Media Design School
Learner Success
Plan 2024

Media Design School

TORRENS GLOBAL EDUCATION

Learner Success Plan 2024

Media Design School's (MDS) Learner Success Plan 2024 is a comprehensive strategy aimed at fostering an inclusive and supportive educational environment that promotes the success of all learners, with a particular focus on Māori and Pasifika learners. MDS is committed to achieving parity in learner outcomes and ensuring that all learners can thrive academically, socially, and professionally. Through targeted initiatives and continuous self-assessment, the Learner Success Plan aims to address existing inequities and support the diverse needs of learners.

Cover art by: Te I wihoko Te Rangihirawea. Futuristic in purpose- the concept of taking modern forms & acknowledging our traditional practices, designs & stories reminds us of the forward thinking of those gone before.

Contents

Future State

<div style="border:1px solid black; padding:10px">

Overview

Vision Statement: Media Design School (MDS) envisions an inclusive and safe learning environment where all learners, particularly Māori and Pasifika, thrive academically, socially, and professionally. Our goal is to achieve equity in educational outcomes by creating a culturally connected and supportive community.

Stakeholder Aspirations: Our vision aligns with the aspirations of our stakeholders, including learners, mana whenua, communities, and industry partners. We are committed to fostering a learning environment that respects and integrates Māori and Pasifika cultures.

Governance and Leadership Commitment: MDS's governance and leadership teams are dedicated to implementing this vision. The Te Tiriti o Waitangi principles of partnership, participation, and protection guide our approach, ensuring that our strategies are embedded in our institutional values and practices. The MDS governance and senior leadership team actively support and drive our initiatives to achieve this vision.

Target Date for Equity of Educational Outcomes: We aim to achieve parity in learner outcomes between Māori, Pasifika, and non-Māori and Pasifika cohorts by 2029. Specific targets include increasing Māori and Pasifika learner numbers to reflect the demographics of New Zealand within this timeframe.

</div>

An Inclusive and Safe Learning Environment

Relocation of our campus to Auckland's waterfront Innovation Precinct gave our institution a unique opportunity to further develop a culturally connected, inclusive environment. The implementation of Tāne's journey in our campus wayfinding design built upon other initiatives at MDS such as the Fale Mapura space established in 2019, a welcoming and supportive cultural home for all learners. MDS holds the Te Tiriti o Waitangi as a model on which we have designed our integrated approach to learner support by striving to achieve the guiding principles of partnership, participation, and protection of all learners.

The moment a visitor steps onto our campus in the Wynyard Quarter, they are immersed in a wayfinding narrative illustrated through Māori and Pasifika subject-based environments. The story Te Toi Huarewa a Tane-nui-ā-rangi, in which Tane sought to find the 'kete of knowledge' for humanity plays out across four levels of our school. When a visitor steps into the foyer (Waipuna), they are surrounded by the colour blue and like a freshwater spring it is the source of all that happens in this building. This depicts the beginning of the quest, embarking on the learning journey.
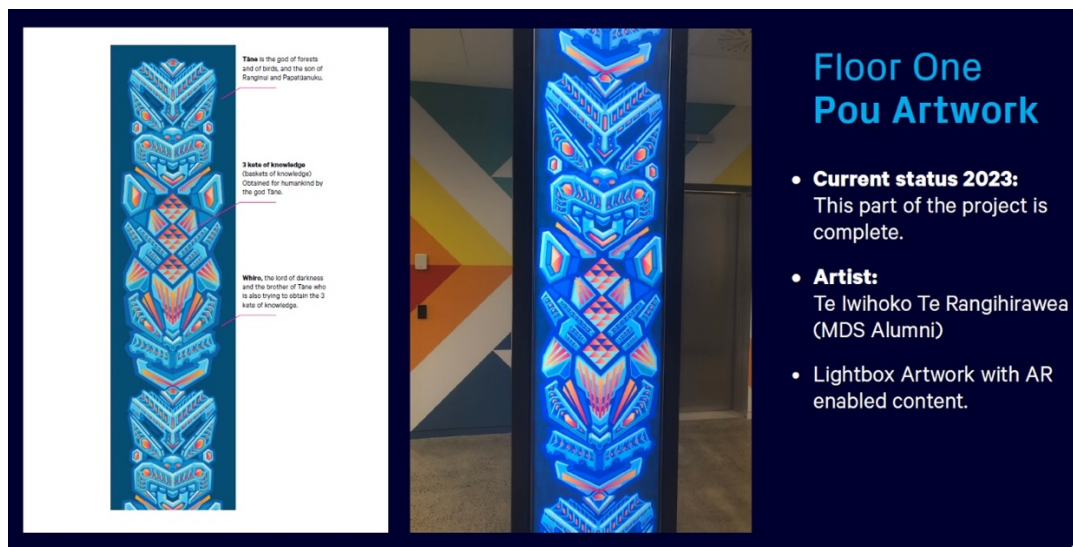
Figure 1: One of many cultural art installations creating an inclusive environment on our campus.

The colourway on Level 1 continues in blue representing travels across the deep ocean (Moana), like the seas, oceans and tides that bring us together in search of knowledge. Level 2 characterises land (Whenua) our arrival in the centre for knowledge, inclusivity, and collaboration. The green colourway theme emotes feelings of earth, nature, and a social centre. Moving upward, the colourway of burnt red on Level 3 represents courage (Kaha), a space that demonstrates the ongoing challenges and triumphs of an educational journey that underpins successful and enterprising activities. Finally, Level 4 signifies wisdom (Mātauranga), a space that depicts the pinnacle of the learning journey at MDS where acquired wisdom is then shared among whānau, communities, industry, and the wider world. A yellow colourway represents the cosmos and connotes the highest achievement reinforcing this theme.

From the first entry on campus to the welcome pōwhiri at Orientation, through to the pōwhiri at the Graduation Ceremony including wero, karanga, and waiata, MDS practices Māori tikanga to create a place of belonging.

Tāngata Māori + Pacific Peoples Matawhānui / Vision

Our Tāngata Māori + Pacific Peoples Matawhānui vision, established in 2020, set clear goals for our institution to reach an ideal future state. These goals are set out as three pillars focusing on the cultural connectedness of our institution, its learners, and its staff. It is the guiding document in our journey to an ideal cultural and inclusive state. The vision, produced in collaboration with consulting advisors from Māori and Pasifika communities established a set of objectives to achieve and maintain throughout our institution's growth and development:

- Tāngata Māori and Pacific Peoples Steering Committee meet six times a year
- Exceed parity in Māori and Pasifika learner numbers
- Increase in Māori and Pasifika staff
- Increase retention for Māori and Pasifika learners
- Increase employment for Māori and Pasifika graduates
- All spaces are organised and managed according to Māori and Pasifika best practice
- Integrate Māori and Pasifika cultures in teaching and learning and the Academic Governance Environment
- Our research plan for 2020-2024 has an explicit research theme related to Māori culture and emerging technology

Outcomes and Leading Indicators

Media Design School (MDS) utilises the Learner Success Diagnostic Tool (LSDT) as a foundational element of our Learner Success Plan (LSP). The LSDT provides a comprehensive framework for assessing our current practices, identifying gaps, and guiding the development and implementation of targeted initiatives to achieve equity in educational outcomes. Self-assessment, analysis of data, engagement with stakeholders and self-assessment through the LSDT provide an understanding of our current state and establish overarching objectives for academic goals for moving forward:

- Increase Māori and Pasifika learner numbers to be representative of wider New Zealand (NZ) demographics within five to seven years.
- Improve first-year retention, course completion and qualification completion Educational Performance Indicators (EPIs) year-on-year to achieve parity with non-Māori or Pasifika cohorts within five years.
- Ensure parity in graduate destinations outcomes between Māori and Pasifika, and non-Māori and Pasifika cohorts by 2029.

Current State

Overview

Problem Definition: MDS faces significant challenges in achieving equity for Māori and Pasifika learners. Despite year-on-year growth in enrolments, these groups remain underrepresented compared to the Auckland demographic. This discrepancy highlights persistent inequities that our Learner Success Plan must address.

Understanding of Causes: Several factors contribute to the low participation and success rates of Māori and Pasifika learners, including systemic racism, socio-economic barriers, and misalignment of Western education systems with Māori and Pasifika cultural values. The cost of tertiary education and lack of resources within Māori and Pasifika families further exacerbate these issues.

Interventions and Initiatives Tried: MDS has implemented several initiatives to address these barriers, including:

- Establishing the Fale Mapura space as a cultural home for learners
- Mentoring program for Digital Creativity Foundation (DCF) learners
- Scholarships for underserved learners
- Digital Media and Design High School outreach programme
- Learner access plans (as part of Disability Action Plan)
- Introducing DocuSign to streamline the enrolment process
- Providing support for StudyLink applications to reduce financial stress for learners
- Appointment of Māori and Pasifika Success Coach, and Māori and Pasifika Marketing Manager
- Cultural competency training for all staff

These efforts have shown positive outcomes, but further work is needed to achieve our equity goals.

Alignment with Learner Success Framework: Our current strategies align with the Learner Success Framework implementing and monitoring stage, focusing on creating a supportive and inclusive environment, enhancing learner support systems, and continuously assessing and improving our practices to ensure equity in educational outcomes.

Problem Definition

The most significant problem in equity among underserved learners at MDS is the low participation rates for Māori learners and Pasifika learners. Although growth in Māori and Pasifika learner enrolments show promising year-on-year increases (see Figure 2 below), population size indicates significant and persistent inequities. As of April 2024, Māori learners comprised 8.2% and Pasifika learners comprised 8.3% of the total learner population (a year-to-date improvement over 2023 data, Maori 8.2% and Pasifika 7.3%). Although MDS enrolment shows growth, these learner demographics do not align with the total Auckland population demographic breakdown of 15.5% Pasifika and 11.5% Māori (2018 New Zealand census). The inequity in population versus enrolment data indicates a central problem that our Learner Success Plan must address.

Figure 2: Year-on-year growth for Māori and Pasifika (NB: 2024 data excludes July intake enrolment which will increase growth outcomes).

Education plays a crucial role in bridging social and economic gaps between Māori and non-Māori. However, the ongoing effects of colonisation can pose significant barriers to underserved learners in terms of arrival, belonging, and progression in their studies. Research has identified several factors as barriers to Māori and Pasifika learners' participation and achievement at the tertiary level (Hunt, Morgan, & Teddy, 2001):

- **Racism in the tertiary sector**: For colonised minorities like Māori, racism often exacerbates the negative effects of land dispossession, language and cultural oppression, and lack of representation in political and legislative structures and processes.
- **Values and preferences**: Western education is rooted in a Pakeha framework of ideas and systems, whereas Māori often desire a different type of education that aligns more closely with their cultural values and preferences.
- **Family resources**: On average, Māori families possess fewer resources, such as wealth, education, social connections, and asset ownership (particularly home ownership), which creates inequity within a competitive educational system.
- **Cost of tertiary education**: Given that Māori are overrepresented in lower socio-economic groups, the cost of tertiary education is a significant barrier to their entry and participation in higher education.

By addressing these barriers, MDS will create a more inclusive and equitable educational environment for Māori and Pasifika learners, thereby promoting their success and closing the social and economic gaps that exist between them and non-Māori populations.

MDS benchmarks our EPIs with the university and PTE (Private Training Establishment) sectors (see tables below). Due to the small sample size, MDS data fluctuates more than the data of larger institutions. Our record for supporting both Māori and Pasifika learners through to Qualification Completion yields outcomes in some instances higher than the university sector indicating that increased enrolment will result in successful completion of qualifications leading to improved social and economic benefits for these demographic populations

Table 1: Course Completion

Year	MDS all No. of learners	Māori No. of learners	Pasifika No.of learners	MDS all %	PTE All	University All	MDS Non-Māori and Pasifika	University Non-Māori and Pasifika	MDS Māori %	University Māori %	MDS Pasifika %	University Pasifika %
2020	840	49	44	82.7%	79.7%	89.2%	84%	91.2%	77.4%	82.4%	63.2%	75.7%
2021	818	52	51	82.3%	81.5%	87.6%	83.9%	89.8%	73.5%	81.0%	66.9%	72.7%
2022	885	71	59	83%	79.3%	86.3%	84.5%	88.8%	77.5%	79.9%	69.5%	68.7%
2023	1107	95	86	78%	-	-	79%	-	75.9%	-	69.5%	-
2024	973	82	87	-	-	-	-	-	-	-	-	-

Table 2: First-Year Retention

Year	MDS all	Māori	Pasifika	MDS all %	PTE All	University All	MDS Non-	University	MDS Māori	University Māori %	MDS Pasifika	University Pasifika

Year	Number of learners	Number of learners	Number of learners				Māori and Pasifika %	Non-Māori and Pasifika	%		%	%
2020	840	49	44	72.5%	64.9%	79.8%	74.7%	81.3%	61.1%	72.6%	44.4%	73.2%
2021	818	52	51	70.7%	61.3%	80.3%	72.7%	81.7%	61.1%	73.0%	50%	74.3%
2022	885	71	59	79.2%	65.4%	78.5%	80.4%	80.1%	66.7%	70.7%	73.9%	72.4%
2023	1107	95	86	72.9%	-	-	73%	-	65.7%	-	82.6%	-

Table 3: Qualification Completion

Year	MDS all Number of learners	Māori Number of learners	Pasifika Number of learners	MDS All %	PTE	University	MDS Non-Māori and Pasifika %	University Non-Māori and Pasifika	MDS Māori %	University Māori %	MDS Pasifika %	University Pasifika %
2020	840	49	44	65.5%	63.5%	65.0%	67.2%	68.1%	36.8%	51.7%	52.4%	47.7%
2021	818	52	51	71%	68.2%	65.2%	73.1%	68.6%	62..5%	51.2%	36.8%	46.0%
2022	885	71	59	70.3%	67.8%	65.9%	71.6%	69.1%	73.3%	53.1%	41.2%	47.1%
2023	1107	95	86	64.8%	-	-	66.4%	-	58.8%	-	45.5%	-

Overall, Course Completion was generally on par with the university sector (variance <2% for Māori and variance >1% for Pasifika in 2022). As discussed in this document, and planned for, in the Roadmap to Success, initiatives for addressing First Year Retention will be developed by MDS.

Learner Success Diagnostic Tool (LSDT) Diagnostic Findings and Gap Analysis

The LSDT has established a baseline for learner success at MDS, highlighting specific gaps in participation, retention, and completion rates among Māori and Pasifika learners.

A Holistic Approach to Deeper Self-Assessment

MDS recognises that a holistic, institution-wide learner support strategy is essential in improving equity in outcomes for Māori learners and Pasifika learners. While retention, course completion and qualification completion are essential indicators of successful performance, our institution must consider all aspects of the learner experience to understand and make meaningful changes to the causes underpinning educational performance data. As illustrated by the research conducted by Georgia State University (USA), the learner journey from the first touch point with a prospective learner to post-graduation support impacts learner success. Each step in the journey is self-assessed using data collected from stakeholder feedback to support evidence-based continuous review and improvement planning. This level of self-assessment provides the opportunity to structure holistic learner support around individual needs providing flexible, accessible, and personalised learner-centric systems. This culture is driven from the top with strong leadership at the governance level.

Governance, People and Culture

MDS governing institution, Torrens University Australia's (TUA) Learning and Teaching Philosophy stresses flexible, accessible, and personalised education for all learners. TUA and MDS shared values and vision for learner success pave the way in planning the future of our institution. The TUA Learning and Teaching Plan 2024-2025 sets out the following eight guiding principles:

1. Learners are engaged in lifelong learning
   o Learners are guided on how to gain and apply knowledge with integrity
2. Learning is authentic, relevant, and sustainable
   o A knowledge and application focus involves a total partnership with industry, enhancing curriculum design and delivery
3. Teachers are agile facilitators and discipline-based specialists
   o A personalized and inclusive approach is core to quality learning
4. Teaching is both learning-centred and learner-centric
   o Pedagogy, andragogy and heutagogy principles guide teaching practice as an evolving and dynamic process
5. The learning environment is flexible, inclusive, and supportive

o   Flexible and hybrid spaces offer preferences for learning through fitting appropriate technology into the delivery architecture
6. The learning experience is elevated through human and digital innovation
   o   Relational pedagogy and technological innovation form the backbone curriculum learning experience
7. Learning and teaching are informed by research and facilitated through scholarship
   o   The learning experience is current and contextualized
8. The curriculum is interactive and adaptive
   o   Learning design is collaborative and reflective

TUA recognises MDS' unique positioning in the educational group, aligned to TUA values but operating in the NZ cultural landscape. The philosophies of the parent institution give agency to MDS to adhere to Mātauranga Māori and tikanga values of ako and manaakitanga.

In 2023 TUA, Think Education and MDS were re-certified as a B Corp organisation for the third consecutive period. This re-certification demonstrates our unwavering mission to be a force for good in business and education, and our commitment to continuous improvement that benefits our staff, our communities, learners, the economy, and the environment.

Clear alignment exists between the TEC (Tertiary Education Commission) learner success capabilities and the TUA and MDS learning and teaching philosophies as detailed in Table 4 below.

Table 4: Institutional alignment with learner success capabilities

TEC learner success capabilities	TUA and MDS learning and teaching philosophies	Measures of success
People, culture, and leadership	TUA governance and leadership	o Governing Board outcomes o Academic Board outcomes o Learning and Teaching Committee outcomes
Data and technology	Learning and teaching is informed by research and facilitated through scholarship	o Learner satisfaction surveys o Stakeholder feedback o Self-assessment
Guided pathways	Personalised education	o Māori and Pasifika enrolment o Retention o Completion
Holistic learner support	The learning environment is flexible, inclusive, and supportive	o Learner satisfaction o Retention o Completion
Learner-centric systems	Teaching is both learning centred and learner centric	o Learner satisfaction o Graduate outcomes o
Teaching and Learning	The learning experience is elevated through human and digital innovation	o Retention o Completion o Graduate outcomes
Partnerships	Learning is authentic and involves a total partnership with industry a creative force for social good	o Industry advisory feedback o Graduate outcomes

Community Connectedness

Attracting learners from underserved communities and providing guided pathways into the creative and digital technology areas of study is our focus for expanding diversity among our learner population. MDS's outreach programmes include MDS faculty who deliver fortnightly workshops at the Pacific Advanced Secondary School and Manurewa High School to support their Digital Media NCEA curriculum, high school partnerships whereby enabling their learners to undertake the NZ Certificate in Digital Media and Design (DMD) Level 4 programme as part of IBM's P-TECH Programme and an MDS outreach initiative which sees learners from seven low decile high schools, come to the MDS campus and also undertake the NZ Certificate in Digital Media and Design, Level 4.

Additionally, in 2024 MDS has three Satellite Learning Centres (SLCs) – these are based at The Cause Collective in South Auckland, Digital Natives Academy in Rotorua and NGENRoom in Whangarei, where MDS delivers the Digital Creativity Foundation Programme (DCF) Level 4 programme.

These high school initiatives in addition to our three Satellite Learning Centres aim to reach learners that do not have access to high quality creative and digital technology education and to develop awareness of career paths in these industries..

Leading these initiatives is our Country Director Ruth Cooper, supported by our Marketing Manager Māori & Pasifika, Tagaloa Samuela. These roles are critical in our strategy for driving the relationships with our Satellite Learning Centres, and partner high schools and contributing to the work of the Māori and Pasifika Steering Committee, helping to boost outcomes for learners in terms of deciding to study at MDS.

Cultural competency is of high priority. Staff have undertaken Treaty of Waitangi workshops facilitated by Sir Haare Williams in addition to visiting Ngāti Whātua Ōrākei Marae. These initiatives include both academic and non-academic staff aim to enhance cultural competency across all levels of the institution.

MDS is active in several other campaigns to drive awareness including sponsorship of TechWeek and delivering presentations on TechWeek TV in 2023 to reach larger segments of the population. This year we presented *Careers in Games* with MDS alumni Ani Tawhiao-Lomas and *Journey of Building a Family & Building a Business* with faculty member Sofia Piven among other talks on TechWeek TV.

MDS continues to explore new methods to engage underserved communities. However, feedback from Māori and Pasifika learners currently studying at MDS revealed that our offerings are still widely unknown in these communities indicating the need for more work in building awareness.

Enrolment, Orientation and Onboarding

Self-assessment based on stakeholder feedback regarding MDS enrolment systems identified potential barriers for learners that prevent smooth transitions into their studies. These barriers can reduce access, cause stress, and create financial strain. Accessibility for all learners is a primary pillar of support and our institution undertook actions to improve enrolment processes at the entry point of a learner's educational journey. A 2023 survey of newly enrolled learners into MDS programmes, found that half reported that they did not understand the requirements to upload documentation (e.g., transcripts, passport details etc) to the online application platform.

In 2023 MDS introduced DocuSign to increase speed of processing with fewer steps and less room for error in signing multiple document pages. DocuSign proved successful in a 2024 review of its implementation, creating efficiencies in application processing, and showing very positive results in Orientation Surveys rating learner satisfaction with the enrolment experience.

Certifying IDs remains a challenge for many in the process of applying and work is underway to incorporate RealMe into our enrolment systems. Time delays when seeking validation of documentation results too often in incomplete applications or late starts that can impact learner success.

Another issue needing resolution to remove entry barriers is learner confusion in completing StudyLink applications. Support mechanisms helping learners complete StudyLink applications reduce stress in the application process and ensure that once learners are engaged in their studies there are no delays or disruptions to financial support. Support in this area is extremely beneficial to a learner's feeling of well-being. An internal evaluation made the following recommendations:

- Revise and condense the application form from seven sections to four sections.
    - Time taken to complete current application form: average = 20 minutes
    - Time taken to complete revised application form: average = 6 minutes
- Provide contact details for applicants requiring guidance.
- Provided checklist of documents required for application.
- Provided link to RealMe for candidates who are registered.
    - No requirement to have identification validated by a Justice of Peace / Court Registrar / Lawyer / Notary Public.
- Upgraded the live chat function with a chatbot in the application platform.
- Increase support for learners concerning StudyLink applications.

Campus Life and Pastoral Care

By its very nature, MDS' small class sizes and cohort-based progression align with the Māori tikanga of whanaungatanga. Just as the wayfinding narrative on campus creates a sense of belonging, learners find the cohort structure facilitates the formation of communities of practice where learners support each other in their studies.

Learners enrolling in MDS programmes have very specific guided pathways through their studies. Although some programmes offer majors or electives, for most of their learner journey learners remain in the same group throughout the entirety of their studies. The intimate class sizes and progression from year to year fosters relationship-building and kinship through shared experiences and working together providing learners with a sense of belonging and connection.

The low ratio of learners to faculty (18:1 average) enables learning facilitators to engage directly with learners on a personalised basis. Overall, the small learner population (1,107 learners as of April 2024) allows for support staff to also develop relationships with most if not all learners. This level of

manaakitanga focuses attention on the responsibility to care and nurture creating whanaungatangare; building relationships with those who are considered whānau.

In alignment with the principle of partnership, MDS values learners as collaborators in the success of the institution. Learners have a voice through an elected Learner Executive who works closely with the Campus Director and Learner Services team. Additionally, learners further participate at a governance level with learner members appointed to the MDS Academic Board. Wider feedback is taken through our NPS (Net Promoter Score) surveys to capture a breadth of data that can be analysed and actioned.

Feedback from Māori and Pasifika learners currently studying at MDS advocates for more diversity in staffing to fully achieve the level of whanaungatanga our institution strives for. Our Workforce Plan (see excerpt Table 5) includes tangible targets for increased staffing from Māori and Pacific Peoples. Additional focus on replacing departing staff with employees from these demographics is a key priority for our institution, especially in learner-facing roles.

Table 5 Workforce Plan targets

	2021	2022	2023	2024	2025	2026
Total Student Enrolments (headcount)	921	979	1050	1200	1300	1500
Permenant Academic staff (FTE)	50.5	51.2	53	56	56	60
Casual Academic Staff (FTE)	6	7	9	10	12	15
Total Academic FTE[1]	56.5	58.2	62	66	68	75
Student to staff ratio	**16:1**	**17:1**	**17:1**	**18:1**	**19:1**	**20:1**
Professoriate (headcount) [2]	0	0	0	1	1	2
Senior Industry Fellows (FTE) [2]	0	1	1	2	2	3
Maori and Pasific academic staff (FTE) [2]	1	3	3	4	4	5
Academic Support staff (FTE)[3]	2	3	3	4	5	6

[1] These numbers do not include staff employed for offshore partnerships or in high school partnerships.
[2] These numbers are included in the totals above.
[3] This category only includes Success Coaches, Library staff and Academic Support Officers.

Learner Support

The NZQA 2022 External Evaluation and Review (EER) reported on learner support in Key Evaluation Question 4. Our institution's rating for effectiveness of learner support was assessed as excellent and included the following comment "Highly effective support… has resulted in learners being well supported academically and, in their wellbeing."

Continuing to develop and build on our reputation for excellent learner support, MDS created the Tāngata Māori and Pasifika Success Coach role in early 2022. The success coach works with Māori and Pasifika learners from their first admission, coaching learners to successfully navigate their programme and build personal and professional capability to improve their employability outcomes. The Māori and Pasifika Success Coach is key to making a measurable difference in the achievement of Māori and Pasifika EPI targets for retention, qualification completion, course completion and progression rates. The role facilitates the achievement of the objectives of the Tāngata Māori + Pacific Peoples Matawhānui Vision. As initiatives such as MDS's outreach programmes including the SLCs (Satellite Learning Centres), our institution's own high school initiative, and IBM's P-TECH programme yield results and increase participation rates for Māori and Pasifika learners, additional coaches are required to provide adequate support for Māori and Pasifika learners.

In December 2022, TEC granted the Digital Creativity Foundation programme (DCF) Strategic Component of the Unified Funding System for Vocational Education and Training Off Plan Funding. A significant percentage of that funding supported the introduction of five Academic Learner Mentors for the DCF programme who mainly focus on supporting Māori and Pasifika learners. All five Academic Learner Mentors are alumni of the DCF programme, in their second or third year of a bachelor's

degree at MDS. The mentoring initiative supports and enhances the foundation learner's development of knowledge, skills, and capabilities. Mentors cater to individual learner needs and promote personal growth, holistically supporting foundation learners' academic and personal success. For mentors, this initiative is aimed at developing critical thinking, problem-solving, communication, and leadership skills, fostering confidence for success in their chosen careers and lifelong learning. Learner feedback indicates the mentoring initiative has been beneficial to learner support and planning is in place to expand the learner mentoring programme where funding is available.

MDS delivers several scholarships to support underserved learners. Māori and Pasifika scholarships are offered in each of the bachelor's programmes while domain-specific needs are further targeted (such as the Girls in Games scholarship which encourages women in STEM).

MDS is continually working to improve the learner experience and support learner success through new and innovative solutions. The PTE-Strategic Fund allocated to our Digital Creativity Foundation (DCF) programme prompted the following initiatives to support learner success:

- Design Immersion Weeks - workshops to prepare high school learners for success before the start of the DCF programme.
- Learner Academic Mentors provided peer support for learners from role models they could relate to from previous DCF learners now studying in Bachelor programmes.
- DCF lunches encourage the development of a community of practice among learners enrolled in the programme.
- DCF Exhibitions - a new initiative to celebrate the achievements of learners completing the programme and preparing for further studies.
- DCF Professional Development - Academics, Mentors & Learners promoting cultural awareness with an emphasis on research for Pasifika influences, positive impact acknowledged, intend to implement knowledge in game development and web design.
- DCF Hardship Fund - provided financial assistance for nine learners.

Learning and Teaching

Learner Evaluation of Subjects and Lecturers (SESL)

MDS employs numerous methods for gathering data to drive evidence-based decision making including conducting academic learner surveys on a semester-by-semester basis. The Learner Evaluation of Subjects and Lecturers (SESL) surveys show an overwhelming level of learner satisfaction in learning and teaching as illustrated in the figure below.
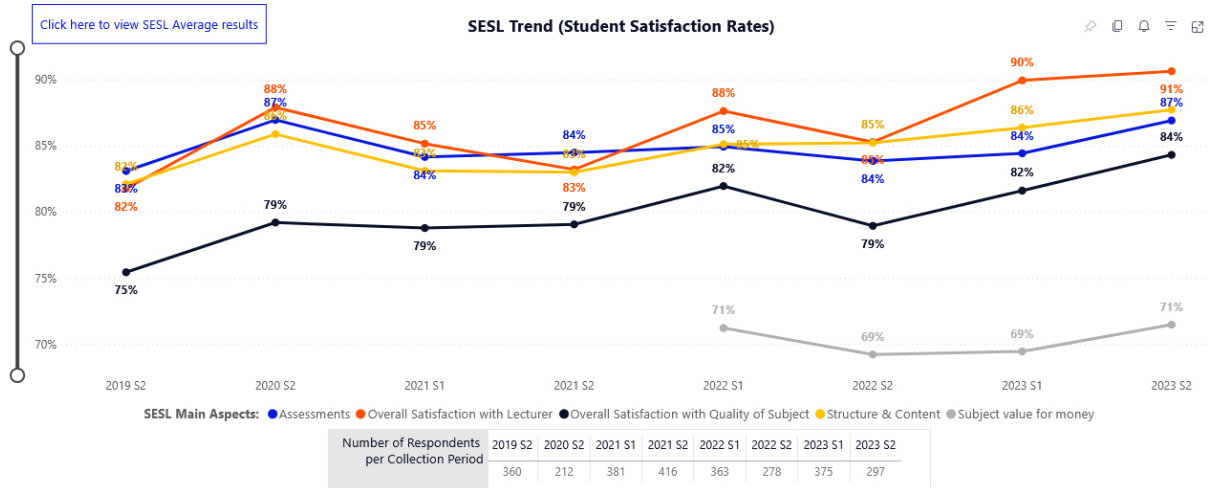
Figure 3: SESL survey results 2019 – 2023 for all MDS programmes, all learners

IBM PTech high schools and other high school initiatives undertaking the NZ Certificate in Digital Media and Design level 4 and our Digital Creativity Foundation programme also display a high level of satisfaction. Although there is a decrease of 2% to 5% in various categories surveyed, satisfaction remains in the high 80% to 90% range as illustrated in Figure 4 below.
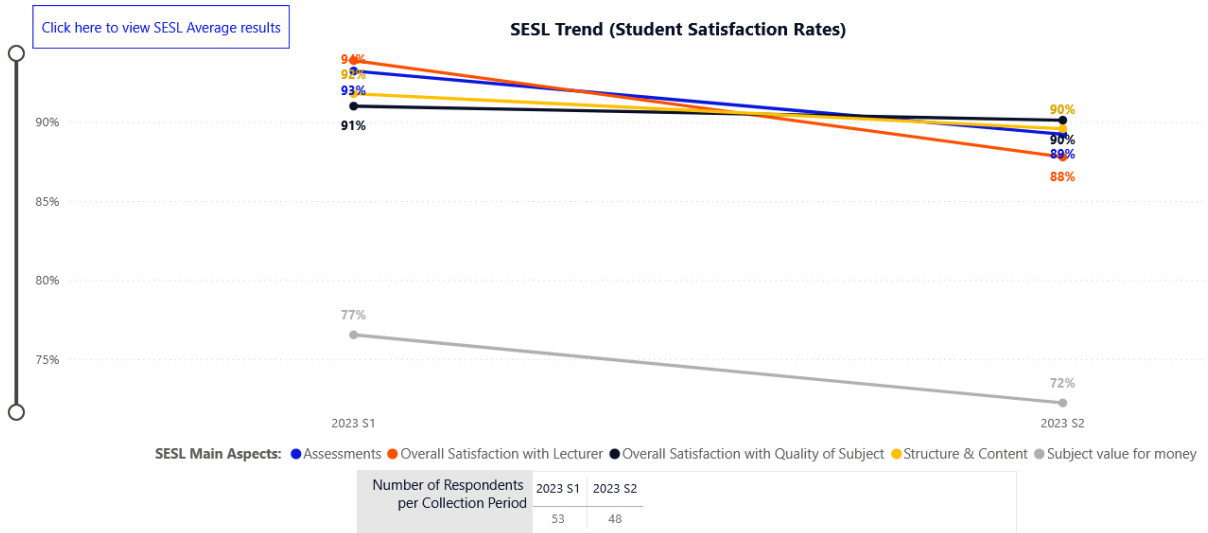
Figure 4: SESL survey results 2023 MDS pathway programmes; Digital Media and Design and Arts and Design

Our educational philosophy of focused, immersive studies delivers extremely successful outcomes for most learners. Our 2024 Graduate Destination Survey revealed that within 3-6 months after completion of their qualification, 67% were employed or had continued in further study. 53% of those employed were employed in a related field. A longer-range survey conducted in 2022 for all Level 7 and above alumni revealed a 93% employment rate for 2019 graduates, 88% for 2020 graduates and 85% employment rate for 2021 graduates. MDS notes that the national average for employment for one year and three years post-completion is 70.7% and 74%, respectively, for all graduates (under 25, Level 7 degree).

Part-time study options

The traditional structures of full-time study are often unsuitable for a diverse range of learners with individual needs. MDS provides a flexible learning environment where learners can enrol in face-to-face, online, and in online-offshore modes of delivery. Some programmes, such as the Master of Design, cater to working adults with weekend delivery while more recently accredited programmes, such as the Bachelor of Information Technology, have part-time offerings. MDS is in the process of submitting applications to NZQA to extend all programmes to offer part-time options. While all learners will benefit from increased flexibility, learners who need to work, adult learners with family commitments, and learners with learning difficulties or disabilities will benefit greatly from increased agency and personalisation in their learning. This objective aims to create course offerings that appeal to demographics previously underserved by MDS who may find traditional full-time structures inaccessible.

Integration of Mātauranga Māori

MDS integrates Mātauranga Māori into the curriculum through both implicit and explicit means. Implicit integration takes the form of a focus on the principles of Te Tiriti o Waitangi:

- Partnership; learners and faculty work in partnership to engage in learning collaboratively in a project-based, production environment. Learners and faculty solve complex problems cooperatively to instil advanced problem-solving and lifelong learning skills.
- Participation; learners are engaged in learning through participation in exciting and dynamic projects. Learners are involved in numerous roles throughout their studies taking direction in some instances and acting as leaders in others. Learners achieve and succeed through participating in experiences in their field of study that transcend traditional classroom experiences.
- Protection; all learners are treated with care and given the room to design and develop their work in a way that is meaningful to them. All learners collaborate in a cross-disciplinarity environment and are guided to create industry-standard work while remaining their individuality true to their vision and culture. Learners are taught positive methods of critique and engage in meaningful conflict resolution with protection as the keystone for developing interpersonal and teamwork skills valued in the industry.

Māori tikanga of whanaungatanga in MDS cohorts also implicitly responds to Māori tikanga.

- Learners enrolling in our programme have very specific guided pathways through their studies. The intimate class sizes and progression from year to year as a group fosters relationship-building and kinship through shared experiences and working together providing learners with a sense of belonging and connection.

Implicit in the curriculum are Matauranga Māori principals; knowledge is expressed through Tikanga values of ako and manaakitanga.

- Tikanga (values): Learning is developed in partnership, enabling Māori and Pasifika learners to express the ideals that are embedded in their social context and support learning that aligns with their own lived experience while developing knowledge and skills that will enable them to succeed in the digital arts. Learners engaged in project-based group learning express tikanga by communicating, talking, sharing ideas and being more inclusive.
- Manaakitanga (support): Learners and faculties work closely together, mentoring one on one through assignments, developing support and care for both learner and teacher and a deep respect for each other's mana.

Mātauranga Māori is expressed explicitly in the curriculum through projects rooted in topics of cultural significance, allowing learners to explore and express Māori tikanga. Below is an example of such projects:

- Media Design School partnered with Spark in 2023 and 2024 to celebrate Matariki and to encourage careers for rangitahi in the creative space. The assignment offered learners the opportunity to collaborate with a real-life client, Spark's internal Kaiārahi Māori group,

responding to a client brief in an industry-standard experience. The work included; an interactive storybook installation called He-haerenga-matariki and an iPad-activated motion sequence illustrating the celestial navigation tool Te Waka o Rangi to locate the Matariki star cluster in the dawn sky called Matariki Hunga Nui. Several of these live projects have gained recondition in the wider community, including two DINZ Learner Ngā Aho / Toitanga Awards in 2023 and two DINZ Learner Ngā Aho / Toitanga Awards in 2022. Toitanga acknowledges the unique lineage and origin of Māori storytelling and artistic expression and celebrates these taonga through a meaningful collaborative process between designers, cultures, clients and our environment.

- During 2021 & 2022 MDS partnered with design agencies TBWA and Digital Arts Network to deliver weekly industry mentorship sessions for a selection of our Māori and Pasifika learners.

Graduate Success

MDS makes a significant effort to reach out to graduates to update graduate destination data resulting in high response rates. Data from the 2024 survey provided granular information for Māori and Pasifika graduate outcomes as illustrated in Table 6 below.

Table 6: 2024 Graduate Destination Survey

Survey Date	Apr-24						
Response rate (graduate destination survey)	91.78%						
Total graduates	304						
Number of responses received	279						
Graduate Outcomes 3-4 months from programme end date	Number of Graduates	Percentage (%) (based on the number of responses)	Domestic	International	Maori	Pasifica	Non-Maori & Pasifica
Employed	157	67.03%	142	15	10	6	126
Continued to further study	30		28	2	2	3	23
Unemployed	92	32.97%	79	13	8	6	65
Total graduates that responded	279	100.00%	249	30	20	15	214

Data acquired from the 2023 graduating class (collected April 2024) revealed that Māori and Pasifika graduates were only slightly less successful than their non-Māori and Pasifika classmates and had a higher rate of successfully progressing into employment or engaging in further studies than international learners. Māori comprised 7.17% of the graduating class and had a 60% success rate. Pasifika learners comprised 5.38% of the graduating class and had a 60% success rate. This compares the non-Māori and Pasifika success rate of 69.63% (Domestic 68.27%, International 56.67%). MDS notes that the national average for employment for one year and three years post-completion is 70.7% and 74%, respectively, for all graduates (under 25, Level 7 degree). While MDS graduates, Māori, Pasifika and non-Māori are well on track to meet national averages, additional support for Māori and Pasifika post-graduate success is an objective MDS will incorporate in learner success planning.

The NZ tech sector is currently facing staffing challenges. Compounding the issue of a shortage of skilled labour, is the under-representation of Māori, Pasifika and women choosing a career in technology, with Pasifika making up just 2.8% of the tech workforce, Māori 4%, and women 27% (MBIE, 2024). Considering that as of April 2024, Māori learners comprised 7.7% and Pasifika learners comprised 8.6% of the total learner population we believe MDS is well placed to meet and exceed targets in graduate employment objectives.

Alignment with Learner Success Framework

Preparing for Success
- Governance Commitment: We have a clear commitment from the governance and leadership to implementing the Learner Success Plan, evidenced by the alignment with Te Tiriti o Waitangi principles and the establishment of strategic goals and visions.
- Whole of Organisation Approach: the establishment of the Matawhanui, and its three pillars evidences a whole of organisation approach.

- Initial Steps and Structures: The introduction of roles such as the Māori and Pasifika Success Coaches and various outreach programs show initial steps and structures are in place.

Implementing for Success

- Active Implementation: This plan outlines various initiatives actively being implemented, such as cultural competency workshops, the introduction of DocuSign for enrolment processes, and the establishment of learner support roles.
- Specific Interventions: Specific projects aimed at increasing equity and support for Māori and Pasifika learners are detailed, including mentoring programs and scholarship offerings.
- Resource Allocation: Resources have been allocated towards initiatives, such as the funding for Academic Learner Mentors and the strategic use of the Digital Creativity Foundation programme funding.

Monitoring for Success

- Data Collection and Evaluation: This plan includes ongoing data collection and evaluation mechanisms, such as learner surveys (SESL), NPS and the Graduate Destination Survey, to monitor progress and outcomes.
- Regular Reporting and Feedback: The planned establishment of the Learner Success Subcommittee within the Learning and Teaching Committee framework, which is tasked with regular reporting and feedback, provides a structured approach to monitoring.
- Adjustments Based on Feedback: This plan highlights the use of self-assessment and stakeholder feedback to make adjustments, demonstrating our iterative approach to implementing and refining initiatives.

Roadmap to Success

Overview

Next Stage of Implementation: The next stage of our Learner Success Plan focuses on expanding our support systems and initiatives to ensure equitable outcomes for all learners. Key projects include:

- Establishing a Learner Success Subcommittee within the MDS Learning and Teaching Committee.
- Implementing new learner support roles, such as additional Māori and Pasifika Success Coaches.
- Expand the number of MDS programmes offered on a part-time study basis
- Develop and provide fully online, asynchronous study options
- Enhancing our enrolment systems to remove barriers.
- Reviewing our assessment policy and procedure.

Timelines, Milestones, and Resources:

- 2024-2025: Establish the Learner Success Subcommittee and integrate RealMe into enrolment processes.
- 2025-2026: Increase the number of Māori and Pasifika Success Coaches and expand outreach programmes to underserved communities.
- 2026-2027: Achieve significant progress in retention and completion rates for Māori and Pasifika learners, reflecting the demographics of New Zealand.

Link Between Roadmap and Problem Definition: Our roadmap addresses the identified barriers and inequities in participation and success rates for Māori and Pasifika learners. By enhancing support systems, improving enrolment processes, and increasing cultural competency, we aim to create a more inclusive and equitable educational environment.

Monitoring and Accountability: The Learner Success Subcommittee will oversee the implementation and progress of our initiatives, reporting to the MDS Learning and Teaching Committee and the Academic Board. Regular evaluations and feedback from stakeholders will inform continuous improvement and ensure accountability.

Holistic Institutional Approach

MDS asserts our institution's commitment to learner success as prescribed in the principles of Te Tiriti o Waitangi. The principles of Participation (duty to act in good faith reasonably and/or honourably), Partnership (principles of working together to achieve appropriate outcomes), and Protection (principles of cultural responsibility, relationships, and academic governance) are the framework that will guide support throughout the entirety of the learner journey. MDS commits to empowering a community where te reo Māori can participate and succeed and where Mātauranga Māori and Te Tiriti o Waitangi principles are respected and incorporated in every aspect of campus life.

TUA and MDS's future-focused principles of flexible, accessible, and personalised education support our institution's Learner Success Plan and align with Te Tiriti principles. These principles accommodate and respond to different educational needs for individual cultures, life stages, and accessibility needs. Our institution is committed to evidence-based decision-making in collaboration with all stakeholders focusing on those representing underserved communities.

Governance and Oversight of Learner Success

MDS' active support of learner success throughout the learner journey is mandated implicitly in each staff member's role in our institution. While the established governance structure provides numerous levels of coordination and supervision in areas of learner recruitment, support, reporting, and academia, there is no singular governance committee monitoring learner success.

MDS will create a Learner Success Subcommittee within the established MDS Learning and Teaching Committee (L&T) framework. The subcommittee will report on the latest educational performance data, learner feedback (both formal and informal), initiatives from the Māori and Pasifika Steering Committee and initiatives from across our institution to the L&T for minuting and development of action plans. The L&T will review the actions and outcomes of the subcommittee at the following meeting. Minutes from our L&T are subject to the MDS governance process, firstly presenting minute and action reports to the Curriculum Committee, then to the Academic Board and finally to the Governing Board for noting, discussion and approval. Through these means of oversight, MDS can guarantee a strong governance structure dedicated to building, promoting, and developing learner success for all learners.

A Barrier-Free Learner Journey

Analysis of the success of existing initiatives and research into underserved learner needs (such as the Te Pūkenga, and Te Rito Insights from learners) provides an evidence-based platform from which to make decisions for continual improvement.

Connecting to Learners and Communities

MDS' firm commitment to increasing Māori and Pasifika enrolment is evident in the establishment of our outreach programmes including our Satellite Learning Centres, and our institution's partnership with IBM's P-TECH high schools. These initiatives have yielded increased enrolments in MDS programmes. Targets set in Appendix One - Learner Success Measures, give direction to ensure our institution's clearly defined and communicated goals are assessable. MDS commits to:

- Continue and build on the success of outreach programmes and partnerships where data provides evidence of success and presents indicators of a greater need.
- Enhance learner-facing websites and other channels informing potential learners of the guided pathways within MDS programme offerings that define, inform, and provide graduate outcome information.
- Add to learner-facing websites data on MDS programme performance to allow better-informed decision-making by applicants.

Admission

MDS recognises the risk to success present at every stage of the learner journey and the role online systems play in removing barriers. Our institution is prepared to invest in streamlining its enrolment process to facilitate ease of engagement, navigation, and completion of documentation through improvements including:

- Incorporation of RealMe in the admissions process for certification of identity and validation of documentation.
- Increased personalised assistance in applying for StudyLink support.
- Investigate various forms of artificial intelligence chatbot solutions for 24/7 aid in accessibility and problem-solving.

Onboarding and Preparation for Study

Engagement and communication in the early phases of learner life are the keys to positive first impressions and successful relationship and trust building. MDS has identified that developing a comfort level through the delivery of targeted information early in the journey will increase retention of applicants resulting in conversion to learner life. These measures reduce stress and anxiety caused by the unknown. MDS strategy for onboarding and preparation for study include:

- Full programme handbooks incorporated in pre-orientation materials are delivered to learners three weeks before the course start date.
- Welcoming pōwhiri at the Orientation ceremony with emphasis on connecting Māori and Pasifika culture to the campus experience and creating an open and inclusive environment.
- The provision and sharing of kai at Orientation symbolise the binding together of learners with MDS faculty and staff.

- One-on-one relationship-building time designed into Orientation for cohorts, faculty, and staff bonding.

Campus Life and Learner Support

To know our learners, it is essential to build an ongoing, meaningful, and culturally authentic relationship. Each learner is on a unique path and the events that present themselves affect the whole of that learner's journey. A humanistic and holistic approach to support, with an understanding that life presents opportunities and challenges to learners, creates the environment of trust our institution strives for.

Increase the visibility of Disability Support for learners, building on our dedicated online Disability Support webpage. Disability support strategies including Learning Access Plans completed when finalising accessibility adjustments are in consultation with the learner, our MDS Disability Advisor, Programme Director and/or Campus Director as required. Looking to the future MDS seeks the implementation of inclusive delivery and assessment strategies that are responsive to the needs and requirements of disabled learners (see Disability Action Plan).

MDS considers it self-evident that consideration of the motivation of actions helps the development of support solutions. Manaakitanga values of respect, kindness and generosity inform this relationship and guide support provided to overcome obstacles and take advantage of opportunities. MDS commits to continuing support of learners through:

- Providing access to Māori and Pasifika Success Coaches in an environment that provides contact on an ongoing, daily basis ensuring that relationships are developed in times of wellness for meaningful support in times of need.
- Increased staff diversity to create an environment that represents leadership and mana from all communities to enrich the experience of campus life for learners, staff, and faculty.
- Extend Learner at Risk (SAR) Intervention plan for Academics and support staff.

Learning and Teaching

In July 2024, MDS launched a comprehensive new learning management system named MyLearn. This system in development by TUA since 2022, is an integral part of the TUA / MDS roadmap to learner success. The design of the platform ensures flexible, accessible, and personalised education. As noted earlier in this document, to engage with a wider, more diverse learner base our institution recognises that it must adapt to meet the needs of these learners. MyLearn incorporates enhanced video conferencing for more effective face-to-face, blended and remote learning with the long-term goal of providing learning anywhere, anytime, at the learner's pace. The goal is to reach a state where our institution can provide truly personalised learning in both synchronous and asynchronous models. This will allow learners with personal, family, or cultural commitments to achieve at the same level as learners who can fit into a traditional educational framework.

To achieve these goals MDS has set goals which include:

- Continue to build on the integration of te reo Māori and tikanga Māori into the physical and online learning environment.
- Increase the visibility of Māori and Pasifika Success as documented via our dedicated MDS website page.
- Build on the development of embedded Mātauranga, tikanga values of ako and manaakitanga into MDS learning tools and curriculum to increase ākonga access to cultural touchpoints.
- Expand the number of MDS programmes offered on a part-time study basis providing accessibility to learners unable to commit to full-time studies.
- Develop and provide fully online, asynchronous study options that allow learners the flexibility to fit learning around other commitments and responsibilities.
- Incorporate choice in scheduling to provide a personalised experience where learners can focus on relevant subject matter and learn at their own pace.

Assessment and Improvement of Learner Support Strategies

Building on the strategy of accessible, and personalised education, MDS is re-evaluating assessment policies and procedures with a focus on manaakitanga values of support and respect, ensuring greater flexibility in assessment options to support a diverse range of learners.

Alignment with Learner Success Framework:

To move towards the Optimising for Success stage, MDS will focus on:

1. Enhanced Data-Driven Decision Making: Strengthen the use of data analytics to identify trends, predict outcomes, and inform strategic decisions.
2. Scalability and Sustainability: Ensure that successful initiatives are scalable and sustainable over the long term, with clear plans for resource allocation and management.
3. Broader Stakeholder Engagement: Expand our stakeholder engagement to include more diverse voices to refine and optimise initiatives.
4. Advanced Integration of Technology: Leverage advanced technologies and systems to further enhance learner support, streamline processes, and improve overall efficiency.

By focusing on these areas, we will ensure we progress towards achieving optimal success for all learners.

Learner Success Diagnostic Tool (LSDT) Diagnostic Findings and Gap Analysis

The LSDT will continue to play a critical role in our ongoing monitoring and evaluation processes, allowing us to assess the effectiveness of our initiatives, make data-informed adjustments, and ensure continuous improvement.

Roadmap of High-Level Initiatives

Focus Areas	Short Term		Medium to Long Term		
	2024	2025	2026	2027	2028
Increase Engagement	Increase visibility of learning opportunities and career paths in the creative technology space in order to reach their full potential and yield the desired results of increased enrolment from undeserved communities.				
Remove Barriers	Implement of RealMe in the enrolment process.				
	Develop support mechanisms to help students complete enrolment documents including StudyLink applications to create barrier free entry.				
Increase Diversity	Increase the diversity of staff and faculty with an emphasis on Māori and Pasifika staffing				
Targeted Support	Expand the Tāngata Māori and Pasifika Success Coach team when ratios exceed 1 support personnel to 150 students				
Increase Accessibility	Expand in the part-time study options and extend online delivery models to support flexible, personalised learning.		Asynchronous, fully online & time flexible offerings		
Management of Learner Success Strategies	Formation of a Learner Success Working Group				
People & Culture	Further develop our cultural competency and te reo Māori proficiencies, staff development activities, workshops, and sensitivity training in the principles of Te Tiriti o Waitangi.				

Short-Term Roadmap

MDS is planning for immediate improvements through a proactive approach to building on and progressing initiatives already in place. We have also identified initiatives that do not need extensive planning to implement to support our learners to succeed.

1. *Increase Engagement*: MDS has launched numerous initiatives to engage, raise awareness and increase the visibility of learning opportunities and career paths in the creative technology space.
    *   Support and expand these initiatives to reach their full potential and yield the desired results of increased enrolment from underserved communities.

2. *Remove Barriers*: Facilitate ease of enrolment to address the number of incomplete applications.
    *   Implement RealMe in the enrolment process
    *   Develop support mechanisms to help learners complete enrolment documents including StudyLink applications to create barrier-free entry into MDS programmes.

3. *Increase Diversity*: An inclusive environment requires familiarity and comfort within the learning community. Māori tikanga of whanaungatanga would be much stronger with faces new learners could immediately identify with and relate to.
    *   Increase the diversity of staff and faculty with an emphasis on Māori and Pasifika staffing.

4. *Targeted Support*: Our support systems will be monitored and reflect the forecasted improvements in the representation of underserved learners.
   - Expand the Tāngata Māori and Pasifika Success Coach team when ratios exceed 1 support personnel to 150 learners.

5. *Increase Accessibility*: MDS must evolve our delivery models to meet the needs and support today's learners. Changing societal norms make the full-time, face-to-face, synchronous delivery of learning inappropriate for many learners.
   - Expand the part-time study options and extend online delivery models to support flexible, personalised learning.

6. *Management of Learner Success Strategies:*
   - Immediate formation of a Learner Success Working Group subcommittee of our Learning and Teaching Committee responsible for reporting on the latest educational performance data, learner feedback (both formal and informal), initiatives from the Māori and Pasifika Steering Committee and across our institution.

7. *Data-Driven Decision Making*
   - Focus on further development of SMS (WiseNet) and LMS (MyLearn educational ecosystem) cross platform functionality to yield granular data based on individual, demographic, location of study, and mode of delivery statistics to enable evidence-based analysis of trends in success triggering early support, continuous review and improvement.

8. *People & Culture*:
   - Further develop our cultural competency and te reo Māori proficiencies, staff development activities, workshops, and sensitivity training in the principles of Te Tiriti o Waitangi.

Medium to Long-Term Roadmap

Structural changes to teaching and learning take several years to implement and require MDS governance and NZQA approvals to realign course offerings with the future of educational practices. As stated, the goal set by both TUA and MDS to create flexible, accessible, and personalised education for our learners will require a major shift in the current structure of MDS programmes. These changes are envisioned to produce a more inclusive and open structure, breaking down barriers and opening pathways to education in creative technologies to all learners especially those underserved by our institution in the past.

- Part-time studies, when developed and approved, will enable learners who previously were unable to commit to full-time studies to have greater access to MDS programmes.

Asynchronous, fully online and time-flexible offerings will take longer to develop but play a significant role in MDS's future strategy. Learning becomes unlocked with complete personalisation to study where, when and at the pace chosen by each learner. Learners who respond to face-to-face interaction with learning facilitators and classmates will have the option to attend in traditional modes of education on campus with the added advantage of mixing and blending knowledge and ideas with learners in various locations and cultures.

- As learners' needs change, they will have the ability to select a new mode of educational delivery better suited to their changing lifestyle.

Appendix One - Learner Success Measures

Learner Success Measures	Māori	Pasifika	Overall
Enrolment by Māori and Pasifika school leavers matches the proportion of UE-qualified Year 13 Māori and Pasifika school leavers in the Auckland Region.	7.86%	12.95%	
Learner satisfaction is rated as high in areas of advisement and admission facilitation as measured in Orientation surveys.	75%	70%	80%
Learners are supported academically and socially for studies at MDS, measured by first year retention EPIs for all learners.	80%	75%	85%
Academic quality as measured in Learner Evaluation of Subjects and Lecturers (SESL) surveys remains high for learners across all demographics.	80 - 100%		
The proportion of learners who remain enrolled to completion of their qualification increases.	75%	60%	78%
Engagement with Māori and Pasifika success coaches is tracked and measured to show improvement.	85%	80%	
Overall pass rates (at all levels) improve as measured by course completion EPIs.	80%	75%	85%
Employment outcomes for Māori and Pasifika graduates are at least as good as those for graduates of other ethnicities within 3 to 6 months.	70%		
Employment outcomes for Māori and Pasifika graduates are at least as good as those for graduates of other ethnicities within 1 to 3 years.	85%		

Appendix Two – Media Design School Governing Board Endorsement

Excerpt – MDS Learner Success Plan and the Disability Action Plan

MDS Board Meeting
20th June 2024
09:00 am – 12:00 pm AEST

Item #1 – Attendance

Attendance

Linda Brown (Chair), Michael Reed, Daniel Jackson

Apologies: Professor Andrew Flitman (Academic Board Chair)

In attendance: Jim Varghese AM, Hon Greg Crafter AO, Laura Anderson, Dr. Michael McRobbie AO, Michael Thawley AO, Karl McDonnell, Dan Cockerell (Co-CEO TGES), Professor Alwyn Louw (Vice Chancellor/Academic Director), Adam Guinea (VP Finance), Anna Sutton (General Counsel), Rob McGowan (VP International) on item 5, Julie Craig (Board Secretary), Patricia Melo (Minutes).

Item #5 - President / CEO's Report

The Vice Chancellor/Academic Director spoke to his report with a focus on academic and regulatory matters:

- The MDS Learner Success Plan and the Disability Action Plan were presented to the Board prior to their submission to NZ Tertiary Education Commission.

The Governing Boards:

- **endorsed the MDS Learner Success and Disability Action Plans.**

   Moved Jim Varghese, second Michael Reed.

   True and correct copy of the proceedings.

   Signed: **Date: 01/07/2024**

   Julie Craig, Company Secretary

Appendix Three – External Māori and Pasifika Consultant Feedback

26th June 2024

Kia ora

Firstly, thanks for the opportunity to provide feedback on the Learner Success Plan.

> *"Media Design School's (MDS) Learner Success Plan 2024 is a* ==comprehensive strategy.*"*

This is the strategy's opening line, and I have highlighted the last two words to make a specific point.

As a strategy for Learner Success, and for Māori and Pacifica learners it is *very* comprehensive and a valuable read. The initiatives have been in progress over the past 3-4 years and are very advanced in their placement across the organisation.

Strategies to invest and improve students' campus experience and the recruitment of 'new' culturally appropriate staff into MSD have already been successful and the strength of Te AO Māori initiatives is thorough, considered well at the highest level towards successful outcomes for Māori and Pacifika. The initiatives are highly commended.

It is difficult to question the Maori content as it is captured so well for all students regardless of culture providing equity and inclusiveness at the most appropriate level for the qualifications and successful outcomes for students and staff.

I highly commend the developments of the Māori and Pacifika content and its integration into the strategy. The commitment and rigour for Māori and Pacifika are consistently underpinned throughout the document and are very insightful, inspiring and sincerely purposeful across all spectrums of the document.

The consistency and quality of the work is outstanding. Thank you for this opportunity.

………………………………

Teriu Lemon

Education Consultant Mātauranga Māori – Media Design School / Ext.