



**MASSEY
UNIVERSITY**
TE KUNENGA KI PŪREHUROA

UNIVERSITY OF NEW ZEALAND

Massey University Investment Plan Summary 2022-2024

TE KUNENGA KI PŪREHUROA

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Mihi

Kei ngā pari kārangaranga o te motu. Tēnā tātou kua pōi mai ki te taupuhipuhi i ngā kaupapa o Te Kunenga ki Pūrehuroa. Tēnei te reo pōwhiri, te reo whakamihī atu ki a koutou katoa. Inā hoki rā te kōrero, kotahi tonu te hiringa i kakea ai e Tāne a Tikitiki-o-Rangi. Ko te hiringa i te mahara. Ko te kunengatanga ake tēnei o te wānanga ki pūrehuroa.

Greetings one and all, on behalf of Massey University we welcome and acknowledge you, those who continue to contribute to and support our vision. It is said that there was only one inspiration that transported Tāne to the uppermost realm to retrieve the baskets of knowledge; it was the power of the mind. This was the beginning of the pursuit of learning as an endless journey, a sentiment encapsulated in the name Te Kunenga ki Pūrehuroa.




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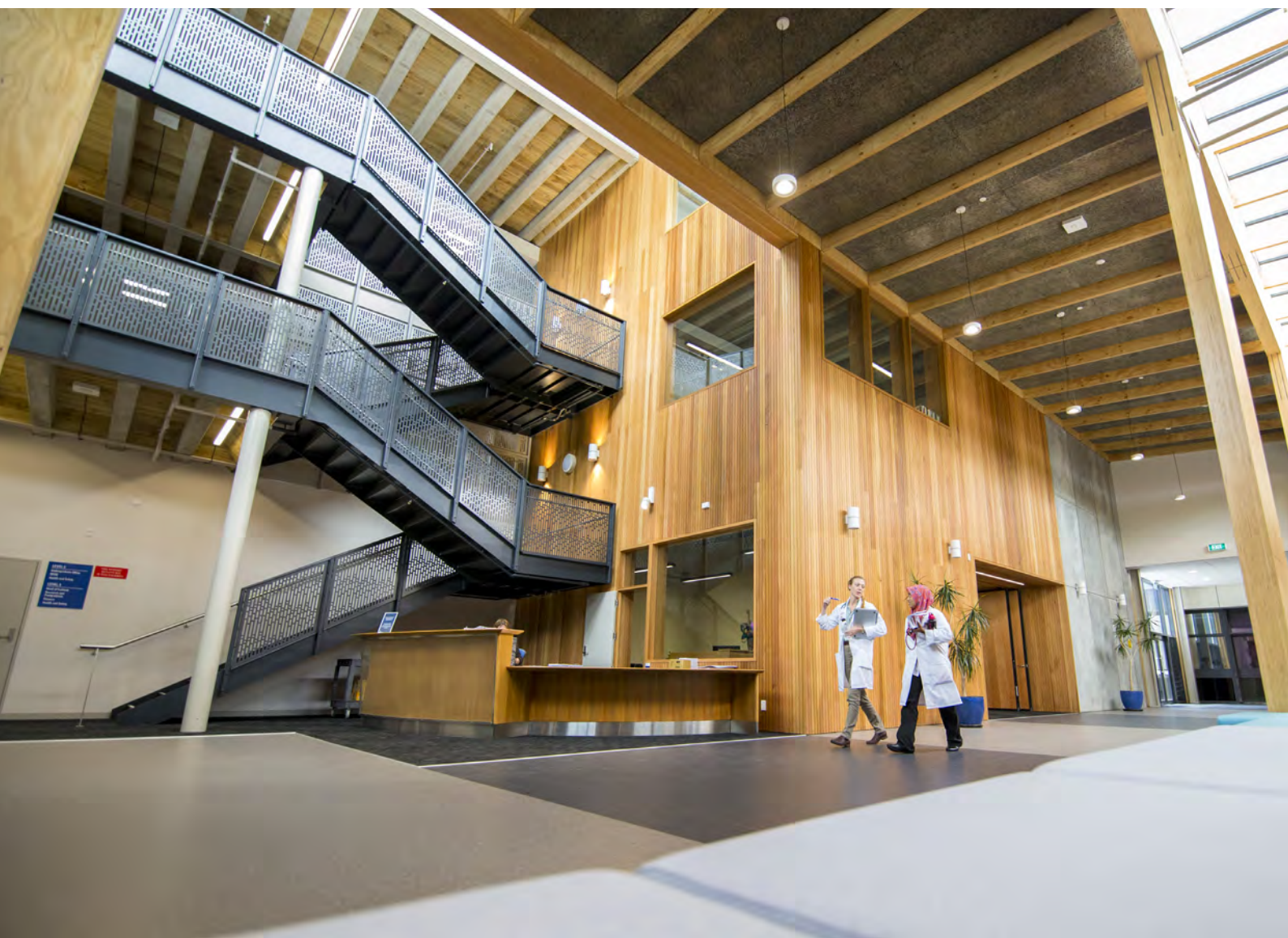
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1. Mission and role

Ko Te Kunenga ki Pūrehuroa te kaupapa e tū ngātahi ai tātou hei waihanga i ngā momo mātauranga ki te pae o angitū. He ara putanga tauira, he ara e hua ai ngā tini kaupapa ki Aotearoa puta noa i te ao whānui. Kia toi te mana motuhake o te iwi Māori, kia toi te reo Māori, kia toi te ora o te tangata, te rangi me te whenua mā reira e whakatinana ai te mana o Te Tiriti o Waitangi.

Te Kunenga ki Pūrehuroa Massey University is a research-intensive, multi-campus university. Based in Aotearoa New Zealand and with extensive global reach, Massey has long been a distance, and now a blended and online education provider, prioritising access and equity alongside excellence to ensure that high-quality tertiary education is available to school-leavers and mature age, part-time learners alike.

Originally established in 1927 as an agricultural college to support this country's essential food and fibre exports and industries, Massey has never lost sight of its commitment to supporting New Zealand food, agriculture, land, and animal-based sectors. Over time, the University has also developed a suite of diverse research strengths to the point where many of our subjects, in applied sciences, arts, design and social sciences, now feature among the very best in the world and we rank in the top 3% of research-intensive universities globally.

Massey also recognises that New Zealand is changing and, accordingly, we are preparing for major demographic, economic and cultural shifts; for this reason, we have made a strong commitment to being New Zealand's first Te Tiriti o Waitangi-led university, ensuring that our nation's founding document is manifest in our everyday work and that the principles of partnership, protection, and participation are clearly demonstrated through our learning and teaching and research, as well as through the various ways in which we serve our communities. As part of this, Massey has declared as a priority our intention to improve, enhance, and maintain learner success outcomes. We have named this call to action 'Pūrehuroatanga'; a distinct and unique part of our institutional mission, a concept that directly speaks to our goal to pursue excellence alongside delivering equity outcomes.

Despite Massey's purpose, potential and capability, in the pre-COVID-19 world, it has often been difficult to position and define as a tertiary provider within the New Zealand context. As a research-intensive university with approximately 50% of our 30,000 learners choosing to engage with us by blended and online mode and studying off-campus, there was and is no natural comparator for Massey. While there are aspects of our diverse learner profile that suggest we might be benchmarked with non-university distance providers, this does not account for our research-intensive status. Similarly, comparisons with other New Zealand universities in terms of learner outcomes and qualification completion rates have been difficult for others to assess given the diversity of Massey's learner cohort and modes of study.

Notwithstanding our strong and unwavering commitment to support learners wherever they are, Massey has, in the past, also struggled to achieve equivalent course and programme (qualification) retention and completion when measured against the rest of the tertiary sector and the university sub-sector in this country. We know, too, that Massey learners have diverse expectations of success and that these do not always conform to the standard definition of 'course completion' or 'qualification completion'. Rather, learners often seek to take out a set of skills or education goals that are diverse and often highly personalised and strategic. This means that our funding and policies may need to be far less rigid and much more nuanced in the future in terms of reflecting student ambitions and their objectives around success. Given the events of 2020 and the disruption created by the global pandemic, we consider that a focus on flexible learning is now even more pressing in the post-COVID-19 world.

The pandemic has, in addition, undoubtedly challenged many orthodox assumptions underpinning our sector and has irrevocably shifted the narrative; where in the past, Massey's blended modes of delivery were seen as being exceptional, they are now becoming the norm. Over the last year, universities all over the world have 'pivoted' to online delivery, often under enormous pressure and at great speed. Massey made this rapid shift too, but given that more than half of our courses were already available in fully online mode, this transition was more seamless and less disruptive than elsewhere, notwithstanding the impact on staff and students. Additionally, our academic staff are highly skilled in teaching online – skills that are now becoming prized and valued by learners and by other tertiary providers. Finally, it is worth noting here that our researchers have been and remain at the forefront of advising government on how to manage the pandemic and how to 'build back better' in the post-COVID-19 environment.

In a post-COVID-19 context, we believe then that the world is now coming to Massey. What this means is that far from being positioned as being different and exceptional, Massey is now the exemplar for the 'new normal' university of the future – indeed, with Massey's particular blend of attributes, expertise, and characteristics (flexible lifelong learning and high quality research-intensive education), Massey represents the model of a new New Zealand university – a university for the 21st century.

Like many tertiary providers in Aotearoa New Zealand, Massey has also seen a shift in the diversity of its learner cohort over the past decade and intensely so over the past year. So-called 'non-traditional' learners, including those with accessibility issues, part-time learners, first-in-family, mature-age, and LGBTIQIA+ learners, in addition to learners who have historically been excluded from the academy by virtue of their culture or economic background, currently make up a substantial and increasing component of Massey's total learner cohort. This reflects patterns seen in other parts of the world where a widening participation agenda has resulted in universities shifting from being institutions primarily catering for the educational elite, to much more a universal, broad, and open-access model.

There is a broader context here too and that involves the ways in which learning is changing with the future of work being radically disrupted. Massey's mission and purpose are clearly aligned with this new future. The 2017 report from the Productivity Commission, *New Models of Tertiary Education*, found that a good tertiary education system is one that meets the needs of all learners – including those from diverse backgrounds and embraces diverse goals. Overall, the inquiry concluded that the current system is too tightly controlled and inflexible and that providers have too few incentives to find better ways of reaching and teaching learners. More recently, the Productivity Commission's 2020 report on *Technological Change and the Future of Work* found that technology does not just replace jobs, but also creates them. That report concluded that New Zealand should make the current education and training system more flexible and accessible, and highlighted the value of short courses, and better access to financial support, which would make it easier for New Zealanders to keep their skills current and retrain.

Massey's ability to deliver research that matters to our national reconstruction efforts and to the communities we serve, coupled with our capability to support learners wherever they choose to study, strongly supports the vision articulated above. Moreover, so deeply embedded is Massey's identity, research and reach, it is a university that is inseparable from and irreplaceable in New Zealand. Put simply, if Massey University did not exist, then it would need to be invented.

Given the need for more (rather than less) flexibility in tertiary education, the value of evidence-based research to lead national reconstruction and New Zealand industry, an appreciation of the need for and benefits of ensuring greater diversity in our learner cohorts, and an imperative to be prepared for a future world of work that looks radically different to the past and the immediate present, Massey stands ready to lead this transition.

2. Addressing the needs of your stakeholders and giving effect to government priorities

Stakeholder engagement is recognised as a critical element of strategic planning that underpins reputation management and organisational success. Te Kunenga ki Pūrehuroa Massey University implements a purposeful and coordinated approach for external stakeholder engagement spanning research, learning and teaching, and civic leadership. The Massey University Strategy 2018 – 2022 underlines the importance of developing mutually beneficial partnerships with government, industry, community stakeholders, and international partners to achieve our goals. Of special note, Massey considers iwi relationships as high-value partnerships; we work closely with Māori communities and businesses to understand their needs and seek to support their success through education, research collaboration, and exercising civic leadership.

At Massey University, we engage with the following types of stakeholders:

- Our learners: Drawn from a wide variety of cultural, ethnic and educational backgrounds as well as geographical locations, our learners are diverse; they range from school leavers seeking to engage in tertiary education for the first time, through to mature-age second-chance learners looking to obtain their first tertiary qualification and mature learners returning to tertiary study to progress to higher levels, retrain, upskill, change careers or invest in lifelong learning experiences. Massey's learners also come from very diverse backgrounds, Māori tauira/ākonga, Pacific, students with varying support needs, new migrants, international students and those who identify as gender diverse;
- Pacific: Massey works with Pacific communities and businesses to connect and build relationships, to understand their needs and to support and contribute to their success through education and research collaboration;
- Business and industry: Examples include major corporates, food and fibre-sector producers, innovative, fast-growth small and medium enterprises, industry associations, training organisations and Chambers of Commerce across New Zealand;
- Central government agencies and ministers: Examples include the Ministry of Education, the TEC, the Ministry for Primary Industries, the Ministry of Business, Innovation and Employment (MBIE), Ministry of Health, Ministry of Social Development, Ministry for Culture and Heritage, Education New Zealand and New Zealand Trade and Enterprise, the Office of the Governor-General and many others;
- Local government, agencies and community groups: Examples include regional councils, city councils, district health boards, regional economic development agencies;
- Not-for-profit and non-government organisations (NGOs): Examples include charities such as the New Zealand Cancer Society and the Young Enterprise scheme, and NGOs such as the World Health Organization;
- Research funding agencies and research partners: Examples include MBIE, the Health Research Council of New Zealand, Crown Research Institutes, and Callaghan Innovation;
- Creative Industry peak bodies, funders and event organisers: Examples include NZ on Air, RNZ, Recorded Music New Zealand, APRA, Spotify, SPARK, the NZSO, Creative NZ, the Designers Institute, the Arts Foundation, Te Papa, CubaDupa, and the Newtown Festival;
- International stakeholders: Examples include international universities, international government representatives, research organisations and embassies and other diplomatic representatives;
- Schools and influencers: Examples include schools across New Zealand and recruitment influencers such as parents, whānau, teachers and career advisers; and
- Alumni, including high-net-worth individuals and other prospective donors to the Massey Foundation.

Responding to the needs of our learners

Paerangi, Massey's learning and teaching strategy, sets out the University's values, approaches and practices towards learning and teaching. *Paerangi* is also the mechanism through which we refresh and prioritise significant investment decisions, particularly with regard to ensuring that teaching at Massey is contemporary and relevant and is optimising the flexibility of technological platforms. Through this strategy we recognise that student expectations of learning have changed and that students expect and deserve superb learning experiences, wherever and however they choose to study.

'Paerangi' refers to a person being at the height of their career, or in their prime, with a further meaning being to 'raise up high', or to reference a horizon. Used here in each of these contexts, 'paerangi' has authentic meaning for us as a community of learners, both students and staff; we work to support our students to realise their potential, to be who they aspire to be and reach their horizons. We share an ethos of continuous learning and support our students to choose learning pathways that enable them to be excited and to excel. Finally, we contribute to the communities we serve through teaching by building our students' capacities to participate in and lead these communities, so that Massey graduates continue to 'make a difference'.

Massey recognises and respect the distinctive aspirations, identity and integrity of all our learners. We believe, too, that learner success depends on the entire (holistic) student experience at university, both inside and outside the physical and online classroom. We work in partnership to educate, inform, and empower our students and staff to learn and teach in ways that are conducive to each student's success. Our approaches are strengths-based, holistic, consistent with our Te Tiriti o Waitangi-led aspirations and seek to create cohesion, collaboration and collective impact. Massey continues to build capability to respond to the needs of learners taking a learner-centred approach.

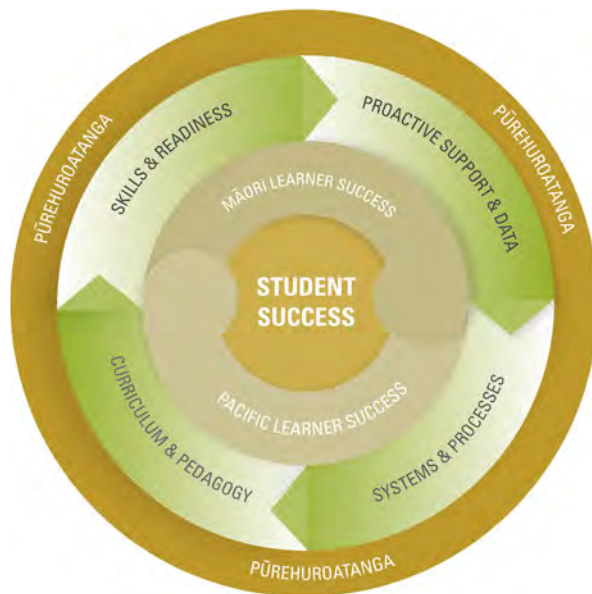
Massey responds to these needs in several ways:

- through the continuous improvement of our curriculum and pedagogy and having student representation in qualification review processes;
- by investing in initiatives to ensure student participation and success, including Pūrehuroatanga;
- by enabling students to exercise leadership opportunities and engage in work-integrated learning practices while studying; and
- by being responsive to students' voices through formal and informal channels (e.g. Vice-Chancellor student forums, the Student Experience Survey and the Massey Online Survey Tool (MOST) teacher survey).

In addition to commitments to key performance indicators and educational performance indicators, Massey produces demographic and profiling trend analysis and predictive analytic reports with the aim of supporting a better understanding of what our demographic is and its changing needs.



As an organisation and as a learning community, we are actively building the awareness and capability of our staff as the University continues its journey to be Te Tiriti o Waitangi-led. There is strong demand from our staff (and students) to learn te reo Māori and increase their knowledge and understanding of tikanga Māori and Te Ao Māori. To service this demand, we have produced resources for staff that are available on our intranet, and we have developed two free online courses, Toro Mai Te Reo, and Toro Mai Tikanga; these courses are freely available to all and enable learners to confidently use te reo Māori at home and in everyday situations, as well as deepen their understanding and awareness of tikanga Māori. More information on how Massey is progressing in the Te Tiriti-led journey is available in Appendix I, under the “Being Te Tiriti-led” section.



Responding to the needs of our stakeholders

Engagement with our stakeholders occurs at different sites across the University: colleges, professional support services such as the Vice-Chancellor’s Office, the Provost’s Office, the Student, Alumni and Global Engagement Office, the Deputy Vice-Chancellor Māori Office, the Office of Pacific Success, and the Massey University Foundation.

In order to provide a distinctive and quality student-centred learning experience, Massey is committed to providing an academic offer, in terms of what we teach, that is both relevant and sustainable; one that provides students with the knowledge and skills they need to enter the workforce or progress to further research. As part of our University-wide academic approval process, proposers are obliged to demonstrate evidence of meaningful consultation with end-users and stakeholders, particularly employers, industry groups and professional bodies, on the value, worth and efficacy of their programmes.

A considerable amount of engagement and ‘testing’ is conducted through the early-phase development (or review) of a programme. Schools and colleges at the University have programme advisory groups where stakeholders are represented and have a meaningful voice. Further mechanisms for engaging with the views of stakeholders and responding to these are found in the Graduating Year Reviews (which are scrutinised externally and regularly by the Committee on University Academic Programmes (CUAP)), our Qualification Reviews (which are reported externally to CUAP) and our ongoing work with the Academic Quality Agency for New Zealand Universities (AQA) in terms of addressing concerns from the Cycle Five Academic Audit and preparation for the development of the Cycle Six Academic Audit.

We regularly survey our students, most notably through the Student Experience Survey in addition to MOST, Massey University’s internal survey tool. Our clearly defined graduate attributes, highlighted through each of our programmes, ensure that Massey graduates leave university with the skills and capabilities to participate actively as educated and global citizens. Stakeholder engagement is crucial in achieving this goal, as we recognise that students need ready access to work-integrated learning experiences and experience working in innovation precincts to develop their ‘real world’ skills.



As a university, research defines who we are and what we do. Along with supporting and delivering excellent learning and teaching experiences, research sits at the heart of our purpose and mission as a New Zealand university. Notably, our strategy commits us to investing strategically in both applied and 'discovery' research. As part of our ongoing stakeholder engagement, the strategy calls for deepening strategic research collaborations and relationships nationally and internationally, and particularly with industry for mutual benefit.

We believe that universities and evidence-based research are needed now more than at any other time in our history. They include the civic leadership responsibilities carried by modern, 21st-century universities: to 'speak truth to power' fearlessly, from a sound evidence base and without fear of reproach. In our strategy, we aim to achieve this by facilitating discussion and consultation with relevant economic and social development agencies - whānau, hapū, and iwi, Pacific communities and local government - to maximise our impact.

Massey University formally communicates its progress towards improving its organisational performance and how it is meeting stakeholder needs through the Statement of Service Performance and 'year in review' in its published Annual Report. Finally, Massey undertakes regular consultation with stakeholders on specific matters and provides soft information on meeting stakeholder needs through other forms of publication and social media.

Contributing to achieving government priorities

Massey University has several planned shifts to give effect to the new Tertiary Education Strategy and to support achievement of government priorities. The TEC has identified 16 focus areas for the 2022 Investment round. The table below indicates how these focus areas are aligned to our planned shifts.



Table 1 – Focus areas for the 2022 Investment round and Massey University’s contributions

Focus area for the 2022 investment round	Massey university’s contributions
Hear and act on the voices of learners/ākonga and their whānau and communities. (P1)	Paerangi: Learning and Teaching Strategy Pūrehuroatanga – the University’s Learner Success Plan Service Level Agreements for taura/ākonga support, with Student Associations
Provide for a safe and supportive learning environment that includes access to support for the basic needs of learners/ākonga and for their physical and mental health. (P1)	Paerangi: Learning and Teaching Strategy Pūrehuroatanga – the University’s Learner Success Plan Contract with service providers to ensure students have a safe community on campus
Develop a whole of organisation approach to understanding and meeting the needs and aspirations of all learners/ākonga, including valuing their languages, cultures and identities. (P2)	Paerangi: Learning and Teaching Strategy Pūrehuroatanga – the University’s Learner Success Plan Staff capability development, including building cultural competencies capabilities
Partner with Māori to support rangatiratanga, and Māori educational success as Māori. (P2 & P5)	Paerangi: Learning and Teaching Strategy Pūrehuroatanga – the University’s Learner Success Plan Being Te Tiriti o Waitangi-led – an integral part of Massey University’s strategy
Identify and reduce barriers for all learners/ākonga (P3)	Paerangi: Learning and Teaching Strategy Pūrehuroatanga – the University’s Learner Success Plan
Support successful learner transitions through the education system and into work (P3, P7)	Paerangi: Learning and Teaching Strategy Pūrehuroatanga – the University’s Learner Success Plan
Support disabled learners and neuro-diverse learners to succeed (P3) Provide opportunities for learners/ākonga to develop their literacy, numeracy and digital literacy skills capabilities (P4)	Paerangi: Learning and Teaching Strategy Pūrehuroatanga – the University’s Learner Success Plan
Provide opportunities to use and to build on languages spoken by Pacific and Māori learners/ākonga (P4 & P5)	Paerangi: Learning and Teaching Strategy Pūrehuroatanga – the University’s Learner Success Plan Being Te Tiriti o Waitangi-led – an integral part of Massey University’s strategy
Ensure that strategies, behaviours, actions, services and resourcing reflect your commitment to Te Tiriti o Waitangi	Being Te Tiriti o Waitangi-led – an integral part of Massey University’s strategy
Provide opportunities for educators and staff to strengthen teaching, leadership and learning support. (P6)	Paerangi: Learning and Teaching Strategy Being Te Tiriti o Waitangi-led – an integral part of Massey University’s strategy
Build and sustain a diverse education and research workforce (P6 & P8)	He Rautaki Rangahau – Massey University Research Strategy
Delivering skills and knowledge that NZ industries need and supporting learners/ākonga into relevant employment outcomes.	Digital Plus approach and active management of our academic portfolio Supporting growth in priority areas Short courses and micro-credentials Employment outcomes (Post-Study Outcomes)
Provide efficient lifelong learning options so that people can upskill and retrain (P7)	Digital Plus approach and being responsive to new demand, such as through the provision of micro-credentials Supporting growth in priority areas
Ensure your education delivery supports relevant skills for New Zealand’s shift to a carbon-neutral economy (P7)	Digital Plus approach and managing our academic portfolio Supporting growth in priority areas
Support excellent, collaborative research, aligned to solving economic, social and environmental challenges (P8)	He Rautaki Rangahau – Massey University Research Strategy

3. Programmes and activities

Massey University is committed to delivering programmes that are flexible, contemporary in design, research-led in content and strategically important.

Managing increased student demand in a constrained fiscal environment

Massey remains committed to supporting student participation in tertiary education and COVID-19 has significantly impacted on student demand for flexible delivery. Most of our recent growth has been in blended and online delivery, with growth across most of our subject areas.

Given Massey's commitment to access, equity, and excellence, and recognising the constrained fiscal environment in which we operate, Massey intends to manage the increased demand from domestic learners and seeks support from the TEC in this respect. Whilst Massey understands Government's priorities to grow provision that will support New Zealand's economic recovery, the Wellbeing budget, and the new Tertiary Education Strategy, Massey is seeking to support these priorities and our current and future learners with provision that is flexible and caters for a broad cohort of learners in New Zealand, and by prioritising our funding to meet both Government and learner expectations.

Massey will support student participation on two fronts: accommodating new domestic demand (new enrolments) within a sustainable future enrolment pipeline, and by ensuring student success support is in place to support our current students in their engagement; to lift success in terms of student retention and successful course and qualification completions. Pūrehuroatanga, Paerangi: Learning and Teaching Strategy and our work towards being Te Tiriti o Waitangi-led are key initiatives for our University that seek to support students and academic success.

Our provision supporting the Food and Fibre sector

Massey continues to advance its role in contributing to food and fibre sector and the economy of New Zealand leading transformational change. Massey is continually evolving its teaching and research activities in response to the rapid pace of change in the food and fibre sector, for example the greater use of technology in production systems, the reshaping of agri-food value chains, the strengthening leadership role of Māori, using bio-design and material driven innovation in the creation of new textiles, materials and surfaces, food design and the increasing focus on balancing environmental, social and economic outcomes in production systems.

Massey is already very highly regarded internationally for our agricultural, food, animal and veterinary science and design programmes. For agriculture, Massey's 2021 QS Ranking is 34th in the world and number one in New Zealand, while for Veterinary Science Massey ranked 19th in the world. For Food Science and Technology, Massey is ranked in the top 75 in the world according to the Shanghai rankings. Massey is ranked in the QS top 100 in Design.

Across the University we have expertise spanning the food value chain, including pastoral-based animal production, plant and soil sciences, horticulture, genetics, water quality, animal welfare and health, precision agriculture, agribusiness (including farm business management), food science and technology, food safety, biosecurity, nutrition, textile design, and enabling technologies that are becoming increasingly important in agri-food systems (e.g. sensing, robotics and automation, and artificial intelligence).

Our postgraduate teaching activities involve strong collaboration and integration with Crown Research Institutes (e.g. Plant and Food Research, AgResearch, Manaaki Whenua – Landcare Research), research institutes and centres (the Riddet Institute and the New Zealand Food Safety Science and Research Centre) and Massey enterprises (e.g. FoodPilot).

Massey is also a partner in the Food & Fibre Centre of Vocational Excellence (COVE) hosted at the Eastern Institute of Technology, which speaks to our intent to contribute knowledge and research that benefits teaching and learning in disciplines relevant to the food and fibre sector. Other partnerships include industry partnership in postgraduate programmes (Masters of Horticultural Science with StartFresh in the Bay of Plenty) and with international universities including Huzhong Agricultural University (China) for agriculture, plant science, environmental science, and horticulture; Jiangnan University (China) for Food Science – noting that Jiangnan is No.1 ranked for this field. Massey researchers are also working on a collaborative fibre research project with harakeke-based Māori enterprise funded by MBIE through the Te Pūnaha Hihiko: Vision Mātauranga Capability Fund.

Our teaching and research programmes supporting the food and fibre industries are also concerned with environmental issues, with a growing understanding of the impact that agriculture and horticulture have on the environment. We are advancing solutions that can mitigate the adverse impacts of these industries for better environmental outcomes. Examples of new qualifications responding to these changing societal needs and expectations (and growing in student numbers) include the Bachelor of Horticultural Science and the Bachelor of Animal Science (the latter includes a specialisation in Animal Welfare).

To support the food and fibre industries and its technological needs, Massey offers a comprehensive suite of qualifications:

- Bachelor of Agribusiness
- Bachelor of Agricultural Science
- Bachelor of Animal Science
- Bachelor of Horticultural Science
- Bachelor of Resource and Environmental Planning
- Bachelor of Science
- Bachelor of Veterinary Science
- Bachelor of Food Technology with Honours
- Master of Agribusiness
- Master of Dairy Science and Technology
- Master of Food Safety and Quality
- Master of Food Technology
- Master of Resource and Environmental Planning
- Master of Science
- Master of Veterinary Medicine
- Master of Veterinary Studies
- Foundation Certificate in Agriculture
- Certificate in Border and Biosecurity
- Diploma in Agriculture
- Diploma in Border and Biosecurity
- Diploma in Dairy Technology
- Postgraduate Diploma in Agribusiness
- Postgraduate Diploma in Environmental Management
- Postgraduate Diploma in Veterinary Science
- Doctor of Philosophy



Our provision supporting construction

We recognise and are responding to the Government priority to grow the capacity and capability of the construction sector in New Zealand. We support the focus on increasing apprenticeships and supporting gender inclusion to boost the numbers of construction workers in New Zealand. Massey leads university education in construction management and quantity surveying in New Zealand. Massey also offers the only bachelor's degrees in both majors by a New Zealand university and our master's degree offers the most diversified specialisations. Further, Massey offers a programme in Spatial Design in which students rethink built spaces in ways that are innovative, speculative and mindful of human and environmental wellbeing. All programmes are contemporary and tailored to fit industry needs. To support growth in capacity and capability in the construction sector, Massey offers:

- Bachelor of Construction
- Bachelor of Resource and Environmental Planning
- Bachelor of Design with Honours
- Master of Construction
- Master of Resource and Environmental Planning
- Diploma in Facilities Management
- Graduate Diploma in Facilities Management
- Postgraduate Diploma in Construction
- Doctor of Philosophy

Our research expertise in Construction, Spatial and Industrial Design includes green buildings solutions and energy efficiency, health and safety of buildings (fire containment, indoor air quality, resistance to earthquake), healthy schools (heating, ventilation, energy efficiency, external pollution and design materials), and lighting research (photometry and colorimetry, interior lighting design, exterior lighting, non-visual effects of lighting, energy efficiency, emergency lighting, next-generation technologies and effects of light on the natural world, ergonomics, digital fabrication, interior architecture, landscape, and urban design).

Our provision supporting STEM

Massey offers a range of disciplines to support STEM industries in New Zealand, including computer science and information technology, engineering, mathematics and statistics, biological sciences, physical sciences, animation and VFX, creative technologies, game and app development, immersive media, audio engineering, interface and interaction design. There has been increased provision of online and blended learning in the sciences, and the establishment of three new Schools to strengthen engagement in STEM subjects; effectively to increase clarity and attractiveness of our academic offer in Science and Technology.

To support supply of STEM graduates to industries, Massey University offers the following qualifications:

- Bachelor of Information Science
- Bachelor of Science
- Bachelor of Engineering with Honours
- Bachelor of Science with Honours
- Master of Analytics
- Master of Engineering
- Master of Engineering Studies
- Master of Information Sciences
- Master of Science
- Certificate in Science and Technology
- Diploma in Science and Technology
- Graduate Diploma in Information Sciences
- Graduate Diploma in Science and Technology
- Postgraduate Certificate in Science and Technology
- Postgraduate Diploma in Information Sciences
- Postgraduate Diploma in Science and Technology
- Doctor of Philosophy

Our provision supporting Secondary Initial Teacher Education (SITE)

Initial Teacher Training Education at Massey is supported by the Institute of Education and Te Pūtahi-a-Toi (School of Māori Knowledge). The main pathway for SITE is the Graduate Diploma in Learning and Teaching. To be eligible to study, students will already have a bachelor's level qualification. The qualification is 150 credits undertaken in one year (full time).

In addition to the Graduate Diploma in Learning and Teaching, Te Aho Tātaurangi: Bachelor of Teaching and Learning Kura Kaupapa Māori provides initial teacher training for future Māori educators. The qualification is 360 credits, with a duration of three years (full-time). The qualification is designed for competent speakers of te reo Māori. The Institute of Education also offers Early Childhood and Primary options for mainstream Initial Teacher Education.

We also have other provision that supports Education and Teacher Training in New Zealand, including:

- Bachelor of Speech and Language Therapy with Honours
- Graduate Certificate in Teaching English as an Additional Language
- Master of Education
- Master of Educational and Developmental Psychology
- Master of Specialist Teaching
- Master of Speech and Language Therapy
- Postgraduate Certificate in Education
- Postgraduate Certificate in Education and Developmental Psychology
- Postgraduate Diploma in Education
- Postgraduate Diploma in Education and Developmental Psychology
- Postgraduate Diploma in Learning Support
- Postgraduate Diploma in Specialist Teaching
- Postgraduate Diploma in Speech and Language Therapy
- Te Aho Paerewa Postgraduate Diploma Teaching and Learning in Māori Medium

Our provision supporting Clinical Psychology

To support provision in Clinical Psychology, Massey University offers the following qualifications:

- Master of Clinical Psychology
- Doctor of Clinical Psychology

We also have other provision that supports mental health in New Zealand, including:

- Bachelor of Health Science (specialisations in Mental Health and Addiction, and Psychology)
- Certificate in Mental Health and Addiction
- Certificate in Public Health
- Master of Counselling Studies
- Master of Public Health
- Master of Health Science (specialisation in Psychology)
- Master of Health Service Management
- Master of Public Health
- Postgraduate Diploma in Psychological Practice
- Postgraduate Diploma in Public Health (specialisation in Psychology)
- Postgraduate Diploma in Health Science
- Postgraduate Diploma in Health Service Management
- Postgraduate Diploma in Public Health

Research expertise at Massey focuses on emergency management, health ageing, income inequalities, poverty and homelessness, indigenous Māori psychology, mental health and addictions, Pacific-indigenous humanitarian psychology, and workplace ill treatment and stress.

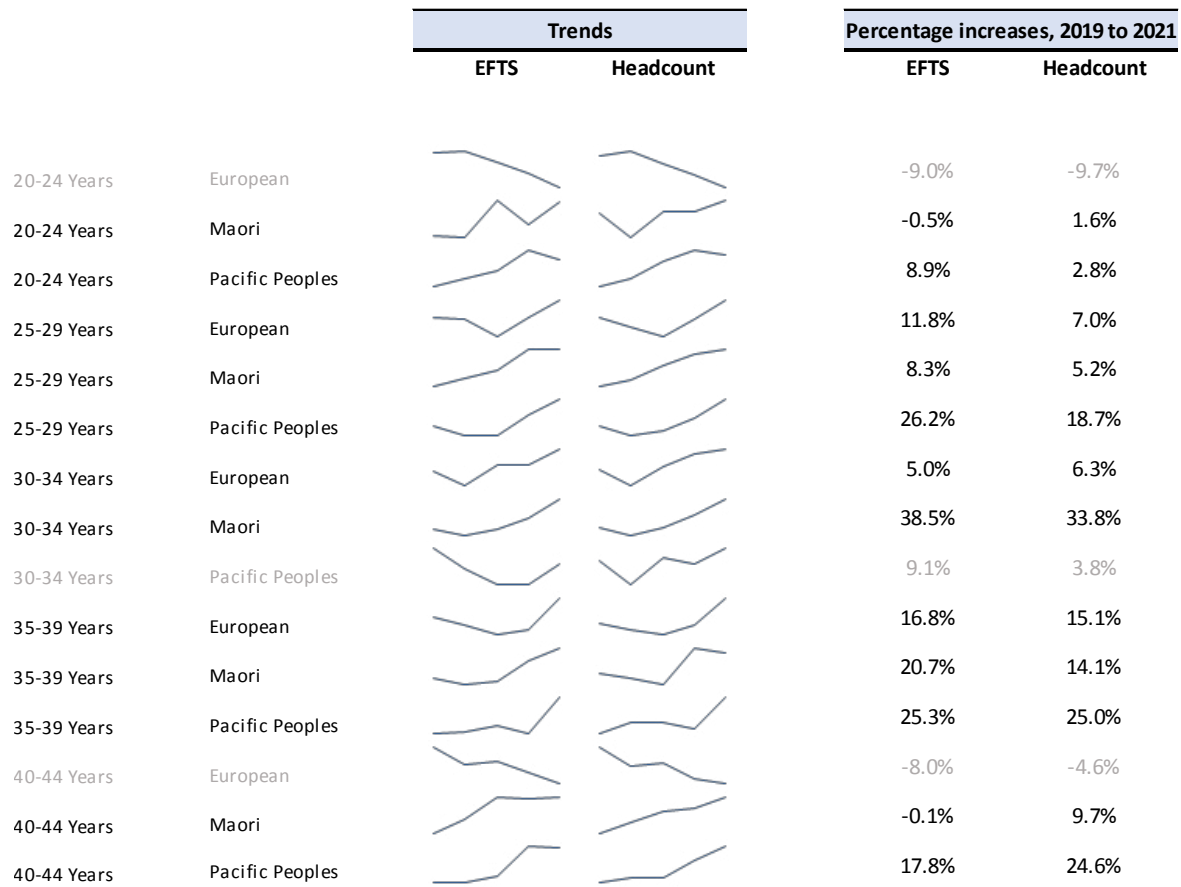
4. Outcomes and measures

Student Participation and Success

Massey University has experienced a significant increase in enrolments over the past Investment Plan cycle period (2019-2021). While our enrolment pipeline has been steadily growing over the last three years, COVID-19 has accelerated the demand. It is worth noting that most of this new and additional demand is for online and blended delivery.

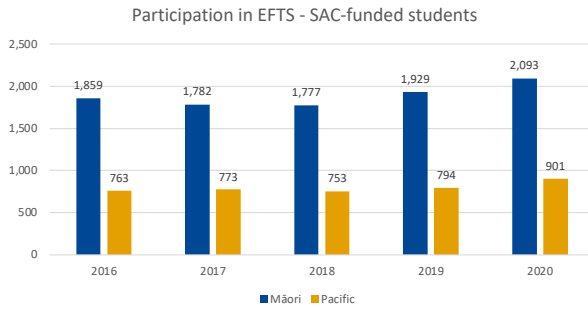
In 2020, online EFTS have overtaken internal (face-to-face) EFTS for the first time (in terms of total EFTS, regardless of funding source). We consider that this is due in part to the COVID-19

context, given the disruption to pre-pandemic work opportunities where people are seeking to re-enter study and upskill, and it speaks to increased confidence of all learners in effectively and efficiently using online platforms. In addition, we consider that while there was a natural shift towards more online study prior to the events of 2020, the pandemic has accelerated this trend. The upswing in online enrolments is, therefore, multi-factorial; and Massey is ideally positioned, given our recognised capability and expertise in online learning, to respond to and support this demand. In terms of demographics, most of this growth has been in our mature age cohort (25+ years, across all ethnicities), all modes (full-time and part-time), and from both new and returning students.



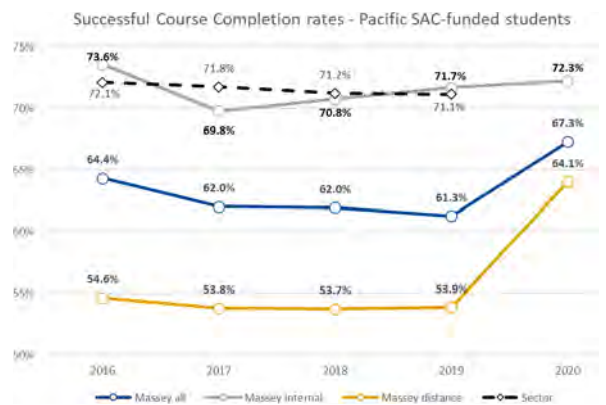
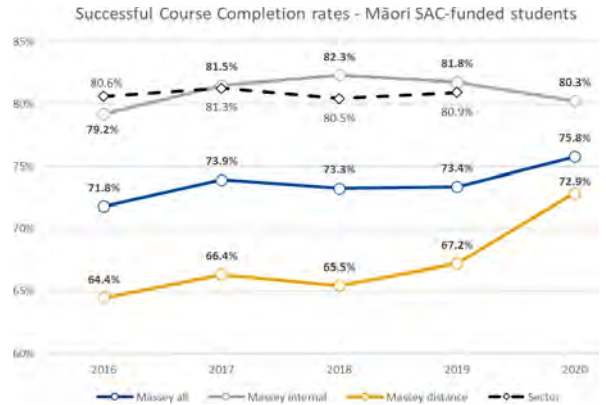
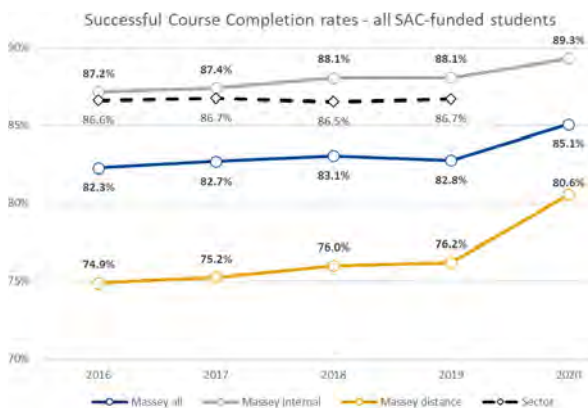
Source: Massey University RAPID data, extracted in April 2021

The overall participation of Māori and Pacific students has increased over the last five years; this is aligned with Government priorities and aspirations for Māori and Pacific learners in terms of reducing barriers to participation.



Successful course completion and first-year retention rates have also demonstrated an improvement over the last Investment Plan cycle, as evidenced in the chart above.

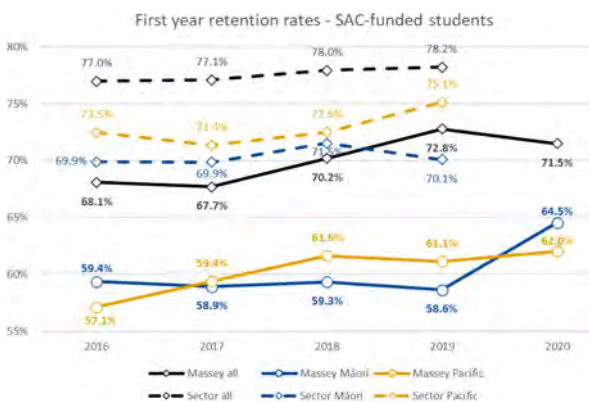
For Successful Course Completion, the gap between internal and online performance has reduced, and the gap in performance for Māori and Pacific learners studying internal and online has also reduced. In addition, the gap between Massey and the sector average has also reduced.



In terms of course classification and the level of study of successful course completion, Massey is mostly meeting (and at times exceeding) the university sector average in a number of course classifications and, in particular, government priority areas, but we also acknowledge that we need to progress in other areas.



Notably, first-year retention has improved for Māori and Pacific learners, particularly when this is depicted in the context of a five-year trend in performance results. Massey acknowledges that while the trend is for improvement across all our learners, the gap in achievement compared to sector average exists, and this is the main focus of *Pūrehuotanga*, our whole-of-university effort to collectively lift and close performance outcomes (or 'gaps') between Māori and Pacific learners and all other learners, in terms of progress and course and qualification completion.



Post Study Outcomes (PSO)

Our latest PSO data, extracted from Nga Kete, demonstrates that Massey is well-positioned to deliver post study outcomes. The table below compares Massey’s results with those of other tertiary education providers in terms of employment.

GRADUATE COHORT	MASSEY UNIVERSITY	ALL TEOs
04 Architecture and Building	88.2%	49.1%
06 Health	83.7%	85.3%
03 Engineering and Related Technologies	82.4%	79.4%
08 Management and Commerce	80.2%	77.5%
07 Education	80.2%	85.2%
05 Agriculture, Environmental and Related Studies	76.9%	76.6%
02 Information Technology	75.0%	73.8%
10 Creative Arts	68.9%	63.2%
09 Society and Culture	64.1%	63.3%
01 Natural and Physical Sciences	56.5%	49.1%

Source: POS Data, Nga Kete, extracted on 27 May 2021

Moreover, when this data is viewed in terms of ethnicity and gender, as well as at programme level, Massey achieved results *above* the sector median in all categories (one year post-graduation, for students under 25 years’ of age), with the exception of Pacific learners where this was just slightly below the national average.

	MASSEY UNIVERSITY	NATIONAL AVERAGE
% Māori employed	75.6%	72.3%
% Pasifika employed	71.1%	71.3%
% Non-Māori & Non-Pasifika	74.4%	69.9%
% Female employed	75.2%	72.1%
% Male employed	72.8%	67.2%

Source: Nga Kete

Quality Assurance Review

All New Zealand universities are subject to regular academic audits and these are managed by and administered through the Academic Quality Agency for New Zealand Universities (AQA). The AQA includes both academic quality assurance and academic quality enhancement with the aim of guaranteeing the maintenance of high quality in New Zealand university education. Massey is currently preparing for the Cycle Six Academic Audit. This Cycle commenced in 2017 and will run until 2024. Massey’s self-review portfolio is due to the AQA by March 2023; the site visit is scheduled for March 2023 and the ensuing audit report is due to be published in June 2023.

The Cycle Five Audit framework focused on academic activities related to teaching and learning and student support:

- Leadership and Management of Teaching and Learning
- Student Profile: Access, Transition and Admission Processes
- Curriculum and Assessment
- Student Engagement and Achievement
- Student Feedback and Support
- Teaching Quality
- Supervision of Research Students

The latest Academic Audit Report, published in February 2014, contained four commendations, six affirmations and 17 recommendations.

Commendations recognised areas of excellent practice with demonstrable good outcomes. Massey received commendations for our library services, emergency management provisions, our extensive range of learning support services and our teaching awards framework.

Affirmations are validations by the audit panel that the university had identified itself where improvements are required, action has been undertaken and the panel considers the action will be effective when completed. The University was pleased to receive recognition from the audit panel of the considerable development and good work done in these areas.

The 17 recommendations identified in the 2014 Audit Report were areas also identified by the University prior to the Audit attesting to effectiveness of our continuous quality improvement and enhancement processes.

Significant progress has been made on these recommendations. Some recommendations such as grading practices have been addressed and completed and benefits are now being realised. Other recommendations require long-term planning and work that encompasses a whole-of-university shift. Recommendations on the issues of benchmarking and academic equivalence will take some time to complete.

As a snapshot of the University at a particular moment in time looking at policies, processes and practices in place at that time, the Academic Audit is extremely useful in terms of driving a culture of continuous improvement. Universities are learning communities and we evolve and adapt, according to student and stakeholder needs, strategic priorities, Government imperatives and market influences. Massey welcomes the regular Academic Audits as an opportunity to reflect on our current academic quality assurance practices as well as to guide us in terms of our future planning.

Other Markers of Quality Provision

International Accreditations

The list below provides information on international accreditations for qualifications at Massey.

QUALIFICATION	ACCREDITING AGENCY	LINK TO WEBSITE
Bachelor of Accountancy	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Bachelor of Accountancy	Certified Practising Accountants	http://www.cpaaustralia.com.au/
Bachelor of Accountancy	Chartered Institute of Management Accountants	http://www.cimaglobal.com/
Bachelor of Accountancy	The Association of Chartered Certified Accountants	http://www.accaglobal.com/an/en.html
Bachelor of Applied Economics	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Bachelor of Aviation (Air Transport Pilot)	Royal Aeronautical Society	http://aerosociety.com/
Bachelor of Business	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Bachelor of Business (Accountancy)	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Bachelor of Business (Accountancy)	Certified Practising Accountants	http://www.cpaaustralia.com.au/
Bachelor of Business (Accountancy)	Chartered Institute of Management Accountants	http://www.cimaglobal.com/
Bachelor of Business (Accountancy)	The Association of Chartered Certified Accountants	http://www.accaglobal.com/an/en.html
Bachelor of Business (Finance)	Chartered Financial Analysts Institute	https://www.cfainstitute.org/Pages/index.aspx
Bachelor of Business (Property)	Royal Institute of Chartered Surveyors	http://www.rics.org/nz/

Bachelor of Communication (Communication Management)	Accrediting Council on Education in Journalism and Mass Communications	https://www2.ku.edu/~acejmc/
Bachelor of Communication (Journalism)	Accrediting Council on Education in Journalism and Mass Communications	https://www2.ku.edu/~acejmc/
Bachelor of Communication (Marketing Communication)	Accrediting Council on Education in Journalism and Mass Communications	https://www2.ku.edu/~acejmc/
Bachelor of Communication (Public Relations)	Accrediting Council on Education in Journalism and Mass Communications	https://www2.ku.edu/~acejmc/
Bachelor of Construction	Royal Institute of Chartered Surveyors	http://www.rics.org/nz/
Bachelor of Construction (Quantity Surveying)	Pacific Association of Quantity Surveyors	http://www.paqs.net/
Bachelor of Creative Media Production	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Bachelor of Design	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Bachelor of Design (Hons)	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Bachelor of Fine Arts	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Bachelor of Fine Arts (Hons)	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Bachelor of Food Technology (Hons) (Food Process Engineering)	Institute of Food Technologists, USA	http://www.ift.org/
Bachelor of Food Technology (Hons) (Food Product Technology)	Institute of Food Technologists, USA	http://www.ift.org/
Bachelor of Māori Visual Arts	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Bachelor of Veterinary Science	American Veterinary Medical Association	https://www.avma.org/Pages/home.aspx
Bachelor of Veterinary Science	Australasian Veterinary Boards Council	http://www.avbc.asn.au/
Bachelor of Veterinary Science	Royal College of Veterinary Surgeons	http://www.rcvs.org.uk/home/
Certificate in Visual Arts	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Diploma in Photography	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Diploma in Visual Arts	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Doctor of Business Administration	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Doctor of Philosophy	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Doctor of Philosophy (Design)	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Doctor of Philosophy (Fine Arts)	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Graduate Diploma in Design	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Graduate Diploma in Fine Arts	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Graduate Diploma in Occupational Health & Safety	Institution of Occupational Safety and Health (UK)	http://www.iosh.co.uk/
Master of Business Administration	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Master of Business Administration	Chartered Institute of Management Accountants	http://www.cimaglobal.com/
Master of Business Administration	Association of MBAs	http://www.mbaworld.com/accreditation
Master of Business Studies	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Master of Business Studies (Accountancy)	Chartered Institute of Management Accountants	http://www.cimaglobal.com/

Master of Creative Enterprise	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Master of Design	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Master of Finance	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Master of Fine Arts	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Master of Journalism	Accrediting Council on Education in Journalism and Mass Communications	http://www.acejmc.org
Master of Management	Association to Advance Collegiate Schools of Business	http://www.aacsb.edu/
Master of Management (Accountancy)	Chartered Institute of Management Accountants	http://www.cimaglobal.com/
Master of Māori Visual Arts	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Master of Professional Accountancy and Finance	Certified Practising Accountants	http://www.cpaaustralia.com.au/
Master of Professional Accountancy and Finance	The Association of Chartered Certified Accountants	http://www.accaglobal.com/an/en.html
Master of Professional Accountancy and Finance	Chartered Institute of Management Accountants	http://www.cimaglobal.com/
Masters in Supply Chain Management	Chartered Institute of Procurement & Supply	http://www.cips.org/
Postgraduate Diploma in Design	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Postgraduate Diploma in Māori Visual Arts	National Association of Schools of Art & Design	http://nasad.arts-accredit.org/
Postgraduate Diploma in Quality Systems	Chartered Quality Institute	http://www.thecqi.org/

New Zealand accreditations

QUALIFICATION	ACCREDITING BODY	LINK TO WEBSITE
Bachelor of Accountancy	Chartered Accountants Australia and New Zealand (former NZ Institute of Chartered Accountants)	http://www.nzica.com/ http://www.charteredaccountantsanz.com/
Bachelor of AgriBusiness (Rural Valuation)	Valuers Registration Board	http://www.linz.govt.nz/valuation/valuers-registration-board
Bachelor of AgriBusiness (Rural Valuation)	Property Institute of New Zealand	https://www.property.org.nz/MainMenu
Bachelor of Aviation (Air Transport Pilot)	Civil Aviation Authority of New Zealand	http://www.caa.govt.nz/
Bachelor of Business (Property)	Valuers Registration Board	http://www.linz.govt.nz/valuation/valuers-registration-board
Bachelor of Business (Accountancy)	Chartered Accountants Australia and New Zealand (former NZ Institute of Chartered Accountants)	http://www.nzica.com/ http://www.charteredaccountantsanz.com/
Bachelor of Business (Property)	Property Institute of New Zealand	https://www.property.org.nz/MainMenu
Bachelor of Business (Property)	Real Estate Institute of New Zealand	https://www.reinz.co.nz/reinz/
Bachelor of Engineering with Hons	Engineering New Zealand	https://www.engineeringnz.org/
Bachelor of Food Technology (Hons)	Engineering New Zealand / Washington Accord	https://www.engineeringnz.org/
Bachelor of Food Technology (Hons)	Engineering New Zealand / Sydney Accord	https://www.engineeringnz.org/
Bachelor of Information Sciences	Institute of IT Professionals NZ	http://iitp.nz/
Bachelor of Nursing	Nursing Council of NZ	http://www.nursingcouncil.org.nz/
Bachelor of Resource & Environmental Planning	NZ Planning Institute	http://www.planning.org.nz/
Bachelor of Social Work	Social Workers Registration Board	http://www.swrb.govt.nz/

Bachelor of Speech & Language Therapy (and Honours)	NZ Speech Language Therapists Association	http://www.speechtherapy.org.nz/
Diploma in Business Studies	Property Institute of New Zealand	https://www.property.org.nz/MainMenu
Diploma in Business Studies	Valuers Registration Board	http://www.linz.govt.nz/valuation/valuers-registration-board
Doctor of Clinical Psychology	NZ Psychologists' Board	http://www.psychologistsboard.org.nz/
Doctor of Philosophy (Property)	Property Institute of New Zealand	https://www.property.org.nz/MainMenu
Graduate Certificate in Science & Technology (Lighting)	Illuminating Engineering Society of Australia and New Zealand	http://www.iesanz.org/
Graduate Diploma in Business Studies (Personal Financial Planning)	Institute of Financial Advisors	http://ifa.org.nz/
Graduate Diploma of Teaching (Early Childhood Education)	Education Council of New Zealand	https://educationcouncil.org.nz/
Graduate Diploma of Teaching (Primary)	Education Council of New Zealand	https://educationcouncil.org.nz/
Graduate Diploma of Teaching (Secondary)	Education Council of New Zealand	https://educationcouncil.org.nz/
Master of Applied Social Work	Social Workers Registration Board	http://www.swrb.govt.nz/
Master of Counselling Studies	NZ Association of Counsellors	http://www.nzac.org.nz/
Master of Journalism	Competenz	https://www.competenz.org.nz/industries/communications-and-media/journalism/
Master of Nursing	Nursing Council of NZ	http://www.nursingcouncil.org.nz/
Master of Professional Accountancy and Finance	Name Change: Chartered Accountants Australia and New Zealand (former NZ Institute of Chartered Accountants)	http://www.nzica.com/ http://www.charteredaccountantsanz.com/
Master of Resource & Environmental Planning	NZ Planning Institute	http://www.planning.org.nz/
Master of Science (Nutrition & Dietetics)	NZ Dietitians Board	http://www.dietitiansboard.org.nz/
Masters in Supply Chain Management	Chartered Institute of Logistics & Transport	http://www.cilt.co.nz/
Postgraduate Certificate in Nursing	Nursing Council of NZ	http://www.nursingcouncil.org.nz/
Postgraduate Diploma in Educational Developmental Psychology	NZ Psychologists' Board	http://www.psychologistsboard.org.nz/
Postgraduate Diploma in Nursing	Nursing Council of NZ	http://www.nursingcouncil.org.nz/
Postgraduate Diploma in Industrial/Organisational Psychology	NZ Psychologists' Board	http://www.psychologistsboard.org.nz/
Te Aho Tatairangi: Bachelor of Teaching Māori Medium / Diploma in Māori Education	Education Council of New Zealand	http://www.teacherscouncil.govt.nz/

Five Stars Plus status with Quacquarelli Symonds (QS) Stars Rating

Massey was awarded a five-plus star rating from educational benchmarking agency QS for the second time in 2021. Massey received five stars for all categories in which it was assessed, as well as an overall five star plus status. Massey also received five stars in the specialist criteria of veterinary science. In New Zealand, only Massey and two other universities have a five-plus star rating. This is the fourth QS Stars audit for Massey (undertaken in three year cycles), with the University's rating improving through each audit cycle.

This benchmarking measures universities against a set of standards that QS Stars has devised for the sector globally, rather than a comparison between universities. QS Stars are, therefore, effectively an audit of the strengths and weaknesses of a university. Participating universities provide QS with evidence across dozens of indicators, which is then verified. Universities are provided with an overall score, as well as a score for each category.

The rating system provides universities with an overall score, as well as ratings in 11 sub-categories: teaching, research, employability, internationalisation, facilities, online/distance, innovation, arts and culture, inclusiveness, social responsibility, and discipline specialisation/accreditations.

5. Additional information

Capital Planning

Our current large capital projects are necessary and will be considered for consolidation. Massey is aware of the need for restrained capital expenditure and the imperative to prioritise support to our digital plus approach, as aligned with our strategic ambition to support high-quality blended learning and teaching.

Massey University has a total asset base of \$1.2 billion (as at June 2020). Most of the assets (84%) are invested in land and buildings. Over time, however, we expect that this weighting will shift as we make increased investment in our digital assets.

6. Additional requirements for Tertiary Education Institutions (TEIs)

DRAFT FORECAST STATEMENT OF SERVICE PERFORMANCE Investment Plan 2022-2024

The Draft Forecast Statement of Service Performance provides a historical view of the KPIs and targets to be achieved as part of the *Investment Plan 2022-2024*. The KPIs that are bold in the tables below indicate they are compulsory measures agreed with the TEC as part of the EPI commitments. Note that actual results for 2021 are not yet available and will be updated once these become available.

Ngā kete o te wānanga – research

Inputs

Research funding and partnerships	2018	2019	2020	2021	2022	2023	2024
	Actual	Actual	Actual	Actual	Target	Target	Target
External research income (\$m)	77.4	84.6	77.5	N/A	78.8	80.4	81.8
PBRF external research income (\$m)	68.8	75.1	73.0	N/A	70.0	71.4	72.6
Invention disclosures (#)	TBC	TBC	TBC	N/A	>60*	>60*	>60*
Commercialisation revenue	TBC	TBC	TBC	N/A	>750K*	>750K*	>750K*

* in a three-year period

Outputs

Postgraduate students	2018	2019	2020	2021	2022	2023	2024
	Actual	Actual	Actual	Actual	Target	Target	Target
Research degree completions (#)	443	439	399	N/A	415	430	450
Postgraduate satisfaction with overall research experience (%)	77.9	78.1	73.5	N/A	80.0	82.0	83.0

Te ako – learning and teaching

Inputs

Participation	2018	2019	2020	2021	2022	2023	2024
	Actual	Actual	Actual	Actual	Target	Target	Target
Total University EFTS	18,664	18,835	18,568	N/A	18,961	19,224	20,617
Total University SAC-eligible EFTS	15,118	15,287	15,420	N/A	16,454	16,454	16,454
International full-fee EFTS	3,290	3,306	2,885	N/A	2,307	2,572	3,017
Non-Māori, non-Pasifika non-degree level (L04-07) (% SAC EFTS)	74.3	71.8	70.2	N/A	75.0	75.0	75.0
Māori non-degree level (L04-07) (% SAC EFTS)	16.7	20.2	20.5	N/A	15.0	15.0	15.0
Pasifika non-degree level (L04-07) (% SAC EFTS)	10.0	9.5	11.2	N/A	10.0	10.0	10.0
Non-Māori, non-Pasifika degree level (L07) (% SAC EFTS)	82.1	81.1	79.5	N/A	78.0	78.0	78.0
Māori degree level (L07) (% SAC EFTS)	13.1	14.0	15.0	N/A	15.0	15.0	15.0
Pasifika degree level (L07) (% SAC EFTS)	5.5	5.7	6.6	N/A	7.0	7.0	7.0
Non-Māori, non-Pasifika postgraduate level (L08-10) (% SAC EFTS)	87.3	87.0	86.2	N/A	84.0	82.5	82.0
Māori non-degree level (L08-10) (% SAC EFTS)	9.5	9.7	10.4	N/A	11.0	12.0	12.0
Pasifika non-degree level (L08-10) (% SAC EFTS)	3.7	3.9	3.9	N/A	5.0	5.5	6.0



Outputs

<i>Retention/First Year Retention</i>	2018	2019	2020	2021	2022	2023	2024
	Actual	Actual	Actual	Actual	Target	Target	Target
Non-Māori, non-Pasifika students non-degree (L04-07) (%)	S	S	S	N/A	75.0	75.0	75.0
Māori non-degree (L04-07) (%)	-	-	-	N/A	75.0	75.0	75.0
Pasifika non-degree (L04-07) (%)	-	-	-	N/A	75.0	75.0	75.0
Non-Māori, non-Pasifika students degree (L07) (%)	75.3	77.5	75.0	N/A	75.1	75.2	75.3
Māori degree (L07) (%)	57.2	56.8	62.8	N/A	64.1	65.4	66.8
Pasifika degree (L07) (%)	61.5	61.2	61.6	N/A	63.0	64.5	65.9
<i>Successful Course Completion</i>	2018	2019	2020	2021	2022	2023	2024
	Actual	Actual	Actual	Actual	Target	Target	Target
Non-Māori, non-Pasifika students (L01-10) (%)	85.6	85.1	87.8	N/A	87.8	87.9	87.9
Māori (L01-10) (%)	73.3	73.4	75.8	N/A	77.0	78.3	79.5
Pasifika (L01-10) (%)	62.0	61.0	67.3	N/A	69.4	71.5	73.6
Māori internal (%)	82.2	81.6	80.3	N/A	81.1	81.9	82.7
Māori distance (%)	65.4	67.1	72.9	N/A	74.4	76.0	77.5
Pasifika internal (%)	70.8	71.5	72.3	N/A	73.9	75.5	77.1
Pasifika distance (%)	53.7	53.5	64.1	N/A	66.5	68.9	71.3
<i>Satisfaction</i>	2018	2019	2020	2021	2022	2023	2024
	Actual	Actual	Actual	Actual	Target	Target	Target
Overall student satisfaction with educational experience (%)	78.8	82.5	76.4	N/A	78.3	80.1	82.0
Overall student satisfaction with services and facilities (%)	76.4	80.8	78.4	N/A	79.6	80.8	82.0
<i>Graduate outcomes (Massey's Graduate Destination survey)</i>	2018	2019	2020	2021	2022	2023	2024
	Actual	Actual	Actual	Target	Target	Target	Target
Overall student progression to employment (%)	89.3	88.3	82.3	N/A	84.9	87.4	90.0
Māori student progression to employment (%)	92.5	87.5	83.3	N/A	85.5	87.8	90.0
Pasifika student progression to employment (%)	85.7	79.8	88.4	N/A	88.9	89.5	90.0

Hei arataki – civic leadership

Outputs

Iwi partnerships

As a university with the ambition to be Te Tiriti o Waitangi-led, Massey will report on the development of iwi relationship and partnership, and on the progress of our Te Tiriti journey. Massey commits to developing quantitative measures for the next Plan round.

<i>Dissemination of knowledge</i>	2018	2019	2020	2021	2022	2023	2024
	Actual	Actual	Actual	Target	Target	Target	Target
National print, radio and television media articles featuring comment by the University (#)	27	49	68	-	75	90	100

Sustainable Development Goals

Massey is committed to supporting the United Nations' Sustainable Development Goals. As part of this commitment, Massey is reporting its contributions from research, learning and teaching and civic contributions our staff and students make towards each of the United Nations SDGs. Our contributions to sustainability and Climate Change will be reported under the SDG 13, Climate Action.







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UNIVERSITY
TE KUNENGA KI PŪREHUROA

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