

Lincoln University Interim Plan

2023 - 2025





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3.1	D	(1)	42
3.2		(2)	45
3.3	B	(3)	45
3.4		(4)	50
3.5		(5)	51
3.6		(6)	60
3A.			66
3A.1			66
3A.2			68
3A.3			74
4.	A		78
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4.1	A	(A A)	79
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4.3			82
4.4			83
4.5	N		85
5.			86
			86
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5.1			86
5.2			87
6.			88
6.1			88

1. Strategic Intent: Mission, Role and Purpose

Who we are

ANZ is a leading financial services group in Australia, New Zealand and the United Kingdom. We provide a range of financial products and services to our customers, including banking, insurance, investment and wealth management. Our mission is to help our customers achieve their financial goals and to create a better future for all.

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ANZ is a leading financial services group in Australia, New Zealand and the United Kingdom. 2021. 3483



1.1 Governance

Lincoln University Council

Lincoln University Council members are appointed by the Crown. The Council is responsible for the overall governance of the University, including the appointment and removal of the Vice-Chancellor, the approval of the University's strategic plan, and the approval of the University's financial statements. The Council also oversees the University's performance and ensures that it is in compliance with the Education Act 1989 and the Education Act 2017.

Council members 2022-2025:

Council appointments

B. ...
BBS Maori, CA
...
AO, BSc, BAg (Hons) Queen's University Belfast, PhD Glasgow, PhD Adelaide, DSc Adelaide, DSc Victoria, MA Adelaide, DU Victoria

(...), BC (A) ...

Ex officio

C
BAg Sc(Hons) Licentiate, DPhil O

Te Rūnanga o Ngāi Tahu appointment

BA Ca, BM, iPeforming Arts Te Ara iangi

Ministerial appointments

BC Ca, MBA(Dist) Maori, CA, CFI D

D
BAg, Di AgSci, CFI D

BVSc Maori, CMI D

B
MSc Economics, GradCert Economic, PhD Maori

Staff appointments

D
BAg Sc(Hons) Ca, PhD Licentiate
BA Ca

Student appointments

A

He tutohinga whakamatau: engagement with mana whenua

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2050

Treaty partnership in governance

A 1989,
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Equal opportunities, Māori Plan and cultural narrative

A 1988,
C
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2019-2028,
C

1.2 Management and academic leadership

Lincoln University is a leading provider of education and research in the South Island of New Zealand. The University is committed to providing a high quality education and research experience for its students and staff. The University's management and academic leadership is responsible for the overall strategic direction and performance of the University. The University's management and academic leadership is composed of the following members:

- Vice-Chancellor** (2019-2020)
- Acting Deputy Vice-Chancellor (to September 2022)**
- Provost (from September 2022)**
- Deputy Vice-Chancellor, Mori and Pasifika**
- Deputy Vice-Chancellor, Student Life**
- Chief Operating Officer**
- Executive Director, People and Culture**



Vice-Chancellor

BAg Sc(Honours) Lic Int, DPhil O



Acting Deputy Vice-Chancellor (to September 2022)

Di SLT, GDi Mg, M.Ed(Di), PhD Ca



Provost (from September 2022)

AB UC Be kele, PhD UO eg



Deputy Vice-Chancellor, Mori and Pasifika

BA, MA A ck, PhD VUW



Deputy Vice-Chancellor, Student Life

BB, MBA RMIT, MIS Cha le S



Chief Operating Officer

BC th(Honours) Ca, CA



Executive Director, People and Culture



1.3 Global and national positioning

As a specialist land-based University,

Lincoln's focus is on growing and strengthening its contribution in supporting government to achieve its strategic goals for the land-based sector, through teaching and research in:

- ✓ Agriculture
- ✓ Horticulture
- ✓ Animal health and welfare
- ✓ Food safety and security
- ✓ Food systems
- ✓ Environmental science and technology
- ✓ Land-based business and management
- ✓ Land-based education
- ✓ Land-based research

Lincoln University is a specialist land-based university with a focus on growing and strengthening its contribution in supporting government to achieve its strategic goals for the land-based sector, through teaching and research in:

2019-28
()



The Moving Forward Programme

The Moving Forward Programme

The Moving Forward Programme is a critical enabler of Lincoln University achieving its strategy goals and priority areas for 2022-25, in particular those focusing on meaningful partnerships and a world-class research and teaching precinct, while at the same time facilitating progressive yet significant growth.

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Moving Forward Programme

benefits, alignment to Strategy and performance measures

	Moving Forward Programme Benefit	Strategic Goal	Performance Measures (reported to the Governance Oversight Group)
1	<p>... N</p> <p>Z</p>	1, 4, 5, 6	
2		1, 3, 4	
3		1, 3, 5	
4	<p>C</p> <p>N</p> <p>Z</p>	3, 5	
5		2	B



New Ways of Operating

Our new ways of operating are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

- **Flexible Learning Spaces:** We have created a range of flexible learning spaces, including open-plan study areas, quiet zones, and collaborative workspaces. These spaces are designed to support different learning styles and provide a range of options for students.
- **24/7 Access:** We have extended our opening hours to provide 24/7 access to our facilities. This allows students to study and work at any time of day or night.
- **Online Learning:** We have expanded our online learning offerings, including a range of online courses and modules. This allows students to learn at their own pace and from anywhere.

Our new ways of operating are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

- **2019-2028:** Our new ways of operating are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:
- **2024:** Our new ways of operating are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

New projects

Our new projects are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

- **A:** Our new projects are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

Continuing projects

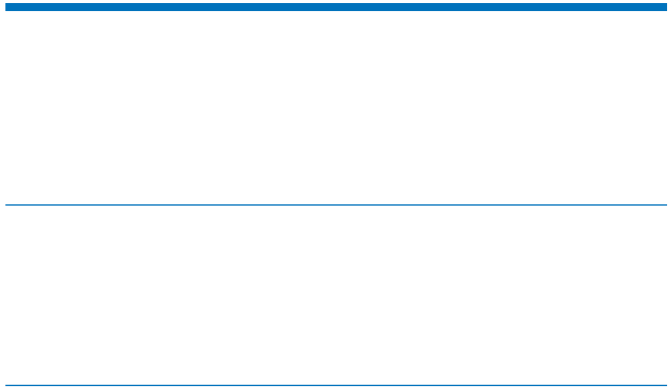
Our continuing projects are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

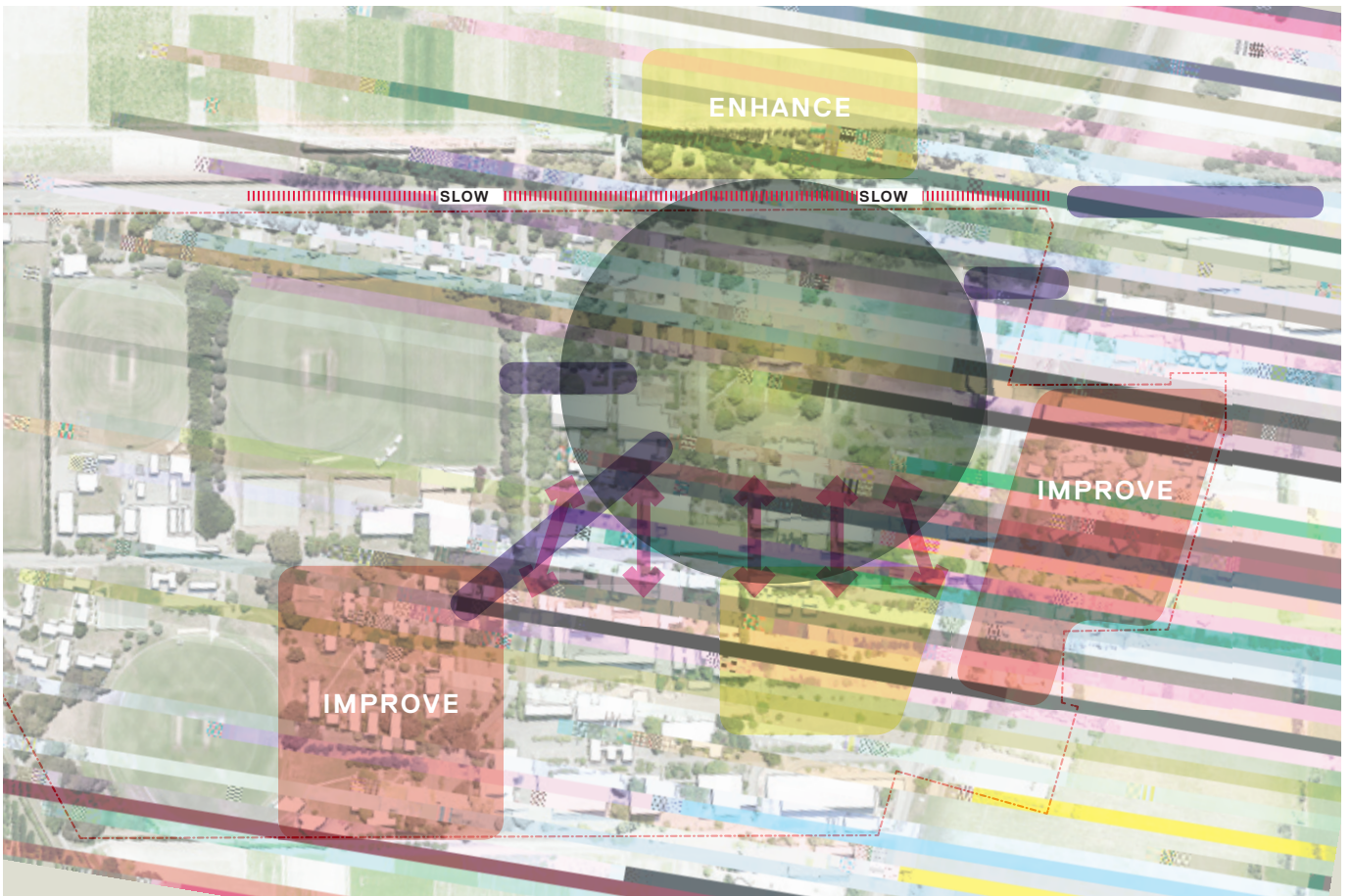
- **B:** Our continuing projects are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:
- **C:** Our continuing projects are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:
- **D:** Our continuing projects are designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

Campus Development Programme

Our campus development programme is designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

- **C:** Our campus development programme is designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:
- **D:** Our campus development programme is designed to support our students and staff in their learning and work. We have introduced a range of new initiatives, including:

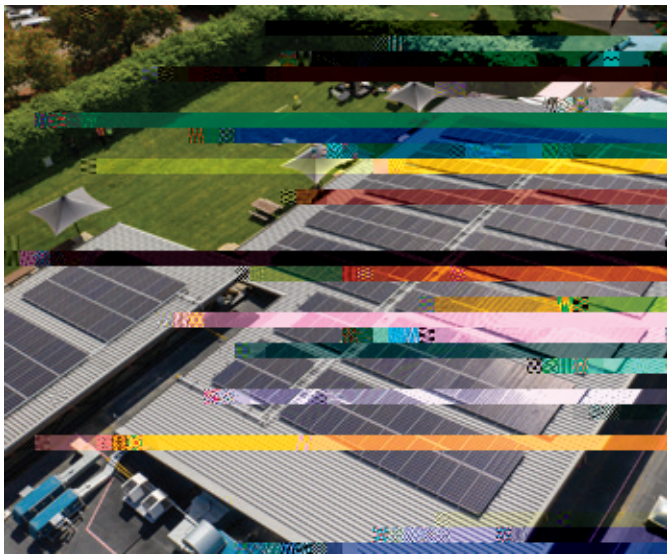




Aerial view of a large building complex with a green lawn in front. The image is heavily distorted by a grid of black and white squares, making it difficult to discern details.

Aerial view of a large building complex with a green lawn in front. The image is heavily distorted by a grid of black and white squares, making it difficult to discern details.

Aerial view of a large building complex with a green lawn in front. The image is heavily distorted by a grid of black and white squares, making it difficult to discern details.



Completed Projects

Projects underway

Science North.

Science North is a major project of the Government of Ontario, aimed at creating a world-class research and innovation hub in Northern Ontario. The project is currently underway and is expected to be completed by 2023. The project will involve the construction of a new research and innovation hub in Northern Ontario, which will include a new research building, a new innovation center, and a new research center. The project is expected to create a significant number of jobs and to have a major impact on the Northern Ontario economy.

Scope of target	Target	Baseline (tCO2e)	Target date
2024	100%	5,019.91	2024
D 2030	100%	74.65	2030
C 100% NZ	100%	34.34	2024 - 2030
D	20% - 5%	3.54	2023 - 5%
D	20% - 5%	1,746.28	2023 - 5%
	75%	1.69	2023

2030 2050.
 N Z 2050
 (Z C A, 2019).

2020 2019 N 2019 2 Z

Agriculture, Food-and-Fibre, and Environment at Lincoln

Lincoln University is committed to supporting the agricultural, food-and-fibre, and environmental sectors in New Zealand. This commitment is reflected in our research, education, and community engagement activities. We are currently exploring various opportunities to enhance our support for these sectors, including through partnerships and funding initiatives.

Our research focuses on sustainable agricultural practices, food security, and environmental stewardship. We are working closely with industry partners to address key challenges and develop innovative solutions. Our education programs provide students with the skills and knowledge needed to succeed in these sectors.

We are currently seeking funding for a project related to the development of a new agricultural technology. This project is expected to have a significant impact on the industry. We are looking for partners who share our vision and are committed to supporting our research and development efforts.

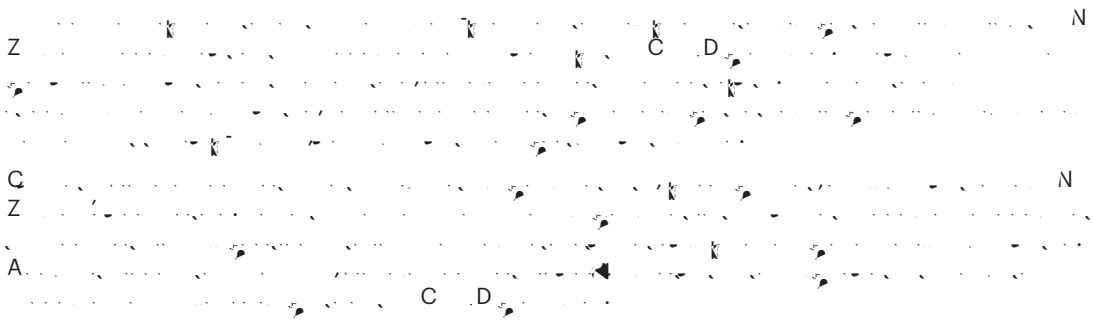
Fit for a Better World

Lincoln University is committed to being fit for a better world. This commitment is reflected in our research, education, and community engagement activities. We are currently exploring various opportunities to enhance our support for these sectors, including through partnerships and funding initiatives.

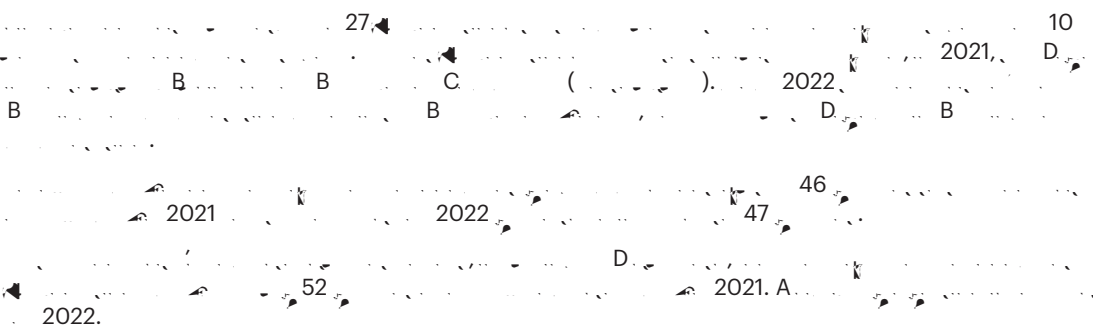
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Impact of COVID-19

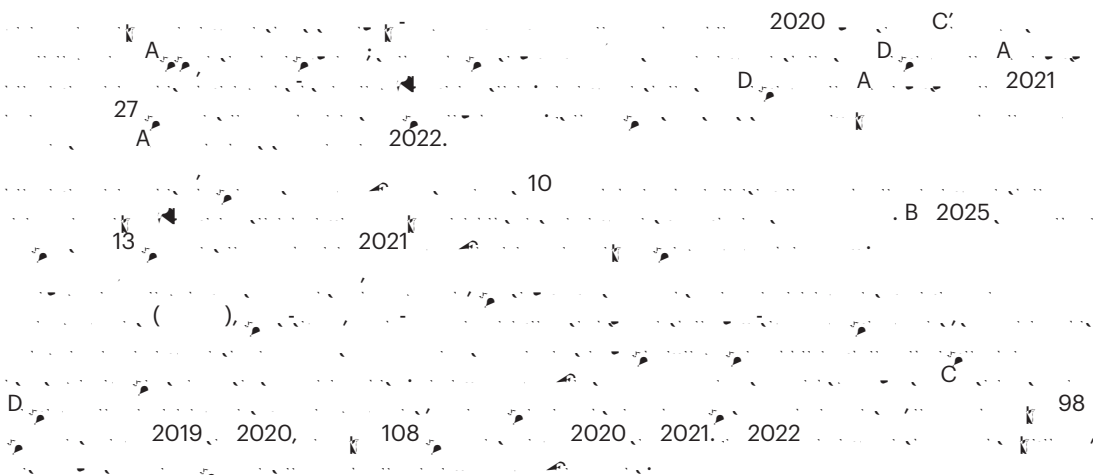


Enrolled EFTS in food and fibre qualifications



Enrolled EFTS in food and fibre qualifications

EFTS (incl PhD)	2019	2020	2021	2022 3+9 Forecast
	137.7	166.3	167.4	152
%	5%	7%	7%	6%
	1,003.60	961.6	1,014.70	977
%	38%	39%	40%	40%
	43%	45%	46%	47%
A	2,632.80	2,491.90	2,562.00	2,425



Food and fibre and environment qualification completions

Other recent initiatives

2020

2022

C D C D

D B

D B

D C B

A C D

Longstanding initiative: Soil Makes Sense

12

Z A N

NZ, D NZ

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12

Proposed initiative: Water Science and Management

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C A

2023.

A

Scholarships and mentorships

250

2022

\$3,197,250

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A C

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2020

A

2050

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2021, 17

2020

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South Island Dairy Demonstration Centre

D. NZ, C (C), A D (D), D D C (DDC). C A DDC (D), 2021 DDC D 2030. D

The Kellogg Rural Leadership Programme

C C 60 2021. B 1979, N (NZ) 24 A 2022, 1,000 A A D, B + NZ, D NZ, C A C, NZ, AAC Z

TupuToa

2023. \$40 16-

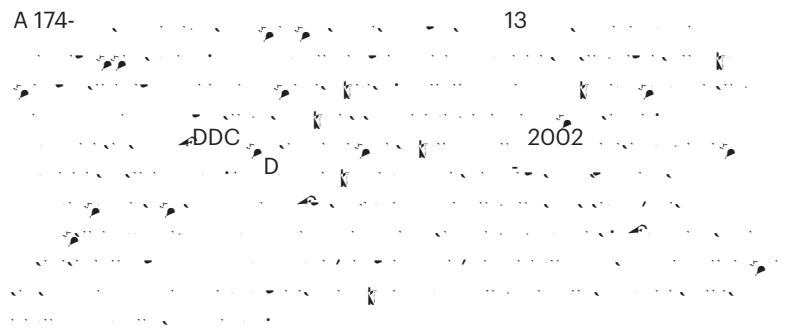
Lincoln University Property Joint Venture Limited - Te Whariki

2007 N 118 D B B 2007 C 2000 N 2022 19

2023. \$40 16-

Lincoln University's farms are:

Lincoln University Dairy Farm (LUDF)



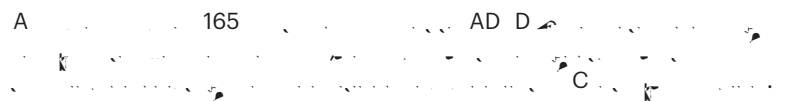
The Lincoln University Research Dairy Farm (LURDF)



Ashley Dene Research and Development Station (ADRDS)



Ashley Dene



Field Research Centre



The Research Farm

46
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Mount Grand

A 1602 C. B.



2.1 Learners

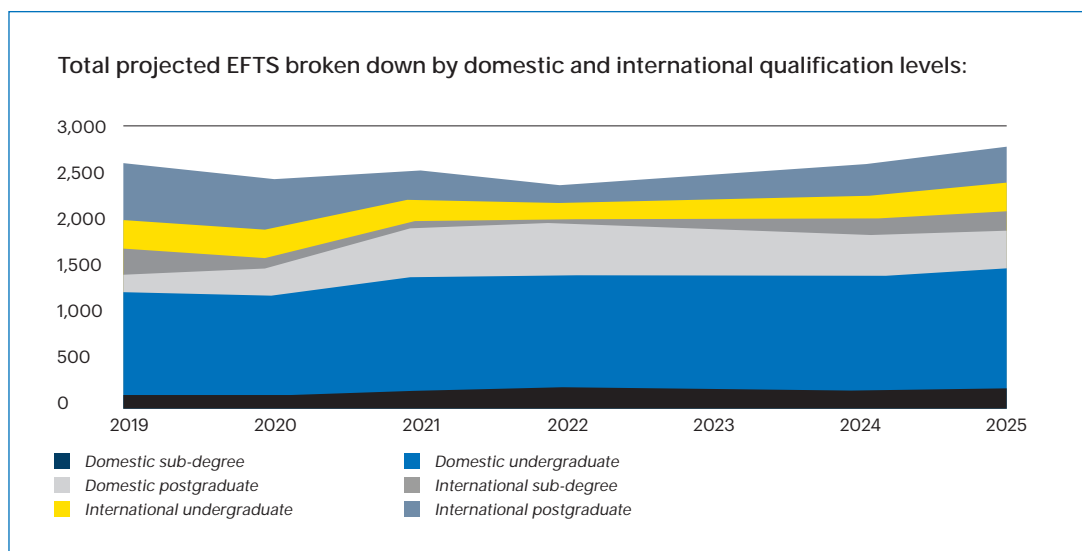
Lincoln University has a strong focus on providing a high quality learning experience for all our students. We are committed to ensuring that our students receive the best possible education and support throughout their studies.

EFTS targets for 2023-25

	Actual			Forecast				
	2019	2020	2021	2022	2023	2024	2025	
Domestic sub-degree	161.9	169.8	228.3	234.1	226.2	214.1	219	
Domestic undergraduate	1,144.00	1,085.00	1,198.30	1,248.20	1,262.60	1,254.80	1,288.60	
Domestic postgraduate	169	263.3	530.9	525.9	449.4	424	420	
International sub-degree	274.4	156.9	102.6	77	129.8	174.3	212.8	
International undergraduate	319.1	282.5	185.2	133.3	178.3	211.5	255.9	
International postgraduate	564.4	534.4	316.9	207.5	264.8	335.8	399.2	
Grand Total	Total	2,632.80	2,491.90	2,562.00	2,426.00	2,511.20	2,614.50	2,795.60

Postgraduate and international share

	Actual			Forecast			
	2019	2020	2021	2022	2023	2024	2025
% Postgraduate	27.9%	32.0%	33.1%	30.2%	28.4%	29.1%	29.3%
% International	44.0%	39.1%	23.6%	17.3%	22.8%	27.6%	31.0%



National, Regional and Market Share

National Focus

2023-2025
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N Z

Domestic Regional Student Origin

C
2022 43.3 C
2022
A C 2022
(9.7), A
7.5
B A

Marketing Campaigns

Marketing campaigns are a series of coordinated activities designed to promote a product or service, increase brand awareness, and drive sales. They typically involve a mix of advertising, public relations, and direct marketing.

Key elements of a marketing campaign include:

- Target audience identification
- Clear objectives and goals
- Consistent messaging and branding
- Multi-channel approach
- Measurement and evaluation

Marketing campaigns can be categorized into several types, such as:

- Brand awareness campaigns
- Product launch campaigns
- Promotional campaigns
- Direct response campaigns
- Content marketing campaigns

Successful marketing campaigns require a deep understanding of the target market and a creative, data-driven approach to reach and engage the audience.

Marketing campaigns are essential for businesses looking to grow their market share and build a strong brand identity.

Digital marketing campaigns have become increasingly important in recent years, allowing businesses to reach a wider audience and track performance more effectively. Examples include social media advertising, search engine marketing, and email marketing.

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1 -1 2943

Study free
with Lincoln now*



Māori and Pasifika communities

Lincoln University has a long history of providing education and training to Māori and Pasifika communities. The university has a strong commitment to cultural awareness and respect, and has developed a range of initiatives to support these communities. These include the Māori Centre, the Pasifika Centre, and the Māori and Pasifika Student Support Unit. The university also has a range of cultural events and activities, such as the Māori and Pasifika Cultural Festival, which celebrates the rich traditions and customs of these communities.

1. C

International students

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... 5: A ...
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... A ... N Z ...

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Impact of COVID-19 on international recruitment

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International Pasifika Students

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Student Experience and Engagement

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Student Experience Board

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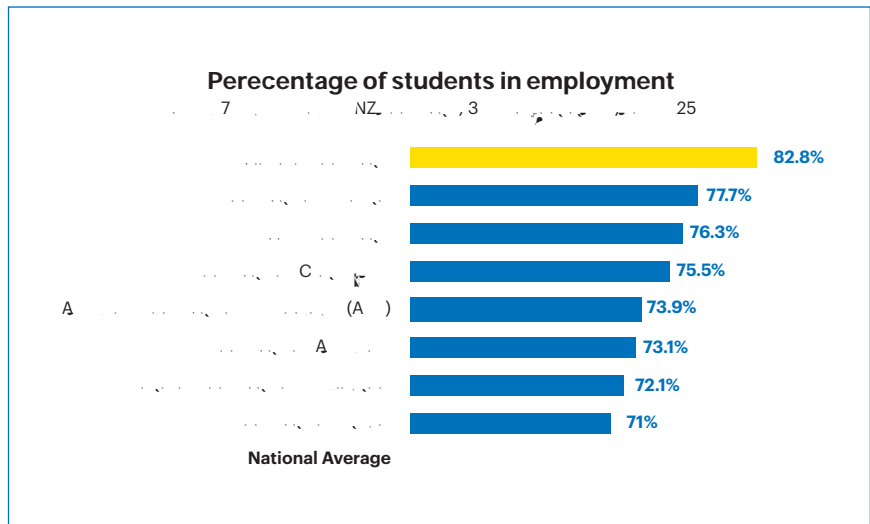
2022, A, C, D, 1:1

Post Qualifications Outcomes Survey

2021, 2020, su7es he 200 12ra(3)2duatechnit18.

Employable students

Lincoln University has a strong focus on employability, with a range of opportunities for students to gain practical experience through work placements, internships, and industry projects. The university's curriculum is designed to equip students with the skills and knowledge needed to succeed in the workforce. Lincoln University is a member of the New Zealand Association of Universities (NZAU) and the New Zealand Association of Business Schools (NZABS).



Lincoln University is a member of the Business Schools Association of New Zealand (BSANZ) and the Chartered Accountants Association of New Zealand (CAANZ). The university is also a member of the Chartered Financial Analyst (CFA) Institute. Lincoln University is a member of the New Zealand Association of Universities (NZAU) and the New Zealand Association of Business Schools (NZABS).

Affiliations

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Affiliation to the Chartered Financial Analyst (CFA) Institute

Lincoln University is a member of the Chartered Financial Analyst (CFA) Institute. The university has 620 students who are members of the CFA Institute. Lincoln University is a member of the Chartered Accountants Association of New Zealand (CAANZ) and the Business Schools Association of New Zealand (BSANZ).



3.2 Getting at-risk young people into a career (Priority 2)

Academic support initiatives

Lincoln University has a range of academic support initiatives for students who are at risk of not completing their studies. These include:

A. Academic Support Centre (ASC) – provides a range of academic support services, including:

D. Academic Support Centre (ASC) – provides a range of academic support services, including:

E. Academic Support Centre (ASC) – provides a range of academic support services, including:

3.3 Boosting achievement of Māori and Pasifika (Priority 3)

Achievement of Māori and Pasifika: existing initiatives

Lincoln University has a range of initiatives to support the achievement of Māori and Pasifika students. These include:

1. The first part of the text discusses the importance of maintaining accurate records of all transactions. This is essential for ensuring the integrity of the financial statements and for providing a clear audit trail. The text emphasizes that every entry should be supported by appropriate documentation and that any discrepancies should be investigated and resolved promptly.

2. The second part of the text focuses on the role of internal controls in preventing errors and fraud. It highlights the need for a strong internal control system that includes segregation of duties, regular reconciliations, and a robust approval process. The text also notes that internal controls should be regularly reviewed and updated to reflect changes in the business environment.

3. The third part of the text discusses the importance of transparency and communication in financial reporting. It stresses that financial statements should be prepared in accordance with the relevant accounting standards and should be presented in a clear and concise manner. The text also emphasizes the need for open communication between management and the board of directors regarding financial performance and any potential risks.

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Whanake Ake: Learner participation and Māori strategic appointments

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Disability Action Plan

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3.4 Improving adult literacy and numeracy (Priority 4)

Learning, Teaching, and Library (LTL)

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- A ...
- C ...

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Learning support and development services

C ... A ... C ... (C ...)

C ... A ... N ... N Z ...

PASS programme for undergraduates

A ... C ... A ... (A ...)

Supporting postgraduate research and Open Access

A... C... C... N Z... A... A...

Supporting teaching, collections and community through library services

A... D...

Learning, Teaching and Library Targets

- 1 C... C...
- 2 ...
- 3 C... C... / ...
- 4 ...

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Postgraduate share of total EFTS

Proportion of Total EFTS	2019 Actual	2020 Actual	2021 Actual	2022 Actual	2023 Target	2024 Target	2025 Target
Total postgraduate share	28%	32%	33%	29%	30%	28%	28%
Research percentage	11%	11%	10%	6%	5%	6%	6%

Develop and promote thematic priorities for strengthening research income and stakeholder engagement

Identifying priorities

External research income as an enabler

External Research Income

2021 \$32.3

Internal research investment

2018	\$2,352,509	
2022	\$150,000	
2022	\$250,000	
2022		\$375,000

⁶ The University's commitments to Sustainable Tourism for Regions, Landscapes and Communities will cease in 2022, Designing Future Productive Landscapes in 2023 and Food for Future Consumers in 2024.

... A.
 ... A.
 ... \$130,000.
 ... 2022.

A ... C ... D.
 ... C ... 2021. \$400,000,

Research infrastructure and facilities

Research enhancement on farms

N Z ... A ... D.
 D ... N Z

Commercialisation and knowledge transfer

C ...
 ... N ... (... N), N Z

Some notable projects include:

C ...
 ... A ...
 ... 2019. ... C ...
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C ...
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 ... B ... C ... B ... B ... C (C B) ...
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B. 2019, B.

A N Z
C 1 4 56 A B()2 B 0-1.961 B ()1. ()15

Supporting succession: PBRF QE data demonstrates succession planning is underway

Comparison 2012 and 2018 Scores

A B C C(N)

Develop and strengthen strategic research partnerships

Collaboration with CRI partners

Collaboration with CRI partners

CRI partners

2. N C (N C),

B.linc He Puna Karikari

A B

B

Collaboration with industry

Bragato Research Institute

NZ C

(NZ C), B

Department of Conservation (DOC)

A C A D C, D C

2020, 2021, 2022.

Research Centres

A
B
C
D

Lincoln Agritech Ltd (LAL)

A
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80
(A)
A
B
(B)
\$4.6
C B
24.91
C B
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\$8.3
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3.6 Growing international linkages (Priority 6)

Lincoln University is committed to growing its international linkages and increasing the number of international students. This is a key strategic priority for the university, and we are working to build strong partnerships with international institutions and organisations. We are also working to improve our international marketing and recruitment efforts, and to provide a high-quality experience for our international students. We are committed to ensuring that our international students have a positive and successful experience at Lincoln University.

International student numbers

International EFTS

	2022	2023	2024	2025	2026	2027	2028	2029	2030
Number of international EFTS	355	504	702	890	1,061	1,150	1,187	1,218	1,243
% of total EFTS	13.8%	18.1%	22.7%	26.1%	29.0%	30.1%	30.4%	30.8%	31.1%

Partnerships and pathways

Lincoln University is committed to building strong partnerships and pathways with international institutions and organisations. We are working to establish new partnerships and pathways, and to strengthen existing ones. We are also working to improve our international marketing and recruitment efforts, and to provide a high-quality experience for our international students. We are committed to ensuring that our international students have a positive and successful experience at Lincoln University.

Key developments and initiatives

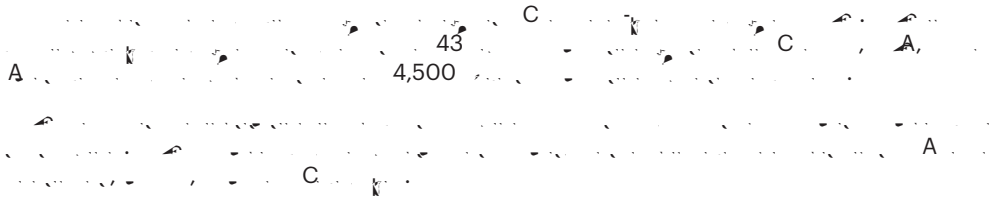
China Scholarship Council

Lincoln University has a long-standing partnership with the China Scholarship Council (CSC). This partnership has enabled us to attract a large number of international students from China. We are committed to continuing this partnership and to providing a high-quality experience for our international students. We are also working to establish new partnerships and pathways with international institutions and organisations.

Canterbury Education Alliance (CEA)

Lincoln University is a member of the Canterbury Education Alliance (CEA). This alliance is a partnership between Lincoln University and other educational institutions in the Canterbury region. We are committed to working together to provide a high-quality experience for our students and to promoting the region as a world-class education destination. We are also working to establish new partnerships and pathways with international institutions and organisations.

M-Square Media (MSM)



International Study Pathways



ELLS European members

[Norwegian](#) ([English](#))

[Czech](#) ([English](#))

[Austrian](#) ([English](#))

[Czech](#) ([English](#))

[Czech](#) ([English](#))

[Czech](#) ([English](#))

[Czech](#) ([English](#))

ELLS international universities

[New Zealand](#) ([English](#))

[Czech](#) ([English](#))

[Czech](#) ([English](#))

Distance learning for offshore students

[Austrian](#) ([Czech](#))

[Czech](#) ([English](#))

[Czech](#) ([English](#))

[Czech](#) ([English](#))

[Czech](#) ([English](#))

[Czech](#) ([English](#))

[Austrian](#) ([Czech](#))

[Czech](#) ([English](#))

[Dutch](#) ([English](#))

Short programmes

University Studies and English Language Division

[Dutch](#) ([English](#))

[Dutch](#) ([English](#))

[Dutch](#) ([English](#))

[Dutch](#) ([English](#))

2022.



368

Ranked 368 out of 2,462



51



201-300

Ranked in the top universities worldwide of Sport Science Schools and Departments.

301-400

Ranked in the top universities worldwide for Agricultural Sciences.

3A. Learner Success Plan

3A.1 Where we need to be

Lincoln University is committed to providing a high-quality education for all students. This commitment is reflected in our strategic plan, which sets out our vision for the future. The strategic plan is a key document that guides our operations and informs our decision-making. It outlines our goals and objectives, and provides a framework for our actions. The strategic plan is a living document that is reviewed and updated regularly. It is a key tool for ensuring that we are on track to achieve our vision and meet the needs of our students and the community.

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A key objective of the strategic plan is to improve the quality of our education. This is achieved through a number of initiatives, including: enhancing our teaching and learning practices, providing professional development for our staff, and investing in our infrastructure. We are committed to providing a high-quality education for all students, and we will continue to work towards this goal.

Another key objective of the strategic plan is to increase our financial sustainability. This is achieved through a number of initiatives, including: diversifying our income streams, reducing our costs, and improving our operational efficiency. We are committed to ensuring that we have the resources we need to provide a high-quality education for all students.

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Our vision, our stakeholders

Lincoln University's vision is to be a leading provider of education and research, contributing to the well-being of our community and the world. We are committed to excellence in teaching, learning, and research, and to providing a high-quality, inclusive learning environment for all our students. Our vision is to be a leading provider of education and research, contributing to the well-being of our community and the world. We are committed to excellence in teaching, learning, and research, and to providing a high-quality, inclusive learning environment for all our students.

1. **Our vision, our stakeholders**
2. **Our vision, our stakeholders**
3. **Our vision, our stakeholders**
4. **Our vision, our stakeholders**
5. **Our vision, our stakeholders**
6. **Our vision, our stakeholders**

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Our governance

Our governance structure is designed to ensure the highest standards of integrity, transparency, and accountability. We have a strong and independent board of directors, and a robust system of internal controls and risk management. Our governance framework is based on the principles of good governance, and is designed to ensure that we are able to deliver on our vision and mission in a sustainable and responsible manner.

3A.2 Where we are now

Lincoln University has a long history of providing quality education and training to its students. The university has a strong focus on research and innovation, and is committed to providing a world-class learning experience for its students. The university has a strong reputation for its research and innovation, and is committed to providing a world-class learning experience for its students.

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Aligned frameworks

The university's frameworks are aligned with the following standards:

- TEC Learner Success Capabilities
- Manaaki Taura Pillars

Manaaki Taura Pillars	TEC Learner Success Capabilities
... C C ...
... C C ...
... A ...	D ... C ...
... A C ...

Causes and evidence

The university has a strong focus on research and innovation, and is committed to providing a world-class learning experience for its students. The university has a strong reputation for its research and innovation, and is committed to providing a world-class learning experience for its students.

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3A.3 How we are going to get there

Short-term (to end December, 2023)

C... : 2021-2022 AN: D... : 2022 - 2025 D : D... : 2026

Phase One: 2021-22 – PLAN: Discover and Plan

2021, A... D... A... (DA)

B... C... A... C... 2022

Next-stage implementation

Phase Two: 2022 - 2025 – DO: Design and Test, Implement and Measure

2022, C... C... C... C...

People/Wellbeing:

(C... C... 1, 4, 5)
D... D... A... (C... C... 1-7)

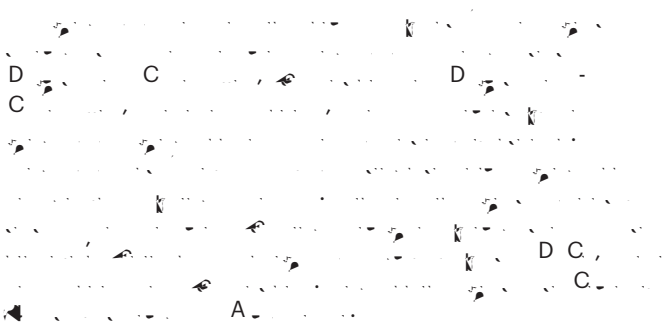
Technology/Monitoring:

C... 3, 4, 5, 6) (C... (C... C... 2, 3, 4, 5)

Systems/Support:

(C... C... 1-7)
(C... C... 2, 6)
A... (C... C... 3, 6)

Monitoring of Progress



3. B 2030, ... 80
78.2 (N, ...)

4. B 2030, ... 65
62.8 (N, ...)

5. B 2030, ... 90
89.0 (N, ...)

B ... 2018-2020, AC ...

A ... 9-1.967, ... 294 B ... 15 (... 9-1.967,

4. Our Programmes and Activities

4.1 Academic Programme Action Plan (APAP)

The Academic Programme Action Plan (APAP) is a strategic document that outlines the university's academic goals and objectives for the period 2019-2028. It provides a framework for the university's academic activities and ensures that they are aligned with the university's overall mission and vision.

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10-

4.2 Redefining quality course offerings and creating new ways of student-focused learning

Blended and online delivery

Online programmes

Lincoln University has a strong track record of providing high-quality online learning experiences. In 2020, we launched our first fully online programme, the Bachelor of Business Administration (BBA), which has since become a flagship offering. This programme was designed to meet the needs of working professionals and students seeking flexible learning options. The BBA programme is delivered through a combination of synchronous and asynchronous learning, ensuring that students can engage with the material at their own pace while also benefiting from real-time interaction with faculty and peers.

Our online programmes are supported by a robust digital infrastructure, including a user-friendly learning management system (LMS) and a dedicated support team. This infrastructure ensures that students have access to all the resources they need to succeed in their studies. Additionally, we offer a range of support services, including academic advising and career counselling, to help students navigate their online learning journey.

In 2021, we continued to expand our online offerings, launching the Master of Business Administration (MBA) programme. This programme is designed for experienced professionals seeking to advance their careers and gain a competitive edge in the marketplace. The MBA programme is delivered through a combination of synchronous and asynchronous learning, allowing students to complete their studies at their own pace. We also offer a range of support services, including academic advising and career counselling, to help students succeed in their studies.

Our online programmes are designed to be flexible and accessible, allowing students to learn at their own pace and from anywhere. This flexibility is a key feature of our online learning experience, enabling students to balance their studies with their work and personal commitments. We also offer a range of support services, including academic advising and career counselling, to help students succeed in their studies.

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Blended learning

Blended learning is a teaching approach that combines traditional face-to-face classroom instruction with digital technology and online learning. This approach allows students to benefit from the best of both worlds, receiving the benefits of in-person instruction while also enjoying the flexibility and convenience of online learning. Blended learning programmes typically involve a mix of synchronous and asynchronous learning, ensuring that students can engage with the material at their own pace while also benefiting from real-time interaction with faculty and peers.

Our blended learning programmes are designed to be flexible and accessible, allowing students to learn at their own pace and from anywhere. This flexibility is a key feature of our blended learning experience, enabling students to balance their studies with their work and personal commitments. We also offer a range of support services, including academic advising and career counselling, to help students succeed in their studies.

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Land-based Sector Joint Postgraduate School (JPS)

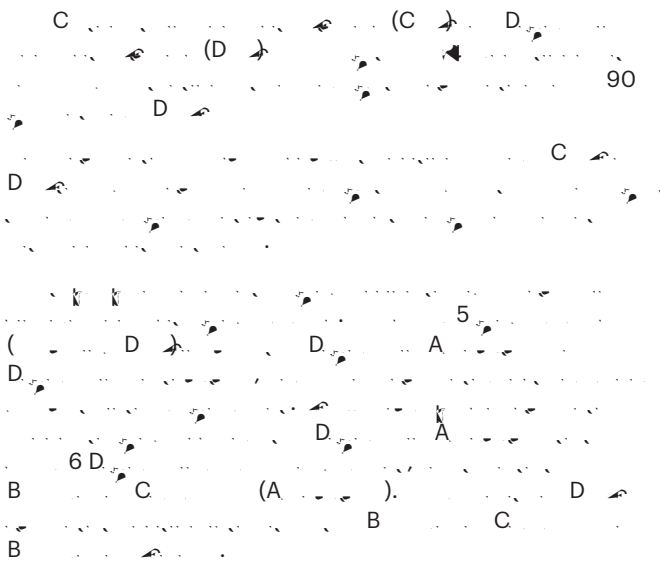
The Land-based Sector Joint Postgraduate School (JPS) is a collaborative effort between Lincoln University and other leading institutions in the land-based sector. This school is designed to provide high-quality postgraduate education in a range of land-based disciplines, including agriculture, forestry, and environmental science. The JPS offers a range of postgraduate programmes, including the Master of Science (MSc) in Agriculture and the Master of Science (MSc) in Forestry. These programmes are delivered through a combination of synchronous and asynchronous learning, allowing students to complete their studies at their own pace. We also offer a range of support services, including academic advising and career counselling, to help students succeed in their studies.

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2021, 2022.

4.3 Growth Programmes

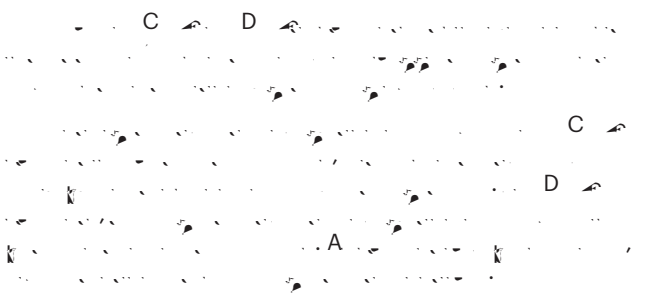
Clear pathways to degree-level study



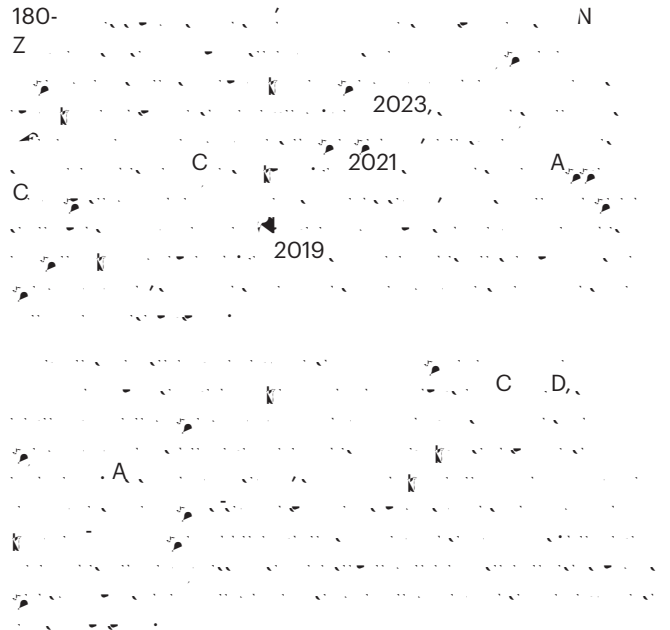
Progression to higher study

	2020	2021
C	88.9%	50.0%*
D	92.6%	92.9%
5 (D)	46.6%	41.5%

*... C, D, N



180-credit taught Masters



Domestic Postgraduate growth

PG programme type	EFTS				
	2021 actual	2022 forecast	2023 target	2024 target	2025 target
B	43.3	42.6	46.0	49.8	47.0
C / D	107.6	132.2	114.8	106.9	108.5
()	282.8	286.8	229.5	192.3	186.4
()	30.3	18.8	5.67	5.5	5.5
D	47.1	45.5	53.6	69.6	72.6
TOTAL	530.9	525.9	449.5	424.0	420.0

C
A
N Z
A

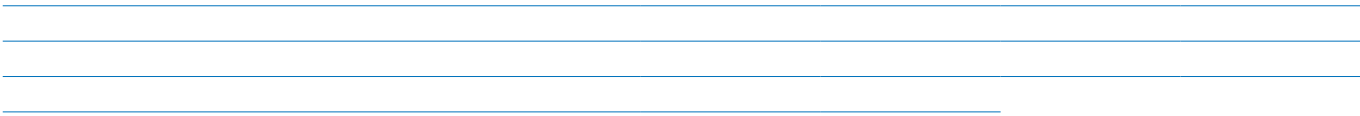
Faculty of Agribusiness and Commerce (AGCM)

A
C
Z
A
N Z
A

N D
B
A
(C A).
A C
& 2021
D &
B
2022
C
C
C
NZ
2021

University Studies and English Language Division (USEL)

D
D
D
D
C D
D
A
D



Graduating Year Reviews

... () ... C ...
... A ... (C A) ...
N Z ... C A ...
... 40 ...
... 2020 ... 2021 ...
... C D ...

6. Statement of service performance

	Intended qualification (cohort group)	2019 actual	2020 actual	2021 actual	2022 forecast	2023 target	2024 target	2025 target
Enrolment								
All EFTS		2,632.8	2,494.9	2,562.0	2,426.0	2,511.2	2,614.5	2,795.6
Diploma	Diploma in Business Administration	545.5	569.4	721.1	702.7	680.8	682.2	719.0
	Diploma in Business Management	78.4	168.6	339.3	281.7	222.2	225.5	227.0
	Diploma in Business Administration (International)	371.7	231.0	134.1	110.0	223.0	278.6	334.2
Certificate	Certificate in Business Administration	257.8	220.9	75.8	83.3	157.7	197.1	236.5
	Certificate in Business Management							
	Certificate in Business Administration (International)							
Participation								
National Certificate	National Certificate in Business Administration (4, 7 (...))	88.7%	90.4%	88.6%	88.2%	87.8%	87.4%	87.1%
	National Certificate in Business Management (7 ...)	88.2%	88.1%	88.9%	88.1%	87.8%	87.3%	87.0%
	National Certificate in Business Administration (8, 10)	94.6%	95.8%	95.5%	95.1%	94.7%	94.4%	94.0%
National Certificate	National Certificate in Business Administration (4, 7 (...))	8.6%	7.6%	10.4%	10.5%	10.7%	10.8%	10.9%
	National Certificate in Business Management (7 ...)	10.2%	10.5%	9.4%	9.6%	9.8%	10.1%	10.3%
	National Certificate in Business Administration (8, 10)	4.1%	3.2%	3.2%	3.4%	3.7%	3.9%	4.1%
National Certificate	National Certificate in Business Administration (4, 7 (...))	4.0%	2.9%	1.0%	1.3%	1.5%	1.8%	2.0%
	National Certificate in Business Management (7 ...)	1.7%	1.7%	2.1%	2.3%	2.4%	2.6%	2.7%
	National Certificate in Business Administration (8, 10)	1.7%	1.0%	1.3%	1.4%	1.6%	1.7%	1.9%
First-Year Retention								
National Certificate	National Certificate in Business Administration (4, 7 (...))							
	National Certificate in Business Management (7 ...)	83.5%	77.6%	85.0%	85.0%	85.0%	85.0%	85.0%
	National Certificate in Business Administration (8, 10)	68.7%	72.4%	71.0%	71.5%	72.0%	73.0%	74.0%
National Certificate	National Certificate in Business Administration (4, 7 (...))							
	National Certificate in Business Management (7 ...)	92.3%	69.4%	72.1%	72.5%	73.0%	74.0%	74.5%
	National Certificate in Business Administration (8, 10)	71.4%	100.0%	60.0%	63.0%	65.0%	70.0%	73.0%
National Certificate	National Certificate in Business Administration (4, 7 (...))							
	National Certificate in Business Management (7 ...)	66.7%	57.1%	80.0%	80.0%	80.0%	80.0%	80.0%
	National Certificate in Business Administration (8, 10)	100.0%	100.0%	50.0%	55.0%	60.0%	65.0%	70.0%
Course completion								
National Certificate	National Certificate in Business Administration	88.2%	92.3%	88.4%	88.5%	89.0%	89.0%	89.0%
National Certificate	National Certificate in Business Management	84.1%	89.0%	86.2%	86.5%	86.5%	87.0%	87.5%
National Certificate	National Certificate in Business Administration (International)	73.2%	82.8%	76.6%	77.0%	80.0%	81.0%	82.0%
Qualification Completion								
National Certificate	National Certificate in Business Administration	62.6%	69.5%	67.1%	67.0%	67.0%	67.0%	67.0%
National Certificate	National Certificate in Business Management	46.5%	54.1%	61.1%	61.5%	61.5%	62.0%	62.5%
National Certificate	National Certificate in Business Administration (International)	33.3%	53.82	50.0%	50.0%	50.0%	50.0%	50.0%

