinician referral. Learner communication promoting the service has been initiated.</p> <p><b><u>Social Worker – MOH funded role</u></b> The role has been offered and verbally accepted. Start date planned for 21 March. The new Social Worker service will be a mobile resource, targeted at priority learners and those learners requiring social, financial, housing support, community agency referrals and mental health and addictions support and intervention.</p> <p><b><u>Rainbow learner and community support group – Timaru Campus</u></b> In 2021, a gap was identified in the provision of safe and welcoming spaces for the Rainbow community at the Timaru campus. Co-creating with YMCA Youth Development Facilitator, the Timaru counsellor has organised a fortnightly meeting time and space for all learners who identify as LGBTQ+. The group will offer support, whanaungatanga and manaakitanga to these priority learners.</p> <p><b><u>Disability Strategy Proposal</u></b> A Disability Strategy Proposal is almost complete that maps out the key focus areas for the Disability and Inclusion portfolio. This includes:</p> <ul style="list-style-type: none"> <li>• Vision and core principles</li> <li>• Drivers for change</li> <li>• Conceptual framework</li> <li>• Priority areas (systemic change, culture change and partnership development)</li> </ul> <p>Key initiatives to move the dial within the above priority areas include:</p> <ul style="list-style-type: none"> <li>• Building a “disability confident” organisation through the development of appropriate resources and training.</li> <li>• Review of course design, delivery, and assessment to ensure the integration of Universal Design principles</li> <li>• Develop a Principles Based Practice Framework for the provision of disability support</li> </ul>
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		<ul style="list-style-type: none"> <li>Strengthen partnerships with external organisations through initiatives such as a disability hub at Ara.</li> </ul> <p><b><u>Lead Indicators Initiative Priority Learners Response</u></b>                  This project has highlighted the early attrition of disabled learners and particularly those that are doubly disadvantaged e.g., disabled Māori learners or disabled Pacific learners. In response to this Disability Services has committed to attempting to make meaningful contact with all learners who self-identify as disabled at enrolment; this is in addition to the automated responses that are already sent out. Māori and Pacific Advisors will make culturally appropriate contact with the doubly disadvantaged learners.</p> <p>One of the barriers identified through the Lead Indicators Initiative is the lack of a formal diagnosis of a Specific Learning Difficulty due to a lack of information or financial hardship. Often learners have received support at school for an undetermined reason or they have struggled and been told they are dyslexic but never diagnosed. That lack of a diagnosis means the learner does not understand their strengths and weaknesses; this often leads to a lack of support and therefore lower successful outcomes for the learner. Through the initial contact process, such learners who are identified will be offered an assessment, paid for by Ara, to enable the learner to better understand their own learning and have access to the appropriate supports for their impairment. This will be offered to Māori and Pacific learners in the first instance as they are doubly disadvantaged.</p>
<p><b>2. Delivery exceptional learning and support experiences.</b></p>	<p><b><u>Library and Learning Services</u></b>                  The Library and Learning Services teams are developing a range of online teaching resources that can be uploaded onto course Moodle pages, available on My Ara via Study Smart and be used to support teaching to distance learners. Disability Services have completed their Moodle site with information and resources for disabled learners.</p> <p>The Library One-Button Studio is operational and being promoted to the Ara teaching and learning</p>	<p><b><u>Online Learning Resources Project</u></b>                  The first tranche of Learner videos focussed on the learners’ initial experiences are in post-production with a mid-March completion date. The MyAra <i>StudySmart</i> platform has undergone some development to enable easy searching of resources and improved analytics. Second tranche is in the planning stage.</p> <p><b><u>Covid Testing Space</u></b>                  A new space has been set up adjacent to the Health Centre to enable safer and more accessible covid testing. It also meets the stricter infection prevention control requirements for managing large numbers of unwell learners attending for assessment and testing.</p>

	<p>community. It is bookable by learners for creating simple video presentations.</p> <p><b>Health Centre</b> The nurse prescriber service is now available for learners. This additional service increases flexibility for appointments, provides a degree of clinician choice for learners and costs less than consulting the medical practitioner. This service has proved particularly valuable on Mondays and Fridays as there is no GP on site to prescribe medication.</p> <p>Covid testing has increased at pace since mid-February.</p> <p>To date (7 March), 52 PCR tests and 125 Rapid Antigen tests have been taken, with 16 positive results.</p> <p>The nurses are providing care and follow up to:</p> <ul style="list-style-type: none"> <li>• Health Centre enrolled patients/learners</li> <li>• Residential learners</li> <li>• Any learner who does not have a registered GP.</li> </ul> <p>Health Centre clinicians have access to the central Covid Clinical Care Module database to record all initial - and review- assessments of positive cases.</p> <p><b>Ōtautahi House</b> A new Ōtautahi House live-in Manager has been confirmed, and commences in the role on 14 March, along with an Administrator. A stand-in team on the ground at Ōtautahi House is supporting residents through isolation. A Ōtautahi House Covid Team is managing the procedures, comms, activities, events</p>	<p><b><u>ManageMyHealth online booking portal</u></b> Implementation of the online patient appointment booking portal currently in progress (* enrolled patients only). Health Centre team training on the use of the system has begun. Go live date planned for 28 March. Enrolled patient promotion of the system and information on how to access will begin mid-March.</p> <p><b><u>Admissions &amp; Enrolments</u></b> Process improvements introduced prior to the start of the 2022 enrolment period enabled auto communications to be triggered to learners when their record was converted to an enrolment. This improvement enabled faster, more streamlined processing for enrolments and also meant that the learners’ enrolment related documents could be stored in the learner portal for reference by the learners at any point. In addition, the team’s portfolio approach to managing application &amp; enrolment processing has enabled faster, more streamlined processing.</p>
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	<p>that support the safety, health and wellbeing of residents:</p> <ul style="list-style-type: none"> <li>• <b>OHouse Hono</b> - zoom sessions have provided regular connection with all isolating residents and have been well attended. The sessions provide us insight into the life of an isolating flat and have allowed us to adjust services and supports to suit the needs. This week the sessions have been for all OHouse residents, with a non-covid focus to give them a break. Hono session special guests Chloe Swarbrick, Comedian Chris Parker, and Suzy Cato have received a great response.</li> <li>• <b>Food</b> – free meals from Visions are being provided to isolating flats on a menu ordering system and have been very well received.</li> <li>• <b>Exercise</b> – an exercise plan and timetable with a set of safe, off-peak guidelines for regular exercise that includes use of the Whareora as a wet weather venue. The guidelines are aligned to CDHB advice.</li> <li>• <b>Laundry services and rubbish collection</b> – for isolating flats have been stood up and are working well with appropriate hygiene protocols in place.</li> <li>• <b>Welfare and wellbeing</b> – regular checks-ins are occurring with all isolating residents by phone and zoom.</li> <li>• <b>Comms</b> to emergency contacts (whanau and caregivers) provide an update on O House Covid-19 processes and supports for residents without compromising privacy of residents.</li> </ul>	
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	<p><b><u>Student Pastoral Support</u></b> The vacant Student Pastoral Support Manager role has been verbally offered and accepted. Start date is 11 April.</p> <p><b><u>Strengthening Student Voice</u></b> Strengthening our Student Life team with a L400 Leader and underlying team structure is underway. This work supports our commitment to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, as well as maximises the Student Life team contribution to the overall student experience - particularly for the priority learner groups and regional learner experiences. It also provides the expertise and support for the various portfolios to thrive and for their influence to be more widely felt by the student population. This will help Ara to achieve our goals of elevating success in these areas and achieving equity all while enhancing the connection between students’, colleagues, and campuses.</p> <p><b><u>Early Learning Centre</u></b> With a quiet start to the year, the roll has increased significantly with a high number of new enrolments having a parent study at Ara. There has been a strong focus on transitions and well-being, and this is currently a topic under review.</p> <p>Whanaungatanga- relationships, kinship, sense of family connections and relationships provides our learning community with a strong sense of belonging.</p>	
<p><b>3. Increase colleague engagement and wellbeing.</b></p>	<p><b><u>Learning Services</u></b> Learning Services has implemented a peer practice supervision programme focused on self-reflection and continuous improvement of advisor capability in the</p>	



	<p>provision of one-to-one learning support. Initial feedback highlights the value of further exploring professional responsibilities and boundaries.</p> <p><b><u>Health Centre team</u></b> All clinicians and administrators are working exceptionally hard managing business as usual within the covid infection context. All are fully engaged and committed to providing excellent care and support to learners and wider Ara teams. Collaborative working and transparent communication has been the key to managing the current situation and ensuring a positive team spirit.</p> <p><b><u>Early Learning Centre</u></b> The Centre has undergone an extensive review looking at ways to further nurture and support the wellbeing of our learning community. An outcome of this review to better support kaimahi wellbeing is beautifying the staffroom and bathroom.</p> <p>Our collegial priority is to support one another through our virtues of kindness and compassion as we navigate our way through this everchanging landscape.</p>	
<p><b>4. Greater regional access.</b></p>		<p><b><u>Special Schools Collaboration</u></b> In May 2021 a project was proposed to support our two Specialist Schools in Canterbury to work together to develop and trial a central city-based transition programme (launch-pad for up to 35 learners aged 16-21) alongside a tertiary provider. This is intended to act as a central location for a range of across-agency collaboration including our schools, Ara, Enabling Good Lives and other community organisations. The focus of this programme would be to support students towards lifelong wellbeing including a sense of purpose and belonging, strong social connections and functional life skills. For a variety of reasons this project stalled. However, recent conversations with officials at the Ministry of Education have given new life to this proposal.</p>

		A meeting with key stakeholders is scheduled for mid-April to further scope this project with the view of having an initiative in place for Semester 2.
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**Future Deliverables**

- Full implementation of the Assistive Technology Project
- Sign off of Disability and Inclusion Strategy and the various initiatives that are a feature of this.
- Increased resource within Student Pastoral Care area.
- Increased resource within Student Voice area
- Further development and implementation of Special Schools Collaboration.

## CORPORATE SERVICES – REPORT FOR ARA BOARD MARCH 2022



### Executive Summary

#### Key focus areas this reporting period:

- Covid-19 and Vaccination response work continues to have a significant impact on resourcing across Corporate Services
- Planning Office in particular have been reprioritised on to Covid-19 response work
- Holiday Act compliance, Mero analysis progressing well. Update to be provided for April Board
- Progression of planning and strengthening work for the remaining facilities below 67% of the National Building Standard
- Regional Master Plan:
  - Project brief completed for the new workshop at Timaru campus, approved by CRC and procurement process started
  - ALX Planning – project brief drafted for internal review ready for CRC
  - NSO Planning – business case and brief in development for CRC consideration Q3 2022
  - South Canterbury engagement delayed by Covid-19 work, as per CRC resourcing for this work is being re-evaluated
- Transition Programme:
  - FMA Implementation, Pastoral Care, Mental Health and Wellbeing, Work Integrated Learning and Lead Indicator work all progressing
  - Again Covid-19 has impacted the level of progress, especially with the diversion of the Ākonga Success team to the accommodation response
- PMO Support for Code of Practice implementation and Assistive Technology Project 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
- Bluestone House the heritage building in Timaru has had the application to TDC submitted to move it onto a separate title
- 4 rooms in W Block have been designed and ordered to support colleagues in developing material and capability in asynchronous learning environments
- Significant upgrade completed to enable polysynchronous delivery from N block lecture space
- Ara Fibre ring and network demarcation point moved to enable RMP
- 2021 Annual Report developed

	<b>KEY OPERATIONAL DELIVERY INFORMATION</b>	<b>KEY STRATEGIC /TRANSITIONAL DELIVERY INFORMATION</b>
<b>1. Relentless Focus on Equity</b>	<ul style="list-style-type: none"> <li>Project management support for implementation of the FMA continues.</li> </ul>	<ul style="list-style-type: none"> <li>Project support for 90 day initiative on identifying and utilising effective lead indicators relevant to priority learner groups.</li> <li>Project Management and Business Analysis support for several projects that are delivering to this strategic driver.</li> </ul>
<b>2. Deliver Exceptional Learning Experiences</b>	<ul style="list-style-type: none"> <li>Considerable input and support for the Code of Practice gap analysis and planning work</li> <li>OH Student Accommodation, common room proposal with OEDT</li> <li>Backed by OEDT, Wifi across the older accommodation blocks has now been delivered.</li> </ul>	<ul style="list-style-type: none"> <li>Project Manager engaged with the Ākonga at the Centre and FMA implementation initiatives.</li> </ul>
<b>3. Increased Colleague Engagement and Wellbeing Across Ara</b>	<ul style="list-style-type: none"> <li>SME support to Capability Development for Business &amp; Operational Management upskilling.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing development of strong change management capability within the project management team.</li> </ul>
<b>4. Greater Regional Access</b>	<ul style="list-style-type: none"> <li>Progressing work on Timaru ICT network to implement a resilient configuration.</li> </ul>	<ul style="list-style-type: none"> <li>Early RMP initiative to resolve Engineering workshop issues in Timaru being progressed.</li> <li>Engagement in the wider region on their needs from a delivery point of view.</li> </ul>

<p><b>5. Operational Delivery in our Division</b></p>	<ul style="list-style-type: none"> <li>• Working across the sector on a unified approach to Microsoft Licencing and sector representation in the negotiation process.</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> <li>• Strategic input to the Te Pūkenga Cyber security and identity workstream.</li> <li>• Reviewing Student Finance SOP's for process improvements and future training needs.</li> <li>• Designing online timesheet solution in the HRIS.</li> <li>• Project / Plan being developed to ensure compliance with the Holiday Act following the assessment of selected payroll data by an external consultant that identified areas of non-compliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning underway on banking transition to Westpac.</li> </ul>
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***Future Deliverables***

- Continued support for Covid-19 response
- Completion of Detailed Seismic Assessment for P Block and development of best practice response as advised to CRC
- Progress procurement for Timaru Trades Workshop professional team
- Finalise ALX strengthening project brief
- RMP progression of City and Southern Campus projects
- Ongoing schemes and plans for resolving the remaining buildings under 67% NBS
- Prep work for proposed demolition of Q & T Blocks
- Prep work for moves and decants required for strengthening work on L Block (Library) part of ALX
- Holiday Act resolution work progressing
- Alignment of Ara Strategic focus areas, Transition Programme plans and internal planning documents (operational plans)
- Completion of the Cyber Response plan and the review of Ara's Internet connectivity resilience
- 4 W block asynchronous delivery rooms to be completed at Easter due to supply chain difficulties
- Working with Te Pūkenga on cross sector security practice definition and aligned controls.



## PEOPLE AND CAPABILITY – REPORT FOR ARA BOARD MARCH 2022

### Executive Summary

#### Key focus areas this reporting period

1. Covid-19 responses have been a prime focus so far this year: managing the health impacts on our campuses has kept our small Health, Safety and Wellbeing team very busy. We are pleased to be supported by colleagues across Ara. Our People and Capability Business Partners have also been busy working with colleagues who are unvaccinated. (As you know under the red setting of the Covid-19 Protection Framework, unvaccinated people are not allowed on campus. This has clarified our responsibilities at the moment and created some tension in relation to implementing the vaccination policy. This has been heightened during vaccine mandate public protests at Parliament and in Cranmer Square.)
2. Our Capability Team is focussed on supporting our Kaiako in setting up for Ākonga success, particularly for blended learning, which has become even more important in our Covid-19 environment. The team is partnering and developing new ways of working to ensure an integration of effort across Ara advisory and expert teams.
3. Te Pūkenga has embarked on a change programme, and we are yet to fully understand what it comprises. At the moment, while there are willing network working groups for People and Capability and Change Leadership, these groups have not been consistently informed and activated at what we would believe are the right times for us to support effective transition at Ara. We are in discussion with Te Pūkenga about that. We have our Transition Support Manager joining our People and Capability team at Ara on 4 April.
4. New Zealand Broadcasting School has continued to require People and Capability support.

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION
<b>Relentless Focus on Equity</b>	<p>The People and Culture team continues to support Te Marino Lenihan and Hemi Hoskins in supporting the implementation of the Framework for Māori Achievement.</p> <p>The Director of People and Performance is working with Tate Tiatia in her new role as Kaiarahi Kaupapa Māori Lead in a</p>	<p><b>Recruitment approach that encourages more Māori colleagues to come to Ara</b></p> <p>People and Capability continue to work in collaboration with the Director of Māori Achievement, Hemi Hoskins on improving our recruitment policy and processes so they reflect a more bi-cultural approach and actively attract a higher number of Māori applicants</p>

	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION
	project around how to apply the Framework for Māori Achievement (FMA) to achieve equitable outcomes for Māori when it comes to recruitment, selection and appointment.	for roles across Ara. With the appointment of Tate Tiatia as Kaiarahi Kaupapa Māori there is a renewed focus/strategy around improving equitable outcomes in the recruitment space.
<b>Deliver Exceptional Learning Experiences</b>	<p>Academic capability support (teaching technologies, learning resources and capability advisory) has been directed to the annual set up support for Kaiako, and enhancing teaching practice to enable learners unable to attend classes equitable access to learning. Advisors now each work with a Department and liaise to connect and bring in expertise as required to meet capability needs. A 'Department capability 90-day planning' pilot will begin at the end of March. Upgrades to all teaching technologies have been implemented over the summer months.</p> <p>Capability team members continue to engage in Te Pūkenga working Groups: Teaching and Learning Advisory group, and the Learning Management System (LMS) Working Group.</p>	<p>We continue to develop and offer a suite of programmes designed to help our people to deliver, lead and/or work alongside those who deliver exceptional learning experiences.</p> <p>A summary of recent focus areas is provided in 'Operational delivery in our Division' below.</p>
<b>Increased Colleague Engagement and Wellbeing Across Ara</b>	<p>Impacting on what we know affects engagement and wellbeing:</p> <ul style="list-style-type: none"> <li>In the current environment, focus has been on supporting awareness of needs in the Covid-19 environment. There has been a lot of internal communication, advice, and guidelines disseminated, supported by our People and Capability Internal Communications Lead and our Director Safety, Health and Wellbeing.</li> <li>Legal compliance requirements can be an area of concern for leaders, so we engaged an external employment lawyer/coach to do a workshop with our Academic, Innovation and Research Leadership Team. The focus was on managing performance from an employment relations perspective.</li> </ul>	<p>The Te Pūkenga Aromatai Kaimahi February survey had a 60% participation rate. We achieved these scores:</p> <ul style="list-style-type: none"> <li><b>Desire</b> (we are embracing changes at Ara, Ara people are open to new ways of working) - <b>67%</b>.</li> <li><b>Custom</b> (believe there is a future for me, my opinions are valued at Ara, can see a strong focus on how we can work together across Te Pūkenga, feel my wellbeing is taken into account at Ara) - <b>60%</b>.</li> <li><b>Ability</b> (feeling adequately supported during the change period) - <b>50%</b>.</li> <li><b>Awareness</b> (understanding the need for changes, the process and timelines for change, and clear articulation of what the changes 'mean for me') - <b>49%</b>.</li> <li><b>Knowledge</b> (communication of changes and understanding of impact on own work) - <b>39%</b>.</li> </ul>



	KEY OPERATIONAL DELIVERY INFORMATION	KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION
<b>Greater Regional Access</b>	<p>Capability presence in the Southern Campus has been increased to 0.8 FTE for 2022, with increased online and face to face activity planned.</p> <p>People and Capability Business Partner time has also increased <b>to 0.7 FTE.</b></p>	
<b>Operational Delivery in our Division</b>	<p>We have been supporting the business with a busy recruitment and selection period, including many opportunities arising from the establishment of fixed term Director roles at the end of 2021.</p> <p>This has resulted in changes in our own Division, too.</p> <p>A new People and Capability structure was stood up this year. The People and Performance Director is forming her team and seeking staff to fill roles open due to secondments and parental leave. The resignation of our Employment Relations Lead has us seeking alternative ways to deliver this work for the remainder of the year.</p> <p>The People and Capability, Academic Capability and Tertiary Teacher Education teams have been merged successfully, under the leadership of our Capability Director. A team day in January focussed on alignment to Ara strategic priorities. The team is dedicated, engaged and open to new ways of working. The Capability, Māori and Pasifika Advisors will partner to enable an integrated, capability approach for colleagues.</p> <p>New Capability appointments include: Organisation Development Lead (0.6) – external applicant. Kaiako Development Lead (secondment of Teaching Education Manager).</p>	<p>We have developed a workplan for the year, which overviews the rhythm of expected division work, highlights links and projects that support the organisation’s strategic priorities, and awaits confirmation of the change agenda we will be activating with Te Pūkenga.</p> <p>The Capability Development Offerings that support this work include:</p> <p><b>Growing Inspiring Leaders (GIL) Part 2: Leading in Change and Courageous Conversations</b></p> <p>Semester 1 focus is on leader connection and communication; Leaders News (fortnightly), Leader online update (fortnightly) and Leaders Forum (5 weekly) enable 2-way information and communication and sharing of leadership practices. The first Leaders forum revisits Leading in Challenging Times. Further forums will focus on the Ara strategic focus areas.</p> <p>Core Leadership activity includes Courageous conversations, Resilience and wellbeing, GROW Coaching, and GIL workshops for new and emerging leaders. Te Pūkenga People and Culture Leadership Working Group have provided an outline of leader resources and tools that will be available to support Understanding Change, Leading in Uncertainty and Working collaboratively across the network.</p>

	<b>KEY OPERATIONAL DELIVERY INFORMATION</b>	<b>KEY STRATEGIC/TRANSFORMATIONAL DELIVERY INFORMATION</b>
	<p>As mentioned in the Health and Safety report, our Safety, Health and Wellbeing Team has also experienced changes, as well as challenges recruiting a senior health and safety advisor. We continue to consider options.</p> <p>As a result of the recent implementation of Ara’s COVID-19 Vaccination policy, People and Capability have been made aware of 31 colleagues who are unvaccinated. The People and Capability Business Partners have been working through the process with these colleagues, which includes; one (1) colleague has been terminated, two (2) have since been vaccinated; 15 colleagues have approved alternative working arrangements as a result of a completed consultation process and 10 colleagues who are still going through consultation process. The remaining 3 colleagues are on casual contracts.</p> <p>We have a new Internal Communications Lead on board. Work has commenced on communicating our strategic priorities and targeted outcomes.</p>	<p><b>Future of Work</b> Work is underway to integrate emerging Te Pūkenga competency priorities with Ara capability frameworks to provide tools to support Division and Department performance and capability planning.</p> <p><b>Talent Growth Cycle/Valuable Conversations</b> The end-to-end process and leader development have been updated to include a strengthened performance focus. A performance management toolkit is available to support leaders.</p> <p><b>Business/Operational Management skills</b> The performance management toolkit is being finalised. Phase 2 of this project will focus on Finance.</p>

**Future Deliverables**

1. Getting through the Omicron outbreak is a priority for our team in relation to health, safety and wellbeing work, and implementation of our vaccination policy.
2. Internal communication and activation of our strategic priorities is due to occur.
3. We anticipate more clarity from Te Pūkenga to enable activation of a change programme at Ara.
4. We will continue to support New Zealand Broadcasting School with the results of the investigation process due for receipt and publication soon.
5. We will continue to gear our own teams to provide the level of People and Capability support Ara requires and activate our priority projects.

## **Ara Institute of Canterbury Limited**

(the **Company**)

### **Written shareholder's resolution in lieu of Annual Meeting**

(Section 120 and 122 of the Companies Act 1993)

#### **Background**

- A. With effect from 1 April 2020, Te Pūkenga – New Zealand Institute of Skills and Technology (**Te Pūkenga**) is the sole shareholder of 16 existing Institutes of Technology and Polytechnics (**ITP Subsidiaries**), each being a New Zealand limited liability company registered under the Companies Act 1993 (the **Companies Act**).
- B. The Company is an ITP Subsidiary. It is also a "Crown Entity Subsidiary" and "Crown entity", as those terms are defined under section 7 of the Crown Entities Act 2004 (**CE**). Accordingly, the Company is subject to the Education and Training Act 2020 (**ETA**), the CE Act and the Companies Act.

#### **Noted**

##### ***Shareholders' resolution in lieu of annual general meeting***

- C. The Company has a 31 December balance date, being the date that is the end of the academic year.
- D. The Company is required by section 120(1) to hold an annual shareholder's meeting not later than 6 months after the balance date of the company and not later than 15 months after the previous annual meeting. In 2021, pursuant to section 122 of the Companies Act, Te Pūkenga passed a written special resolution in lieu of the annual shareholder's meeting confirming the matters required by the Companies Act could be dealt with via resolution.

##### ***Preparation of annual report, financial statements and appointment of auditor of the Company***

- E. As in 2021, it is noted that the Minister of Education (**Minister**) has issued a letter to the Shareholder dated 17 February 2021 (**Ministerial Letter**). The Ministerial Letter clarifies that:
  - a. the Minister expects each ITP Subsidiary (including the Company) to prepare an annual report in accordance with section 306 of the ETA as soon as practicable after the end of each academic year;
  - b. the annual report will include audited financial statements. The Ministerial Letter specifies that for comparative purposes, financial statements should reflect the form of reports previously provided by the former ITP.
- F. The Company, being a Crown Entity Subsidiary, is a "public entity" for the purposes of section 5 of the Public Audit Act 2001 (**Public Audit Act**) and is therefore also required to prepare an annual report under section 208 of the Companies Act. The Company will produce one annual report that complies with all applicable legislative requirements.
- G. As the Company is a "public entity", the Auditor General will be the auditor of the Company (as provided by section 14 of the Public Audit Act). Accordingly, as provided under section 207P(3)

of the Companies Act, the Company is not required to appoint a qualified auditor at its annual meeting.

- H. As it is proposed that this shareholder's written resolution will be passed in lieu of an annual general meeting, it is noted that:
- (i) the Board must send to Te Pūkenga (the sole shareholder) a copy of the annual report (or a prescribed notice relating to how the shareholder may obtain the annual report by electronic means) within 20 working days after the date on which the annual report is prepared. Section 208 of the Companies Act provides that the Board must prepare that annual report within 5 months after the balance date of the Company; and
  - (ii) over the course of 2022, the Board must provide specific information to Te Pūkenga in advance of dissolution and complete quarterly dashboards up to dissolution<sup>1</sup>.

**Resolved** (as resolutions in writing) that:

1. no annual shareholder's meeting of the Company is to be held for the financial year ending on 31 December 2021 and the Board will comply with the requirements of H above.

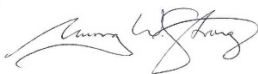
**Dated**                **15 March 2022**

**Signed**

For and on behalf of

**Te Pūkenga – New Zealand Institute of Skills and Technology**

by:



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Murray W Strong  
Authorised Signatory

(being the sole shareholder of the Company)

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<sup>1</sup> At the time of writing the form of the request for information and the dashboard are in draft form and will be provided to the Board no later than 2 May 2022.

# Ara Board Audit and Risk Committee Minutes

## 7 March 2022

Minutes of a meeting of the Ara Board Audit and Risk Committee held on Monday 7 March 2022 at 1.00pm via zoom.

### Welcome

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

### 1

#### 1.1 Attendance

##### a Voting Members

Nettles Lamont (Chair), Murray Bain and Andrea Leslie.

##### b Non-Voting Members

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

##### c In Attendance

Thérèse Arseneau (Board Chair), Michael Rondel (Independent Advisor) and Tilly McKay (Ara Finance Manager).

**Note:** John Mackey, Director, Audit New Zealand in attendance for Agenda Item 3.3 only [1.10pm to 1.35pm].

#### 1.2 Apologies

Nil.

### 2 Confirmation of Meeting Minutes

#### 2.1 Minutes of the Audit and Risk Committee meeting of 1 November 2021

*It was **resolved** that the Minutes of the Ara Board Audit and Risk Committee meeting held on 1 November 2021 be approved as a correct record of proceedings at that meeting and be signed by the Chair accordingly.*

A Leslie/ 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 Tilly McKay, Ara Finance Manager remain for the relevant items on the Agenda.

N Lamont

Carried

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

3.1	Minutes of the Meeting held on 1 November 2021	s9(2)(i)
3.2	Matters Arising/Action List	s9(2)(i)
3.3	Audit 2021 Update	s9(2)(i)
3.4	Annual Report 2021	s9(2)(i)
3.5	Risk Management Update	s9(2)(i)
3.6	Treasury Report	s9(2)(i)
3.7	Cyber Security Report	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.

### 4 Next Meeting

4.1 21 March 2022 [1.00pm].

There being no further business the meeting closed at 2.00pm.

**READ AND CONFIRMED**

Chair: .....

Date:

# Ara Board Campus Redevelopment Committee Minutes 28 February 2022

Minutes of a meeting of the Ara Board Campus Redevelopment Committee held on Monday 28 February 2022 at 1.05pm via zoom.

## 1 Welcome

## 2 Meeting Business

### 2.1 Attendance

#### a Voting Members

Bryn Thompson (Chair), Jane Cartwright, Andrea Leslie, Darren Mitchell (Acting Chief Executive) and Colin King [Executive Director, Operations].

#### b Non-Voting Members

Nil.

#### c In Attendance

Tim Maxwell (Director, Planning and Project Support), Grant McPhail (Director, Learning Environments) and Christina Yeates (Minute Secretary).

### 2.2 Apologies

Nil.

## 3 Disclosure of Conflicts of Interest

3.1 There were no disclosures received for the items on the agenda today.

3.2 The disclosures for the Ara Board members are noted as presented at each Board meeting.

## 4 Terms of Reference [updated]

4.1 The revised terms of reference were received, and the Committee noted the updates to reflect the changes to the roles and responsibilities for Management in attendance. This also included the Executive Director, Operations fulfilling the previous role held by the Chief Financial Officer as a voting member.

*It was **resolved** that the Campus Redevelopment Committee approve the revised terms of reference.*

*B Thompson/J Cartwright*

*Carried*

## 5 Confirmation of Minutes

### 5.1 Minutes of Council Campus Redevelopment Committee meeting of 12 July 2021

*It was **resolved** that the Minutes of the Campus Redevelopment Committee meeting held on 12 July 2021 be approved as a correct record of proceedings at that meeting and be signed by the Chair accordingly.*

A Leslie/D Mitchell

Carried

## 5.2 Business Arising out of the meeting

It was noted that several flying minute resolutions had been recorded electronically in lieu of the Committee meeting since July 2021. For continuity and official governance records, it was agreed to include reference to any flying minutes in the meeting papers of the subsequent meeting. This also ensures the Committee meets its meeting obligations as per the terms of reference.

## 6 General Business Nil.

## 7 Public Excluded

1.10pm

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

B Thompson

Carried

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

- |     |   |                    |
|-----|---|--------------------|
| 7.1 | Previous Meeting Minutes of the Campus Redevelopment Committee Meetings – Public Excluded | [s9(2)(f),(i),(j)] |
|     | a) 12 July 2021   |                    |
| 7.2 | Business Arising from previous Public Excluded Minutes                                    | [s9(2)(i)(j)]      |
| 7.3 | Capital Works Programme (CWP) Update  | [s9(2)(i)(j)]      |
| 7.4 | Regional Masterplan Update  | [s9(2)(i)(j)]      |
|     | a) Ara Timaru Trades Workshop Project Brief   |                    |
| 7.5 | Detailed Seismic Assessment   | [s9(2)(i)(j)]      |
|     | a) P Block  |                    |
|     | b) Wider implications   |                    |

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 2.31pm.

**READ AND CONFIRMED**

Chair: .....

4 April 2022





# Campus Redevelopment Committee (CRC)

## Terms of Reference

The Campus Redevelopment Committee is appointed under Section 73 of the Crown Entities Act 2004 and exercises its powers under section 3.4 of the Constitution.

### 1 Objectives

The objective of the committee is to assist the Ara Board in discharging its responsibilities in respect of Ara Campus Redevelopment Projects reporting and regulatory compliance.

### 2 Membership

The membership of the Campus Redevelopment Committee shall be:

#### 2.1 Voting Members

- a Three Board Members
  - i No more than three Board members appointed by the Board as required (see clause 2.3).
- b Chief Executive or Acting Chief Executive
- c Executive Director - Operations

#### 2.2 Non-voting Members

- a Secretarial Services are provided through or by the Company Secretary.
- b Director, Learning Environments to report on capital works.
- c Director, Planning and Project Support to report on planning.

2.3 Further members may be seconded or selected to attend meetings using a process approved by the Committee, to ensure appropriate representation in significant matters relating to redevelopment that may arise from time to time.

2.4 The Chair of the Campus Redevelopment Committee will be elected at the first meeting of the Board each year as required (see clause 3).

- 2.5 The term of office for Campus Redevelopment Committee Board members, including the Chair, is three years. Board members, including the Chair, are eligible for re-election but may not serve for more than six years.
- 2.6 Vacancies occurring in membership or the position of Chair may be filled at any time as the need arises.
- 2.7 **Restrictions on Membership**
- a The Chair of Ara's Board shall not be eligible to be appointed Chair of the Campus Redevelopment Committee.

### **3 Chair**

The Chair of the Campus Redevelopment Committee is appointed by the Board. The Chair of the Campus Redevelopment Committee should have significant property development and investment experience.

### **4 Quorum**

The quorum for the Campus Redevelopment Committee shall be not fewer than three of the five voting members and shall include at least two Board Members.

### **5 Meetings**

- 5.1 The Campus Redevelopment Committee shall meet at least six times per year with additional meetings as required.
- 5.2 Business proper to the functions of the Campus Redevelopment Committee may be conducted by means other than physical meetings; for example, by email or by telephone conference.
- 5.3 Any member of the Campus Redevelopment Committee, may request a meeting at any time if they consider it necessary.
- 5.4 Should a member not be available to attend meetings, they may appoint an alternate to attend on their behalf, with non-voting rights.

### **6 Functions**

- 6.1 The Campus Redevelopment Committee shall:
- a Ensure that planning processes remain consistent with vision, mission and values and relevant government policies.
- b Initiate and oversee required actions through the Programme Planning Team to achieve the required deliverables.
- c Consider advice and recommendations provided by the Programme Planning Team, as required to facilitate project objectives and responsibilities.
- d Ensure risks are identified and monitored.

- 6.2 The Campus Redevelopment Committee shall exercise such functions and powers as the Board may delegate to it from time to time.

## **7 Authority**

- 7.1 The Campus Redevelopment Committee shall make recommendations to the Board on all matters requiring a decision.
- 7.2 The Campus Redevelopment Committee has delegated authority to authorise expenditure to a maximum of \$50,000 of Project Contingency. Expenditure outside of approved Project Budget or above this amount must be escalated to the Ara Board for approval.

Contingency Funds – This covers any movement in construction, material and labour rates from the approved budget.

- a Construction Contingency – Use of the Construction Contingency fund will only be considered for any unforeseen works, and/or clarifications to construction details.

The Committee authorises the Programme Planning Team to authorise expenditure to a maximum of \$50,000 of the Construction Contingency fund through the construction phase of the build. If the first \$50,000 has been exhausted, further approval may be sought from the Committee in increments of \$50,000. The Campus Redevelopment Committee can approve to the level of the construction contingency total before going to Board. Consumption of any contingency funds will be notified to the Board.

- b Project Contingency – Use of the Project Contingency fund will only be considered where client initiated scope change and/or exhaustion of the construction contingency would require access to the Project Contingency.

A formal proposal from the Programme Planning Team will be presented to the Committee for consideration. The Ara Board authorises the Committee to consider and make a recommendation to Board regarding expenditure of the Project Contingency funds.

## **8 Procedures**

- 8.1 The Campus Redevelopment Committee shall conduct its business in accordance with the Standing Orders of the Board.
- 8.2 All members of the Board shall be advised of the scheduled dates of Campus Redevelopment Committee meetings and the agenda of those meetings.
- 8.3 Minutes of every meeting of the Campus Redevelopment Committee shall be kept and shall be presented to the Board at the next meeting of the Board.
- 8.4 The Campus Redevelopment Committee may from time to time establish task groups to undertake specific tasks either on the Committee's initiative or in response to a request from the Board or the Chief Executive.

<b>Ara Board March</b>	<b>Agenda Item</b>	Ara Board/29 March 2022/Page 62 of 73 <b>72c</b>
	<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><i>A summary report to the Ara Board from Academic Quality of:</i></p> <ul style="list-style-type: none"> <li><i>The Ara Academic Committee meeting was held on the 2 December 2021</i></li> </ul> <p><i>The Academic Committee role is to:</i></p> <ul style="list-style-type: none"> <li><i>Advise the Board, and recommend where appropriate, on the academic strategic direction and practices of the institution.</i></li> <li><i>Develop, monitor, review and maintain policies on academic matters including research conducted by staff.</i></li> <li><i>Consider proposals for new programmes.</i></li> <li><i>Approve programmes.</i></li> <li><i>Manage sub-committees as required, including:</i> <ul style="list-style-type: none"> <li><i>Defining delegations, roles, Terms of Reference (ToR) and membership.</i></li> <li><i>Receiving and acting on reports.</i></li> <li><i>Reviewing performance and effectiveness.</i></li> </ul> </li> <li><i>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.</i></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 External Degree Monitoring

Degree Monitoring reports were received for the following programmes:

- Bachelor of Midwifery
- Bachelor of Construction
- Graduate Certificate/Diploma in Building Information Modelling
- Bachelor of Applied Management
- Bachelor of Musculoskeletal and Postgraduate Diploma in Osteopathy
- Bachelor of Nursing

These reports had positive feedback with recommendations linked to improved outcomes for learners. Whilst these reports were received for information specific comment was made in relation to the number of commendations that many of the programmes received.

## 2 Ara Targeted Evaluation Report

The final report from NZQA was tabled from the visit that took place earlier in 2021. The report is a culmination of the institute's focus in this area and highlights Ara's strengths as a lead provider in continuous improvement. Those who were involved in the evaluation were acknowledged for their engagement and commitment to the process.

## 3 Graduate Outcome Survey (GOS)

The GOS is administered twice a year at the time of graduation, to all Ara graduates from the previous year. The executive summary of this survey is a culmination of both surveys and was presented in a new format as part of ongoing continuous improvement. 91.7% of graduates are satisfied that they achieved their main purpose of study at Ara. Overall, the report was very encouraging with trends mainly trending upwards which is positive given the difficulties many of these learners would have faced studying through Covid-19 conditions.

## 4 Sub Committee reporting

All subcommittees report annual reflections at the last Academic Committee meeting of the year.

- The Learning and Teaching Committee reported a need for a reset of the committee in 2022 citing a focus on the Learning and Teaching Plan which has a focus on the priorities of learning and teaching, using available data as evidence and identifying what support is needed.
- The Evaluation and Review Committee reported a very productive year with a focus in 2022 of embedding Te Pūkenga Te Pae Tawhiti self-assessment framework into the current processes whilst also implementing Te Pūkenga QMS as it comes into play.
- The Research and Knowledge Transfer Committee reported main achievements in 2021 being the completion of the Ara Functional Research Plan, completion of the first phase of the Research Eureka Challenge and the hosting of the OPSITARA conference which generated outputs for 60 Ara colleagues. The focus for 2022 will include the strengthening of Rangahau (research partnerships with Māori) and operationalising the functional plan.

<b>Ara Board March</b>	<b>Agenda Item</b>	Ara Board/29 March 2022/Page 62c73
	<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><i>A summary report to the Ara Board from Academic Quality of:</i></p> <ul style="list-style-type: none"> <li><i>The Ara Academic Committee meeting was held on the 24 February 2022</i></li> </ul> <p><i>The Academic Committee role is to:</i></p> <ul style="list-style-type: none"> <li><i>Advise the Board, and recommend where appropriate, on the academic strategic direction and practices of the institution.</i></li> <li><i>Develop, monitor, review and maintain policies on academic matters including research conducted by staff.</i></li> <li><i>Consider proposals for new programmes.</i></li> <li><i>Approve programmes.</i></li> <li><i>Manage sub-committees as required, including:</i> <ul style="list-style-type: none"> <li><i>Defining delegations, roles, Terms of Reference (ToR) and membership.</i></li> <li><i>Receiving and acting on reports.</i></li> <li><i>Reviewing performance and effectiveness.</i></li> </ul> </li> <li><i>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.</i></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 Policies

The following policy changes were presented and approved.

- **APP503 Naming and Awarding Qualifiers:** Current policy states that learners who have completed a qualification at Level 4 or higher can only be conferred at a graduation ceremony. Due to the COVID-19 restrictions multiple graduation ceremonies have been cancelled. Adjustments were made to wording to allow learners to be automatically conferred upon successful completion of the qualification. Graduates will still be eligible to attend a graduation ceremony within one year of completing their study.

## 2 External Degree Monitoring

Degree Monitoring reports were received for the following programmes:

- Bachelor of Architectural Studies
- Bachelor of Design
- Graduate Diploma in Laboratory Technology

These reports had positive feedback with recommendations linked to improved outcomes for learners. Commendation was noted for the excellent research work the GD Lab Tech programme team are involved in.

## 3 Portfolio Assurance and Academic Risk Committee

The committee's annual reflection report was tabled. Work is taking place relating to academic risk reporting and linking this into the Ara risk register.

The new Pitch a Product process for programme development is due for trialling in the Creative Industries department. This process involves a group of colleagues from across various teams evaluating a department programme proposal before it is tabled at Te Kāhui Manukura for approval to develop.

## 4 Learning and Teaching Committee

The committee have been working on a Modes of Delivery Guide to support the Pitch a Product process. Academic Committee discussed capability development relating to hybrid delivery. It was agreed that there is work to do in this space and acknowledged that the formation of Te Rāngai Kaea will be best placed to oversee some of this work.

# Ara Institute of Canterbury Ltd

## Board of Directors

### 2022 Work Programme

**as at 14 March 2022**

Month	Topics	Notified Non-availability	
February	4	Ara Board Strategy Day <b>STRATEGIC SESSION [1]</b>	
	16	Audit and Risk Committee [Placeholder]	
	16	Ara Whakatau Semester One – Woolston [11am]	
	22	<b>Board Meeting (Virtual)</b>	
	23	Ara Whakatau Semester One – Timaru [11am]	
	25	Remuneration Committee	
	28	Campus Redevelopment Committee	
	28	Ara Whakatau Semester One – City [11am] <i>cancelled</i>	
March	2	Ara Whakatau Semester One – Manawa [11am] <i>cancelled</i>	21 March Otago Anniversary Day
	14	Placeholder: Timaru Graduation <i>cancelled</i>	
	7	Audit and Risk Committee	
	17	Audit and Risk Committee [electronic distribution of papers only]	
	29	<b>Board Meeting (Virtual)</b> <ul style="list-style-type: none"> <li>• Annual Report</li> <li>• Quarterly Executive Director Reports</li> <li>• Transition Programme Update</li> </ul>	
April	1	<b>Autumn Graduation (Christchurch)</b> (10am & 2pm) <i>cancelled</i>	
	4	Campus Redevelopment Committee	
	26	<b>Board Meeting (Note: Anzac Day 25 April) TIMARU</b> <ul style="list-style-type: none"> <li>• Report on Affixing of Common Seal</li> <li>• Pacific Strategy Report</li> </ul>	
May	12	Remuneration Committee	
	30	Campus Redevelopment Committee	
	31	<b>Board Meeting (Christchurch) STRATEGIC SESSION [2]</b> <i>PRIORITY FOCUS AREA – RELENTLESS FOCUS ON EQUITY – RESPONDING TO THE NEEDS OF OUR PRIORITY LEARNERS</i>	
June	15	Audit and Risk Committee	
	28	<b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Ōtautahi House Board Visit</li> <li>• Quarterly Executive Director Reports</li> <li>• Transition Programme Update</li> </ul>	
July	25	Ara Whakatau Semester Two – City [11am]	
	26	<b>Board Meeting (Christchurch)</b> <ul style="list-style-type: none"> <li>• Fee Setting</li> </ul>	
	27	<ul style="list-style-type: none"> <li>• Ara Whakatau Semester Two – Timaru [11am]</li> </ul>	



August	1	Campus Redevelopment Committee	
	10	Ara Whakatau Semester Two – Woolston [11am]	
	17	Ara Whakatau Semester Two – Manawa[11am]	
	23	<b>Board Meeting (Christchurch) STRATEGIC SESSION [3]</b> <i>PRIORITY FOCUS AREA – REGIONAL RESPONSIVENESS – ENHANCING AND ENABLING ACCESS ACROSS THE REGION</i>	
	25	Remuneration Committee	
September	5	Audit and Risk Committee	
		Academic Committee	
	9	Spring Graduation (Christchurch)	
	27	<b>Board Meeting (Christchurch)</b> <b>[Note: 26 Sept S Canterbury Anniversary Day]</b> <ul style="list-style-type: none"> <li>• 2023 Budget Sign Off</li> <li>• Quarterly Executive Director Reports</li> <li>• Ōtautahi House Board Visit</li> <li>• Transition Programme Update</li> </ul>	
October	3	Campus Redevelopment Committee	
	25	<b>Board Meeting (Timaru)</b> <b>[note: 24 October Labour Day]</b> <ul style="list-style-type: none"> <li>• Annual Report 2022 – content/format</li> <li>• Pacific Strategy Report</li> <li>• Report on Affixing of Common Seal</li> </ul>	
November	7	Audit and Risk Committee	
	24	Remuneration Committee	
	29	<b>Board Meeting (Christchurch) STRATEGIC SESSION [4]</b> <i>PRIORITY FOCUS AREA – DELIVERING EXCEPTIONAL LEARNING EXPERIENCES</i>	
December	5	Campus Redevelopment Committee (if required)	
	13	<b>Board Meeting (Christchurch) (if required)</b>	

**Note: Academic Committee Meetings**

24 February, 14 April, 19 May, 23 June, 4 August, 15 September, 27 October, 1 December.

**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 7th February

Otago Anniversary – Mon 21<sup>st</sup> March (Oamaru campus closed)

Good Friday – Fri 15th April

Easter Monday – Mon 18th April

Easter Tuesday – Tues 19th April

ANZAC Day observance – Observed Mon 25th April

Queen’s Birthday – Mon 6th June

South Canterbury Anniversary Day (Timaru campus closed) – Mon 26th September

Labour Day – Mon 24th October

Canterbury Anniversary/Show Day (Christchurch campuses closed) – Fri 11th November

**Ara Board Health and Safety – Schedule for Campus Walkabouts May to November 2022**

**Group 1:** Maryann, Murray

**Group 2:** Therese, Bryn

**Group 3:** Melanie, Nettles

**Group 4:** Jane, Andrea

Group	Name	Date	Location	Dept	HoD
1	Maryann Geddes	May	City	Creative Industries	Hazel Barrer
1	Murray Bain	May	City	Creative Industries	Hazel Barrer
2	Therese Arseneau	June	Woolston	Trades	Peter Sauer
2	Bryn Thompson	June	Woolston	Trades	Peter Sauer
3	Melanie Taite-Pitama	July	City	Health Practice Manawa	Genevieve Togiaso
3	Nettles Lamont	July	City	Health Practice Manawa	Genevieve Togiaso
4	Jane Cartwright	August	City	Business and Digital Technologies	Susan Crichton
4	Andrea Leslie	August	City	Business and Digital Technologies	Susan Crichton
1	Maryann Geddes	Sept	City	Engineering and Architectural Studies	Robert de Roo
1	Murray Bain	Sept	City	Engineering and Architectural Studies	Robert do Roo
2	Therese Arseneau	Oct	Timaru	All areas	Leonie Rasmussen
2	Bryn Thompson	Oct	Timaru	All areas	Leonie Rasmussen
4	Andrea Leslie	Oct	Timaru	All areas	Leonie Rasmussen
3	Melanie Taite-Pitama	Nov	City	Hospitality and Service Industries	Mandy Gould
3	Nettles Lamont	Nov	City	Hospitality and Service Industries	Mandy Gould
4	Jane Cartwright	Nov	City	Hospitality and Service Industries	Mandy Gould

## **Briefing Sheet**

Noting, the disruption due to Covid, the Ara Board to commence Health and Safety Walkabouts (LBWA's) around specific areas within all Ara Campuses through a planned schedule to November 2022, with quarterly reviews to determine if revisits are deemed necessary. The Board to be allocated into groups of two persons and walkabouts to specific areas scheduled separately to Board meeting times. Areas to be covered include Engineering and Architectural Studies (EAS), Trades, Creative Industries, Hospitality and Service Industries (HSI), Health Practice at Manawa and areas within the Timaru Campus to be determined in consultation with the Chief Executive and the Southern Campus Manager.

### **Principle and the role of the Board with reference to Health and Safety Walkabouts:**

*Principle behind the walkabouts is "influencing up"*

- **Leading** by walking about (LBWA)
- **Hear** views of Ara colleagues first-hand
- **Understand what's** not working
- **Demonstrate** visible commitment
- **Ask** effective questions.

**Approach** by the Board would be not as 'Experts' or 'Inspectors' but by their presence and involvement in the walkabout exercise; Board members should

- Create opportunities for meaningful health and safety conversations within Ara.
- Foster a climate of trust, respect, and open communication
- Understand work-as-done to identify early warning signs, as well as more effective ways of working
- Strengthen workforce engagement by ensuring people feel valued and involve
- While this is not an audit, you should keep a look out for anything that might be 'dodgy, dangerous or different'.

### **Creating health, safety and wellbeing walks and conversations that have impact**

Asking questions about what matters ensures your questions focus attention on the things that will make the biggest difference to the health and safety performance of Ara. Research tells us what matters most is effectively managing:

- Risks – particularly critical risks that can cause serious harm
- Relationships – including overlapping duties with other PCBUs and relationships with colleagues that affect workplace culture
- Resourcing – including people, plant and processes.

**Ask questions like:**

- What does your work involve?
- Is there an optimal or 'best' way to carry out this activity?
- Can you talk me through that?
- Do you ever have to adjust the way you do the activity to the situation? How?
- How do you decide which way to proceed?
- What can we do to change or improve the situation?
- What can I do to help with that?

**Outcomes**

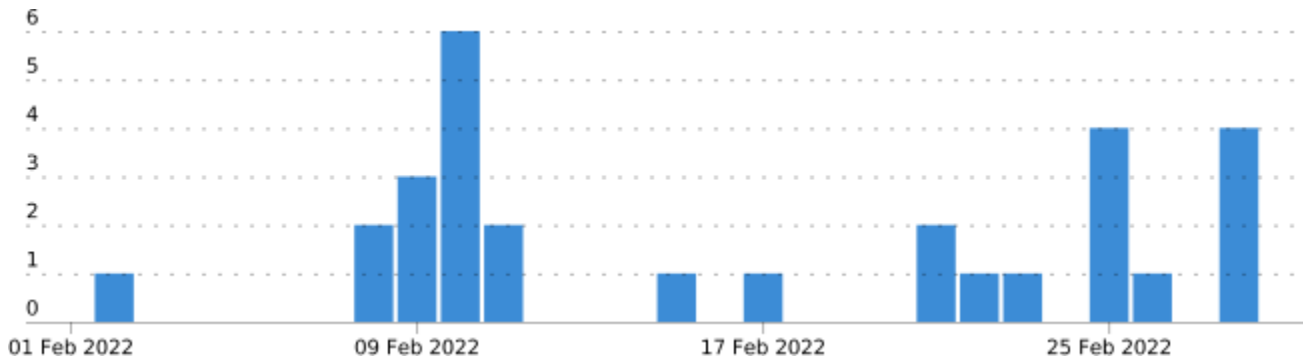
To show that the Board is engaged with good health, safety and wellbeing practice, through:

- strong visible leadership
- an understanding of all Ara People's role in ensuring a healthy and safe workplace
- the ability to influence and persuade.

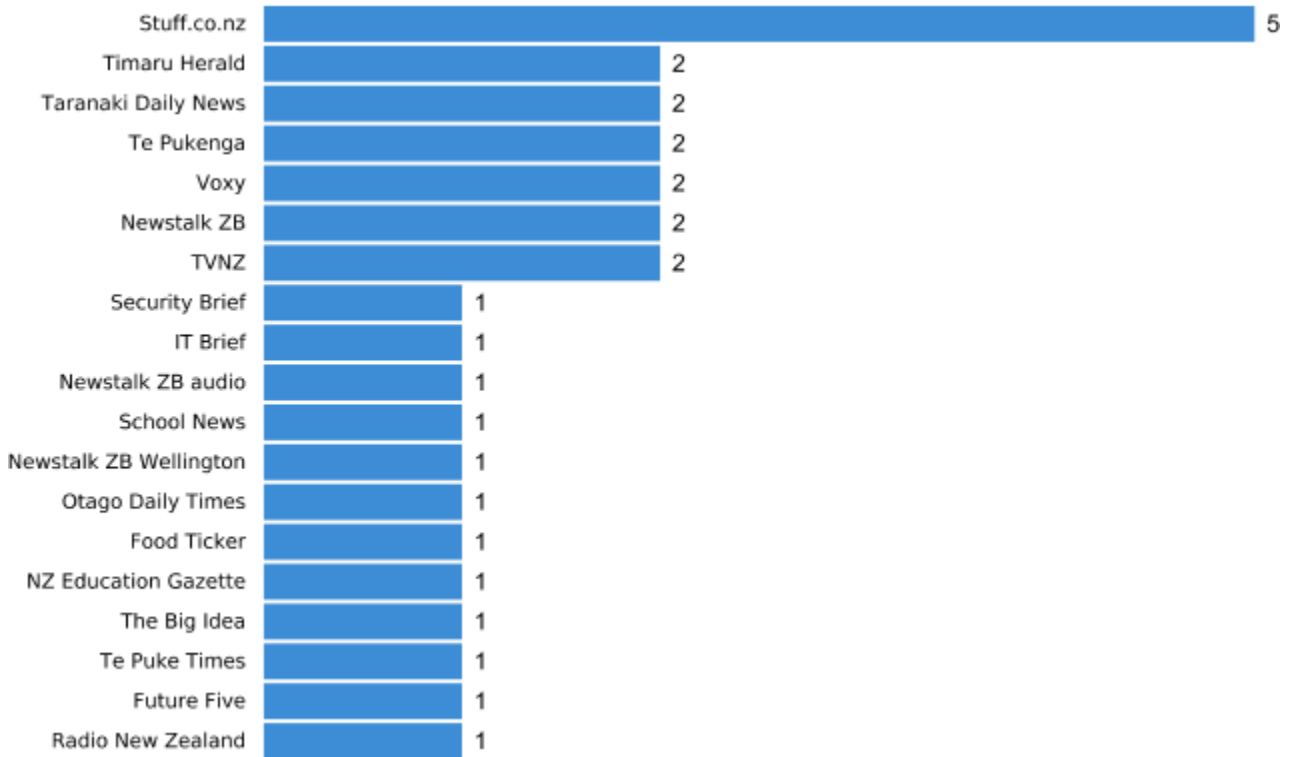


## Ara Institute of Canterbury Media Report – February 2022

### Volume



### Sources



## **1. EXTERNAL SOURCES**

### **Natalie Anderson: Auckland University School of Nursing senior lecturer on nursing becoming a more attractive career path**

**Published** 11:51 28/02/2022  
**Also from** [Newstalk ZB](#), [Newstalk ZB](#)  
**Keywords** Canterbury, Ara Institute

### **Newstalk ZB Wellington 11am - Item 4**

**Published** 11:30 28/02/2022  
**Keywords** Canterbury, Ara Institute

### **Canterbury students brace for Covid-19 surge**

**From** TVNZ  
**Published** 18:44 25/02/2022  
**Also from** [1 News](#)  
**Keywords** Ara Institute

### **National leader says cost of living 'number one issue' in NZ**

**From** Stuff.co.nz, Deena Coster  
**Published** 15:39 25/02/2022  
**Also from** [Taranaki Daily News print edition](#), [Stuff.co.nz National](#)  
**Keywords** Ara, staff

### **Christchurch's Haeata school forced to close as all senior management self-isolate, awaiting Covid-19 test results**

**From** Stuff.co.nz, Hanna McCallum, Jody O'Callaghan  
**Published** 19:07 23/02/2022  
**Also from** [The Press News](#), [The Press print edition](#)  
**Keywords** Ara, staff

## **Magic Talk 7pm - Item 5**

**From** Magic Talk

## **Healthcare crying out for more nurses - Ara answers call - Te Pukenga**

**From** Te Pukenga

**Published** 13:02 21/02/2022

**Also from** [School News](#), [Voxy](#)

**Keywords** www.ara.ac.nz, Canterbury, Canterbury's, Ara Institute

## **Last call for Hot Cross Bun comp entries**

**From** Food Ticker

**Published** 12:47 17/02/2022

**Keywords** Ara, Christchurch

## **Aoraki Foundation scholarship's first presentations**

**From** Timaru Herald, Doug Sail

**Published** 11:29 15/02/2022

**Keywords** Canterbury, Ara Institute

## **Former pro rugby player revitalising Samoan language in Canterbury**

**From** Otago Daily Times, Chris Barclay

**Published** 15:58 11/02/2022

**Keywords** Canterbury, Christchurch Polytechnic, Ara Institute

## **Golf club sale helps St Andrews quartet with scholarships**

**From** Timaru Herald, Doug Sail

**Published** 05:00 11/02/2022

**Keywords** Canterbury, Ara Institute

## NZ's first year for Diploma in Cyber Security a success

**From** Future Five, Catherine Knowles  
**Published** 11:32 10/02/2022  
**Also from** [IT Brief](#), [Security Brief](#)  
**Keywords** Canterbury, Ara Institute

## Celebrations, Commendations...oh, and COVID Cancellations

**From** The Big Idea  
**Published** 10:46 10/02/2022  
**Keywords** Canterbury Ara

## Fundraising drive for van picks up speed

**From** Te Puke Times, Stuart Whitaker  
**Published** 05:00 10/02/2022  
**Keywords** Ara, students

## National Future Energy Centre progress questioned

**From** Radio New Zealand , Robin Martin  
**Published** 10:40 09/02/2022  
**Also from** [Stuff National News](#), [Stuff.co.nz National](#), [Taranaki Daily News print edition](#)  
**Keywords** Ara, Ministry, Awesome

## Cyber Security graduates from Ara enter workforce

**From** Te Pukenga  
**Published** 15:40 08/02/2022  
**Also from** [Voxy](#)  
**Keywords** [www.ara.ac.nz](http://www.ara.ac.nz), Canterbury, Ara Institute

## Education outside classroom expands horizons

**From** NZ Education Gazette  
**Published** 09:56 02/02/2022  
**Keywords** Canterbury, Ara Institute



## **2. INTERNAL SOURCES**

### **Cyber Security graduates from Ara enter workforce**

Published 9 February

### **Jason Tiatia – On Samoan Language Revitalisation**

Published 14 February

### **Timelapse video captures students' labours**

Published 17 February

### **Graduation cancelled**

Published 21 February

### **Healthcare crying out for more nurses - Ara answers call**

Published 23 February

### **Qtopia partnership promotes diversity**

Published 24 February

### **Real-life rescue - students put course skills into practice**

Published 28 February