

TE TAUĀKI WHAKAMAUNGA ATU STATEMENT OF SERVICE PERFORMANCE 2022

FOR THE YEAR ENDED 31 DECEMBER 2022



The Statement of Service Performance illustrates progress made during 2022 towards achieving our vision.

As New Zealand's globally ranked capital city university, Te Herenga Waka—Victoria University of Wellington's vision is to be a world-leading capital city university and one of the great global-civic universities. A civic university is one that values close involvement with the social, cultural, and economic life of its city and region. This is the mandate upon which the University was founded 125 years ago, and it remains as important today.

The vision the University has adopted will ensure the University can continue to make a significant contribution to achieving the desired outcomes of the Tertiary Education Strategy (TES) and New Zealand's education vision. The TES sets out the Government's long-term strategic direction and current and medium-term priorities for tertiary education.

The University's Strategic Plan is designed to guide the University towards achieving this vision. The Strategic Plan drives all decision-making and resource allocation across the University and focuses our activities and development of capability.

Our Outcomes and Performance Framework shows how strategic objectives align with, and respond to, what is expected of tertiary education organisations and the outcomes of a world-leading education system that equips learners with knowledge, skills, and values to be successful citizens in the twenty-first century.

The 2022 Statement of Service Performance has been prepared with reference to the University's 2020–2024 Strategic Plan which can be found on our website: www.wgtn.ac.nz/about/governance/strategic-plan

The Strategic Plan identifies six inter-related strategies that will support the University to achieve its vision of being a world-leading capital city university and one of the great global-civic universities. The distinctive qualities of the University are leveraged in each of the six strategies:

S1: Ambitious research for transformative impact

S2: Education preparing students for an extraordinary life

S3: Engagement that deepens relevance, impact, and reputation

S4: Equitable outcomes for all

S5: Belonging to the Asia-Pacific region

S6: Transforming the way we work.

These strategies draw on our heritage, position, iho (essence), and strategic context. The University's distinctiveness is further defined by a number of particular attributes that matter to our staff, students, and communities: Governing for the future; Living and making the Wellington vibe; Being Asia-Pacific globally minded; Thriving through creativity; Honouring Te Tiriti o Waitangi; Commitment to sustainability and wellbeing.

Our key outcomes

The Statement of Service Performance is organised around our three key outcomes—Research, Teaching and Learning, and Engagement. These outcomes broadly align with the six strategies in our Strategic Plan and with the characteristics of a university as defined in the Education and Training Act 2020.

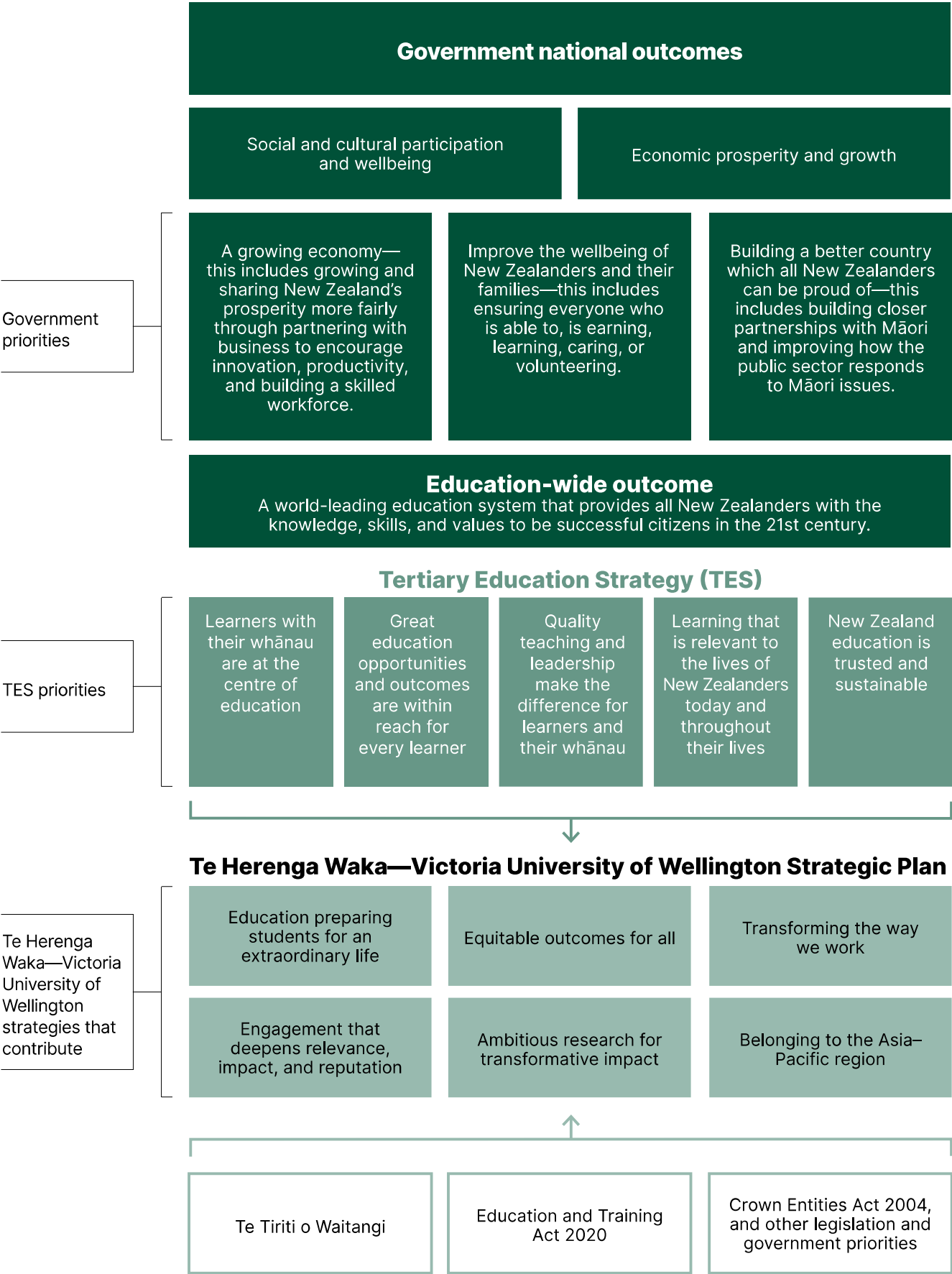
Excellence in research, learning, and teaching lie at the heart of our vision. Over the medium term, Te Herenga Waka—Victoria University of Wellington has an ambitious Learning and Teaching Strategy that signals the University's commitment to working in partnership with students to create and maintain an effective and inclusive learning and teaching environment, and a commitment to quality in design, delivery, and outcomes. Victoria University of Wellington invests significantly to make its student experience the best possible, from the initial contact in school and prior to university entry to the learning experience and after graduation.

The University's Research Strategy 2020–2024 builds on the existing culture of research excellence across Te Herenga Waka—Victoria University of Wellington as the highest ranked university for Performance-Based Research Funding (PBRF). The Strategy guides the University's efforts to increase the international recognition of our research, to build on our distinctive location in Aotearoa New Zealand's political and cultural capital, and to leverage the significant value that we gain from bringing mātauranga Māori to bear on both basic and applied research activity across all disciplines.

The Strategic Plan also signals our long-term commitment to working with the communities we serve, including our commitment to Māori as tangata whenua and Treaty partners; effective engagement with Māori and Pasifika learners, whānau, and communities; working with industry and innovation partners to increase the volume and effectiveness of commercial innovation; and growing the University's international linkages.

A complete list of all performance indicators can be found on pages 17–18.

Outcomes and Performance Framework



Service performance reporting

Since 2019, the University has adopted PBE FRS 48, a standard that establishes requirements for improved reporting of service performance information in order to meet the needs of users of general-purpose financial reports. This standard aligns with the University's progress towards more integrated reporting of information about the University's activities.

COVID-19

COVID-19 continued to have an impact on our teaching, learning, research, and engagement activities during 2022. Restrictions under the COVID-19 Protection Framework were in force until September 2022, along with our own vaccine mandate policy January–April 2022. The University was particularly impacted by an outbreak of COVID-19 in the Wellington Region in February and March, concentrated in the Halls of Residence, with consequences on recruitment, student transition, and staff workload. The effect of the pandemic on the University's performance is noted, where relevant, in the following pages of the Statement of Service Performance (SSP). Performance indicators particularly impacted by this continued global pandemic in 2022 include student numbers, the composition of the student body, student and staff satisfaction, and international tuition fee revenue.

Disclosure of judgements

In determining key service performance information for each outcome, management has used judgement based on indicators that align with the mission and annual activities of the University. The University seeks to maintain consistency across years where appropriate and to determine service performance information that is relevant, reliable, neutral, understandable, and complete. The University's desire to be a world-leading institution also guides the selection of measures that are based on externally validated information and likely to be comparable with national and international universities. In addition to the University-selected measures, the Tertiary Education Commission (TEC) requires inclusion of TEC-defined Educational Performance Indicators (EPIs). These are provided on page 18 and commented on within.

Linkages between financial and non-financial information

A key concept introduced by PBE FRS 48 is that financial statements and service performance information are both important components of a public benefit entity's general purpose financial report. The two documents convey a coherent picture about the performance of the entity, and they are linked through the resources that have been applied to each of the three outcomes.

For example, to achieve high-quality research outcomes, the University relies on PBRF funding and external research income, as well as income gained from other sources. All of these sources of funding are relevant to the University's ability to deliver key outcomes.

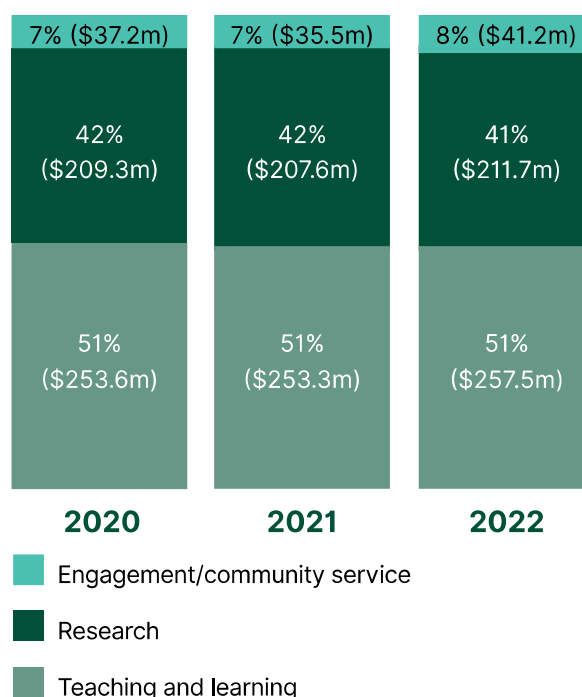
A University's performance objectives are long term and not meaningfully captured within singular output categories. University research and teaching are closely interdependent (as required by the Education and Training Act 2020) and the outcomes of university activities are not fully known within one year (e.g., research results, graduate outcomes).

While noting these interdependencies, the University, using high-level assumptions, is able to estimate that in 2022, 41.5% of total operating expenses was attributable to research, 50.5% to teaching and learning, and 8.0% to engagement/community service. This result reflects the distinctive nature of a research-led university committed to the student experience, high-quality research, and serving its communities.

In determining this estimate of allocation of expenditure, the University has reviewed major operating expenses as reported in the financial statements. Where there is a clear allocation of cost to a particular output, these have been adopted. Where there is ambiguity (e.g., related to the interdependencies described above) the University has exercised judgement based on an underlying workload principle for academic staff involved in both teaching and research of 40–40–20 (i.e., 40% research, 40% teaching, and 20% administration, with administration then allocated proportionally to teaching, research and engagement/community service). Costs not directly or solely attributable to teaching and learning or research, such as general administrative support or facilities management, have been apportioned on the same basis as academic salaries.

The following pages explore these outputs in greater detail, focusing on successes and challenges during 2022.

Estimated expenditure by output category



RANGAHAU RESEARCH

S1

S3

S6

Service Performance Information indicator

Approximately 41% of total revenue is sourced from either government funding, the PBRF, or research-specific contracts. Of this, the University allocates \$119m to Research activities. The remainder of revenue has a non-government source, (i.e., direct tuition or commercial revenue).

See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 17–18.

Progress made during 2022

Te Herenga Waka—Victoria University of Wellington, New Zealand's number one university for intensity of high-quality research, had another successful year for research.¹ Our researchers were again successful in securing funding to address key questions of global relevance, including over \$7 million from Te Pūtea Rangahau a Marsden (the Marsden Fund) for 12 projects, and four out of only 12 Rutherford Discovery Fellowships awarded nationally in 2022.

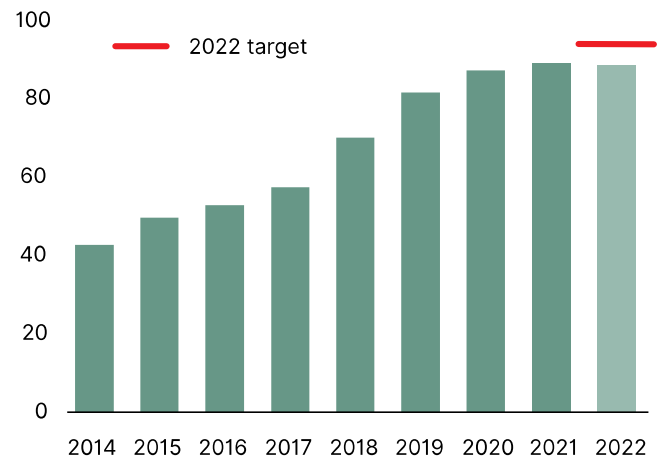
Professors Claudia Geiringer, John Townsend and Bastiaan Kleijn were named 2022 Ngā Ahurei hou a Te Apārangi Fellows elected to the Academy of the Royal Society Te Apārangi for their distinction in research and advancement of mātauranga Māori, humanities, technology, and science.

Five researchers received 2022 Research Honours Aotearoa Awards for their contributions across a wide range of fields from climate change to health, plate tectonics, sustainable energy, and equity in academia. They are Professor Colin Simpson, Professor Rod Badcock, Professor Rupert Sutherland, Dr Chris Cornwall, and Dr Tara McAllister.

Two research programmes led by Professors Tim Naish and Richard Levy from the Antarctic Research Centre, and Professor Jim Johnston from the School of Chemical and Physical Sciences, were awarded a total of \$19.3 million under the Ministry of Business, Innovation, and Employment Endeavour Research Programmes.

A research programme led by the University's Antarctic Research Centre received \$13 million from the Endeavour Fund administered by the Ministry of Business, Innovation and Employment (MBIE) to improve the understanding of the impacts of sea-level rise on coastal communities and infrastructure.

External Research Income 2014–2022 (\$m)



External Research Income (ERI), as part of PBRF reporting requirements, was \$79.6m, a 0.9% increase from 2021 (\$78.9m). Continued strong success with contestable funds contributed to a \$6.4m increase to \$71.4m in contracted research revenue (\$65.0m in 2021) in the University Research Trust. Other research revenue streams within the University were \$8.2m (\$14.5m in 2021), including Wellington UniVentures (\$4.5m) and the University Foundation (\$1.7m). Sub-contracted research, which is excluded from the figures above, was \$8.8m in 2022 (\$9.5m in 2021). This brings total ERI to \$88.4m (also \$88.4m in 2021) against a target of \$92m.

A total of \$9.3 million was awarded to four University research projects through the Health Research Council of New Zealand for research ranging from Whānau-centric coronial processes to improve suicide prevention strategies and improving outcomes for whānau to tackling antimicrobial resistance and developing non-addictive pain medications.

Four University-based projects were awarded \$1 million each as part of the MBIE Smart Ideas grants. The projects include research on antibody therapy to control viruses and Varroa parasites in honeybees, detecting aneuploidy from embryo secretions, plant-based bioactives for protecting our crops and ecosystem respectively and research on efficient spintronic terahertz emitter for beyond-the-lab applications of terahertz spectroscopy.

Reader Māmari Stephens from Te Kauhanganui Tātai Ture—Faculty of Law was awarded \$220,000 by the Borrin Foundation to design a digital resource to assist in the learning, teaching and practice of law in Aotearoa New Zealand. The project aims to understand how tikanga Māori operates as legal norms for Māori communities, and how those norms can interact with the general legal system.

¹ Performance-Based Research Fund, the country's main measure of research activity.

In 2022, Wellington UniVentures continued to deliver on its mandate to create new ventures from University research, despite a challenging year for commercialisation ecosystems in New Zealand and beyond. To reflect a COVID-19 driven slowdown in research activity, which has now flowed through to a decrease in commercialisation opportunities, Wellington UniVentures adjusted its invention disclosures target from 75 to 50 new disclosures. The revised target was achieved and included 45 disclosures across seven faculties plus five disclosures lodged on behalf of external organisations as part of its growing third party commercialisation services. Wellington UniVentures also created two new companies, closed four license deals and supported six early career researchers across biology, education, psychology, and Robinson Research Institute, through KiwiNet's Emerging Innovator Programme.

Doctoral enrolments continued their recovery from 2020, increasing again to 1,246 students compared with 1,202 in 2021. This is a pleasing result and the outcome of a continued campaign to grow domestic doctoral enrolments including offshore enrolment of international doctoral students during COVID-19 border restrictions.

Research postgraduate EFTS now represent 6.9% of total EFTS, up from 6.1% in 2021 and in line with the 2022 target. Meanwhile the proportion of taught postgraduate EFTS fell from their high in 2021 of 13.2% to 12.6% in 2022. Commencing research postgraduate EFTS² numbered 96 in 2022 (98 in 2021) and the total number of research degree completions held steady at 540 in 2022 (compared with 539 in 2021).

The Te Herenga Waka Māori Postdoctoral Fellowship 2022 was launched to attract, retain, and employ early-career Māori postdoctoral research fellows into the University.

The University welcomed the establishment of two new research centres, He Whenua Taurikura—The National Centre of Research Excellence for Preventing and Countering Violent Extremism and Te Hau Kori—Centre for Physical Activity and Wellbeing.

AKO TEACHING AND LEARNING

S1

S2

S5

S6

Service Performance Information indicator

Approximately 51% of total revenue is sourced from either government funding, the PBRF, or research-specific contracts. Of this, the University allocates \$157m to Teaching and Learning activities. The remainder of revenue has a non-government source (i.e., direct tuition or commercial revenue). Of this \$125m can be attributed to Teaching and Learning activities.

See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 17–18.

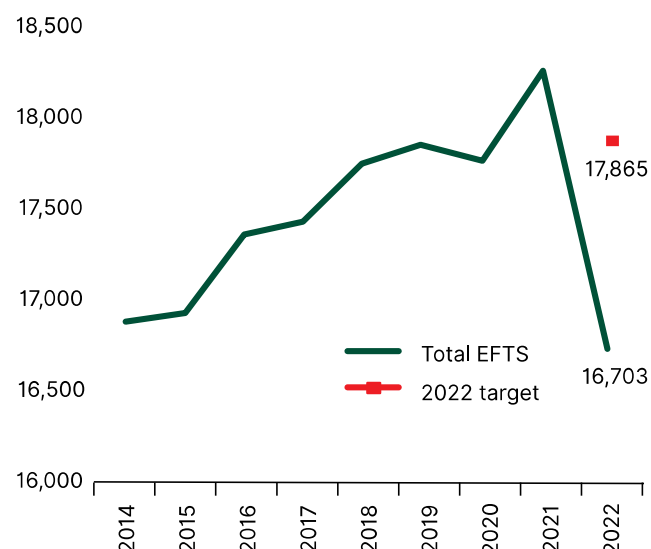
Progress made during 2022

After an exceptional year for domestic enrolments in 2021, the University ended 2022 with 16,703 EFTS, 1,538 less than 2021 (-8.4%). Government-funded EFTS³ fell from 16,931 EFTS in 2021 to 15,605 EFTS in 2022. This was below target within the context of ongoing high levels of employment and strong competition for school leaver recruitment across the country.

The decrease in SAC-funded domestic EFTS from 2021 (-1,329 EFTS or -7.9%) was observable across all faculties, except Health, taking the University back to domestic EFTS levels similar to those seen prior to 2019.

International full-fee EFTS performed relatively well in this context, nearly meeting the target for 2022 despite closed borders for much of the year.

Total EFTS 2014–2022



² Commencing students are defined as those new to Te Herenga Waka—Victoria University of Wellington and are only a subset of new students (many of whom had undertaken previous study at the University).

³ Government-funded EFTS comprised of SAC-funded 15,596 EFTS and STAR (Secondary Tertiary Alignment Resource) 9 EFTS.

Many international students commenced or continued to study with the University from offshore. However, overall, international full-fee EFTS continued to contract in 2022 due to the ongoing effects of COVID-19 restrictions and global uncertainty, decreasing from 1,311 EFTS in 2021 to 1,098 EFTS in 2022, a decrease of 213 EFTS (-16.2%).

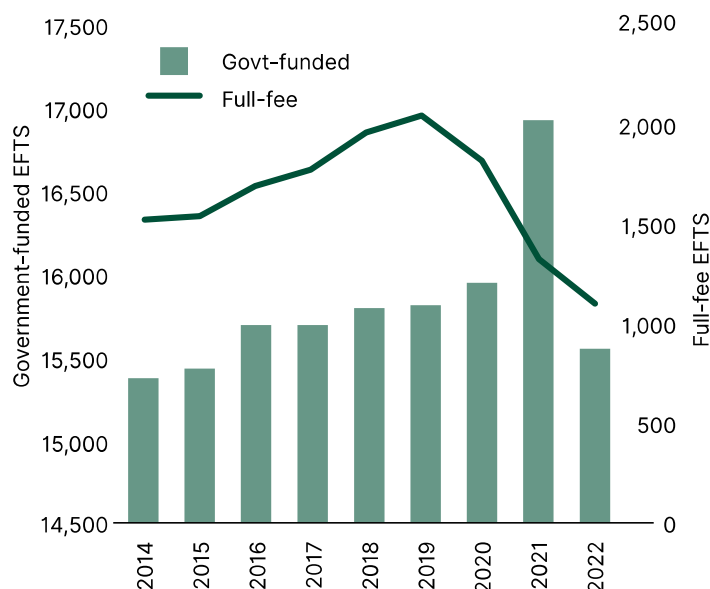
The number of international students (including government-funded international PhD candidates) decreased from 2,586 in 2021 to 2,134 in 2022, with enrolments from 93 countries. International students (including government-funded international PhD candidates) constituted 9.8% of the total student body (headcount), down from 11.2% in 2021 (and 14.3% in 2020).

After an increase in 2021, the overall number of commencing EFTS declined from 5,395 in 2021 to 4,654 including 294 commencing international full-fee EFTS.

Māori EFTS grew to 12.2% of the domestic student population, up from 11.9% in 2021. Māori commencing EFTS decreased, from a high of 648 in 2021 to 561, falling short of the University's target of 710 EFTS.

Pasifika EFTS increased from 6.5% to 6.7% of the domestic student population. Pasifika commencing EFTS fell slightly from 359 in 2021 to 344 in 2022, short of the target of 380 EFTS.

EFTS by funding source 2014–2022



Māori participation rates at Level 7 (degree) increased, from 13.1% in 2021 to 13.2% in 2022, just short of the target of 13.4%. At postgraduate level, Māori participation increased from 8.4% to 8.5%, exceeding the target of 7.6%. Participation rates for Level 7 (degree) Pasifika students also improved, hitting the target for 2022 at 7.2% of domestic funded EFTS. This was an increase of 0.2 percentage points from 2021. Pasifika participation at postgraduate level fell very slightly, from 4.1% to 4.0%, short of the target of 5.0%. Amid challenging external conditions,

after relatively pleasing retention rates in 2021, Māori Level 7 retention fell in 2022, to 69.5% against a target of 75%. Retention for non-Māori and non-Pasifika Level 7 students also fell below target, to 77.8% down from 81.0% in 2021 and against a target of 81.0%. Pasifika retention also fell, from 78.5% to 74.4% (target 75.0%). The University remains committed to improving student retention. Refer TEC-defined Educational Performance Indicators (EPIs) on page 18.

430 scholarships were awarded to taura Māori in 2022. This equates to an investment of over \$718,000 towards Taihonoa scholarships and Summer Internships.

A total of 906 courses and 1,283 teachers were evaluated in 2022, with 85% of courses, and 96% of teachers assessed as good, very good, or excellent (up from 84% and 95% in 2021, respectively). 90% of coursework students say lecturers are respectful, treat students equitably and fairly, increase their enthusiasm for a subject, and support them with online learning.

Student satisfaction with services and facilities fell slightly to 75.9% in 2022 compared with 77.0% in 2021. This is below the pre-COVID-19 baseline target of >90% within the context of continued uncertainty and interruptions to the learning environment caused by the third year of the pandemic.

The University's graduates remain in high demand, with 98% in employment, further study, and not seeking work in their first-year post-graduation (up again from 97% in 2021 and 95% in 2020).

The University underwent an academic audit by the Academic Quality Agency for New Zealand Universities (AQA) with the report due to be released in early-2023. This was part of AQA's Cycle 6 academic audit of all New Zealand universities, and had a scope of teaching, learning, support and outcomes for students.

In November, a new learning platform, Nuku, was launched, anchored by Canvas, a system that enables the delivery of online and blended learning, including content delivery, assessment, tracking of student progress, and engagement between teachers and students.

2022 saw the completion of a multi-year project that delivers a seamless experience for students, including Pūaha, a student-facing portal for admission, accommodation and scholarships, dynamically linked to Kurawai, our new CRM (Customer Relationship Management) software. A new, two-step Admission and Enrolment system was also launched enabling students to apply for study at any time during the year.

The teaching-intensive pathway continues to grow and become more diverse, with now over 30 academics employed across seven faculties. John Randal (Wellington School of Business and Government) and Peter Addis (Te Kawa a Maui) were the first two members of staff appointed to the role of Professor (Teaching) on the pathway.

The University continued to meet changing market trends with the introduction of new programmes including the Bachelor of Global Studies and the Master of Urban and Regional Planning, and majors in Artificial Intelligence and Space Science, all of which commence in 2023.

A specialisation in Māori Design and Environments was introduced as part of the Bachelor of Architectural Studies degree, enabling students to focus more deeply on mātauranga Māori.

Associate Professor Christian Schott and lecturer David Cox both won a 2022 Tertiary Teaching Excellence Award in the Innovation in Learning, Teaching and Curriculum category, presented as part of the Te Whatu Kairangi—the Aotearoa Tertiary Educator Awards.

A Pastoral Care Code gap analysis undertaken in 2021 identified that the University was already meeting the

majority of its obligations under the Code (effective from 1 January 2022), and that it would benefit from further work in 5 of the 38 process requirements. In 2022 a Pastoral Care Code (PCC) Oversight Group including staff and students was established and an action plan developed for a programme of work. Work during 2022 has focused on strategic goals and plans to support the wellbeing and safety of learners, the development of a wellbeing and safety dashboard, referral pathways to manage student concerns and identify emerging trends, development of a complaints oversight process that enables a consistent approach for managing complaints across the University, and staff training and communications.

RUAWHETU ENGAGEMENT

S3

S5

S6

See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 17–18.

Progress made during 2022

The University's 125th anniversary was marked with events and activities throughout the year, including the successful Whakanuia Celebrate 125—Heritage Open Day, which celebrated our rich history and connection to the capital city.

In June 2022 the University Council announced that internationally renowned scholar and senior university sector leader Professor Nic Smith was appointed to be the next Vice-Chancellor of Te Herenga Waka—Victoria University of Wellington, commencing January 2023. The appointment results from a global search after previous Vice-Chancellor Professor Grant Guilford retired in March 2022 after eight years at the helm.

We progressed our Zero Carbon Plan with emission reductions ahead of schedule, with an emphasis on managing air travel as border restrictions were lifted. Our 'Growing our Future' collaboration with Wellington City Council to re-establish native forest on an 11 hectare block of land in the Outer Green Belt was recognised at the Australasian Green Gown Awards. Close to 200,000 disposable cups have been avoided from landfill through a successful partnership with all independent cafes on our campuses.

Our sustainability work was reflected in the Times Higher Education Impact Rankings, where we ranked 85th out of 1,400 institutions around the world and 12th for Climate Action.

Work continued on construction of the Living Pā on Kelburn Parade and a blog—He Pā Kaiao—was initiated to keep our community updated on key construction milestones, events, design and construction team strategies and innovations.

We continue to be inspired by the support of charitable foundations, individuals, whānau, and our alumni community, whose gifts make growing student success, ground-breaking research, and community engagement possible. As of 31 December 2022, we are pleased to report that we have exceeded our \$150 million target, raising a total of \$158 million since 2011. Our Foundation endowment capital funds remain strong, with all of our scholarship and prize endowments maintaining enough income to be able to provide all awards requested. We also saw a continued commitment from alumni donating to our appeals programme. Initiatives like our Alumni Appeal Scholarships, Student Hardship Fund and tree planting programme, Growing our Future, were all funded through the support of our alumni community.

The first in-person Open Day since 2019 was held in August, attended by over 5,000 future students, whānau, and supporters from all over the country.

Once borders reopened, we resumed alumni engagement offshore, with events in Southeast Asia, Europe, Canada and the United States of America. The University continues to enhance its international profile with new educational partnerships and research collaborations confirmed with institutions in Vietnam, India, China, Switzerland and the United States of America.

Further consolidating its relationship with Wellington city, the University sponsored the Youth Award category at the Welly Awards ceremony and the New Thinking Award at the Wellington Gold Awards.

Deputy Vice-Chancellor (Māori) Professor Rawinia Higgins (Ngāi Tūhoe) was appointed to the Board of the Reserve Bank of New Zealand.

Professor Beverley Lawton, Director of Te Tātai Hauora o Hine—the National Centre for Women's Health Research Aotearoa, won the Innovation, Science & Health category in the 2021 Women of Influence Awards.

Further to a detailed Te Tiriti self-review process undertaken in 2022, 32 recommendations were made towards ensuring that activities across the University incorporated a Māori or Tiriti dimension. Implementation of the recommendations has started and will be completed by 2025.

Te Hōhaieti o te Reo Māori and Ngāi Tauira (Victoria University Māori Students' Association) collaborated to celebrate the 50th Anniversary of Te Pētihana Māori with original members of the Te Reo Māori Society.

Te Herenga Waka University Press received two awards in the prestigious 2022 Ockham New Zealand Book Awards.

In January, the University joined hands with the wider Tongan community to raise funds in support of families who had lost their homes and livelihoods after the eruption of Hunga-Tonga-Hunga-Ha'apai in Tonga. The second

annual Pasifika Week was expanded to cover all three campuses and featured programmes to engage the wider University community, including our alumni, government agencies, and the private sector.

The University's Facilities Management team, along with the Kingfisher Group, was named Facilities Management team of the Year by the Facilities Management Association of New Zealand (FMANZ).

All performance indicators

STRATEGY	INDICATOR	2022 ACTUAL	2022 TARGET	2021 ACTUAL	2020 ACTUAL
Research (pages 13–14)					
S1	External Research Income (\$m)	88.4	92.0	88.4 ⁴	86.8
S1	Number of new invention disclosures	50	75	70	61
S1	Publications (Scopus-indexed) in top 25% of journals (%) ⁵	56.8	59.0	56.7	53.8
S1, S2	Research postgraduate/Total EFTS (%)	6.9	6.9	6.1	6.1
S1, S2	Commencing research postgraduate EFTS	96	120	98	100
Teaching and Learning (pages 14–16)					
S2	Taught postgraduate/Total EFTS (%)	12.6	14.0	13.2	12.9
S2	Teachers assessed as ≥ good by students (%)	96	96	95	96
S3, S3	Graduates in employment, further study, and not seeking work first year post-graduation (%)	98	96	97	95
S2, S6	Proportion of students rating services and facilities as 'good' or 'very good' (%)	75.9	>90.0	77.0	77.8
S2, S4	Commencing Māori student EFTS	561	710	648	561
S2, S4, S5	Commencing Pasifika student EFTS ⁶	344	380	359	310
S4	Proportion of professors who are female (%)	26.9	28.5	27.5	27.8
S4	Proportion of academic staff who are Māori (%)	5.7	7.5	5.8	5.9
S4, S5	Proportion of academic staff who are Pasifika (%)	2.6	4.0	2.1	1.9
Engagement (pages 16–17)					
S3, S5	Commencing international full-fee EFTS	294	320	336	648
S3	Fundraising campaign (\$m)—as per accounting policy includes all bequests, pledges, as well as cash donations	158.0	150.0	143.5	122.1
All (pages 13–17)					
S6	Revenue retained as surplus for reinvestment (%)	-5.1	1.0	6.1	-0.7
S6	Staff satisfaction—Your Voice (%)	N/A⁷	75	67	N/A

⁴ Total ERI 2021 recast following PBRF final audit result May 2022.

⁵ Indicator lagged by one year as provisional data not available on annual reporting timeline. 2022 results are as confirmed June 2022 based on 2021 publications at 2021 ranking.

⁶ Includes international Pasifika students.

⁷ Your voice survey runs on a triennial basis, last conducted in 2021.

TEC-defined Educational Performance Indicators (EPIs)

EPI TYPE	DESCRIPTION	2022 PROVISIONAL	2022 TARGET	2021 ACTUAL	2020 ACTUAL
Participation	The proportion of total SAC ⁸ eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 4–7 (non-degree) (%) ⁹	35.8	59.0	54.5	46.2
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 4–7 (non-degree) (%) ⁹	21.8	35.0	20.2	29.3
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 4–7 (non-degree) (%) ¹⁰	43.2	25.0	33.3	26.1
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 7 degree (%)	80.7	81.0	81.1	82.2
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 7 degree (%)	13.2	13.4	13.1	12.4
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 7 degree (%)	7.2	7.2	7.0	6.4
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 8–10 (%)	87.9	87.5	88.8	88.3
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 8–10 (%)	8.5	8.4	7.6	8.0
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 8–10 (%)	4.0	5.0	4.1	4.2
First Year Retention	The first-year retention rate for non-Māori, non-Pasifika students at level 7 degree (%)	77.8	81.0	81.0	82.6
First Year Retention	The first-year retention rate for Māori students at level 7 degree (%)	69.5	75.0	75.6	72.6
First Year Retention	The first-year retention rate for Pasifika students at level 7 degree (%)	74.4	75.0	78.5	74.9
Course Completion	The course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at level 1–10 (%) ¹⁰	85.0	89.2	88.3	89.3
Course Completion	The course completion rate for Māori students (SAC eligible EFTS) at level 1–10 (%) ¹⁰	76.0	82.5	79.2	82.4
Course Completion	The course completion rate for Pasifika students (SAC eligible EFTS) at level 1–10 (%) ¹⁰	65.0	77.5	70.0	74.7
Research	The amount of External Research Income earned (\$m) ¹¹	79.6	77.5	78.9	77.5
International	The number of international student EFTS ¹²	1,098	1,129	1,311	1,817
Research	The number of research degrees completed	540	565	539	552

8 Student Achievement Component funding.

9 Participation rates for non-degree EFTS are subject to high variability due to small numbers.

10 Course completion rates remain provisional until after all final 2022 academic year (including Trimester 3) results are submitted in the following April Single Data Return (SDR). The provisional results tend to underestimate final course completion rates as a result.

11 PBRF definition, excluding sub-contracts to other New Zealand universities. PBRF ERI 2021 result recast following final PBRF audit May 2022.

12 International full-fee paying students plus NZAID and Commonwealth Scholarship students.