Investment Plan
Wellington Institute of Technology
2008 - 2010

Incorporates the Profile for Wellington Institute of Technology 2008 to 2010

Contents

THREE-YEAR INVESTMENT PLAN FOR WELLINGTON INSTITUTE OF TECHNOLOGY 2008 TO 2010

1.1 WelTec's core purpose

WelTec's core business, as a major metropolitan ITP, is:

1. The provision of applied and vocational education centering on trades, technology and professional education in the information technology, construction, engineering, hospitality, creative, health and wellbeing industries/professions.

2. The provision of key skills and foundation learning—including business skills—that are contextualized to support the development of "New Professionals" within these vocational disciplines and to support business development in the region. This includes providing education to support organizations as well as education for individuals.

3. Undertaking applied and practical research and technology development and transfer activities that focus on supporting the Government's Growth and Innovation Framework, TEC's economic transformation agenda and that identify innovative solutions to workplace issues.

2.1 Plan context

This plan builds on the 5-year Academic Plan developed as part of the SBC, approved in 2007, and gives effect to the Charter.

2.1.1 Link to Tertiary Education Priorities

The links between the priorities, key shifts and WelTec's planned activities (Business Plan goals and areas of focus) are summarised in Table 1.

STEP priorities	Key shifts	Expected outcomes	Links to WelTec's Goals and areas of focus
Increase the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs.	Extending the reach into high levels of learning, with all teaching informed by an understanding of advanced practice, and, in some cases, also by applied research.	Increase the proportion of EFTS for students enrolled in advanced trade, technical and professional qualifications	Excellence in the provision of vocational education Programme Portfolio Learning environments Learners
		Increase completion rates for advanced trade, technical and professional qualifications.	
		Increase progression rates of students moving from level 1 to 4 qualifications to advanced trade, technical and professional qualifications.	
		Increase the proportion of EFTS for students enrolled in national and industry qualifications, rather than local certificates and diplomas.	Excellence in the provision of vocational education Programme Portfolio
		Increase employer engagement in qualification design for local qualifications.	Centre of Excellence Industry partnership
Extending the reach into higher levels of learning, with all teaching informed by an understanding of advanced practice and, in some cases, also by applied research	Growth in volumes of teaching in applied diplomas and degrees where the impact on productive capability is the greatest.	Increase the proportion of EFTS for students in level 4 certificates and 5 to 7 diplomas and degrees.	Excellence in the provision of vocational education Programme Portfolio Learning environments Learners Research
		Increase completion rates for level 4 certificates and level 5 to 7 diplomas and degrees.	
		First year qualification-level attrition for level 4 certificates and level 5- 7 diplomas, degrees and grad diplomas	
		Qualification-level completion rates in one EFTS and under level 4 certificates and level 5 - 7 diplomas, degrees, and grad diplomas (over a 2 year period)	
		Qualification-level completion rates for all level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas (over a 5 year period)	

STEP priorities	Key shifts	Expected outcomes	Links to WelTec's Goals and areas of focus
	A step-change in progression from entry level into technician level and higher learning, building on a continued focus on providing entry-level and foundation education.	Increase progression rates from level 1 to 3 certificates to level 4 certificates and 5 to 7 diplomas	
Increasing literacy, numeracy and language levels in the workforce		Increase the number of people with foundation learning needs participating in quality education focused on lifting literacy, language and numeracy skills.	Foundation skills
		Participation by tutors and providers in professional development programmes supporting effective teaching practice for lifting literacy, language and numeracy skills.	Capability development

Increasing educational success for young New Zealanders – more achieving qualifications at level four and above by age 25.		Increase the proportion of EFTS for students aged under 25 enrolled in qualifications at level 4 and above.	Excellence in the provision of vocational education
			   Programme Portfolio
			   Learning environments
			   Learners

		Successful course completion rates for level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas for students aged under 25	
		Qualification-level completion rates in one EFTS and under level 4 and above qualifications for students aged under 25 (over a 2 year period)	
		Qualification-level completion rates for all level 4 and above qualifications for students aged under 25 (over a 5 year period)	
		First year qualification-level attrition for level 4 and above qualifications for students aged under 25	
	Building a role as regional facilitator, providing support to the system at a regional level, through building a shared understanding about the tertiary education needs of local communities and industries.	Establish a statement of regional needs and priorities, linked to effective stakeholder engagement processes and outcomes.	Provider partnership Industry partnership
		Collaborate with other ITPs and TEOs to develop capability and rationalise provision.	Provider partnership
		Provide rational for provision located outside the Wellington Region.	Programme Portfolio Centre of Excellence
Increased involvement in evidence-based technology development and transfer	Increasing involvement in evidence-based technology development and transfer	Deliver research outputs with demonstrable impact on the industries and communities served by WelTec	Innovation and Research to support Economic development

Table 1 – Links between TES Priorities and WelTec Goals

2.1.2 Regional needs

Research and consultation with stakeholder groups used to develop the Regional Facilitation report for the Wellington Region[1] has identified a number of needs, gaps and priorities for tertiary education services over the next three years. These are:

a. A flexible, responsive tertiary education sector able to meet the needs of individuals and support career progression
b. Education to support industry and employers
c. Support for emerging industries
d. Education to support community development

As a result of this report WelTec anticipates that the major change to skills requirements over the next triennium will be the development of graduates who are able to work in multi-disciplinary teams and are prepared for the future work force – that is they are able to problem solve, communicate, work well in cross-functional teams, engage in on-going learning, are comfortable with technology, and adapt to

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[1] Whitireia Community Polytechnic and Wellington Institute of Technology, (2007). The Future Demand for Tertiary Education Services in the Wellington Region. www.weltec.ac.nz

new situations ("New Professionals"). This will result in increasing demand for relevant applied programmes at diploma and degree level. Our research[2] has shown that Wellington industries are looking for people to develop skills in leadership and in key generic areas, including literacy and numeracy.

2.1.3   Distinctive contribution

Wellington Institute of Technology provides a broad and integrated portfolio of vocational education that contributes significantly to meeting the skill needs of industry in the region that includes:

- Delivering excellent pre-employment, career-building and employability disciplines. Our programmes provide effective staircasing and learning pathways for students wanting to progress to higher levels of learning.
- Providing generic skills (in the widest sense) to students including communication, numeracy, literacy, work skills and teamwork across all qualification levels.
- Providing applied certificate, diploma, degree and graduate level programmes to support the development of skilled technicians and professionals.
- Focusing on enabling technologies to improve effectiveness and efficiency in learning.
- Investigating and providing programmes of study that respond to and anticipate the cross-disciplinary emphases that drive emerging industries.

In a number of key areas WelTec's expertise and critical mass support niche provision and a supra-regional focus. These include:

(a)   Providing engineering and construction programmes supraregionally..

(b)   National provision for key industries including the funeral industry (recognised by industry for national coverage); alcohol, drug and addiction studies (national niche for undergraduate, degree delivery and the only provider recognised for supplying all DAPAANZ competencies); and building inspection qualification (recognised by Department of Building and Housing).

Other ways that WelTec is contributing to the needs identified through the regional facilitation process include:

- On-going operation of our Centre for Smart Product to provide a focus for product and technology development and knowledge transfer
- The continued hosting and support of the Wellington Industry Development Centre, in conjunction with Positively Wellington Business, to assist in the development of organisational capability
- Implementation of Research and Innovation Strategy and a three-year Research Plan focusing on applied research and technology development and transfer.

WelTec is part of the global tertiary education community and:

- Provides education for international students;
- Delivers vocational education programmes in selected off-shore sites;
- Internationalises our offerings by developing articulation agreements, providing international qualifications and recognition;
- Internationalises the curriculum delivery by using global case studies, practices and examples; and
- Engages in staff and student exchanges with international providers.

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[2] See for example "A Skills Needs Analysis, Wellington Creative Manufacturing Industry Skills Analysis, Wellington Institute of Technology, 2004.

2.2 Shifts required to achieve purpose

The shifts WelTec has identified as essential to enabling it to achieve its strategic direction have been outlined in the SBC and in a "change vision". The vision states:

> By 2010 WelTec will be educationally and financially sustainable, based on Hi Tech WelTec principles[3].

Realising Hi Tech WelTec requires:
- People doing the right things
- Shared commitment to the vision
- WelTec-wide methodologies including supported changes to the learning, teaching and management environment
- Exploitation of synergies between disciplines and Centres
- Support for students to succeed in this environment (student's learning styles) – student learning new skills/approaches to learning

2.2.1 Capability development

In order to develop our capability and gain further delivery effectiveness and efficiencies, a number of key areas for on-going development over the next five – ten years have been identified in our planning work. These are:

Developing our **teaching delivery and capability** to ensure they support effective learning, and deliver successful outcomes for individuals.

Developing our **relationships** with secondary schools and other tertiary education organisations to enhance staircasing and seamless education outcomes.

Developing further our processes that enable the **recognition of past learning** and current competence.

Enhancing our ability to deliver and support **interdisciplinary programmes of study**.

Continually developing our **internationalisation** strategy.

Developing our **capacity to work with and partner with industry groups and key organisations** to assist them meet their skills needs through innovative solutions and advanced technology.

Enhancing our ability to deliver courses, programmes and staff development initiatives in a **range of environments**.

Developing our teaching staff to ensure they are excellent teachers.

Developing our capability and capacity for **undertaking research** to support our business.

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[3] Hi Tech WelTec is built on a set of principles comprising:
- Student-centric learning
- Collaborative, cross-disciplinary teaching maximising the use of project based problem solving
- Strong linkages between research and teaching
- Seamless, integrated relationships between staff, students and industry
- Clusters of technology excellence producing technology advances (technology development and transfer)
- International relationships with like-minded institutions.

3.0 Three-year outlook

3.0.1 Student driven funding

Over the next three years WelTec will consolidate the SAC-funded EFTS figures approved in the SBC. At the same time, we will maintain a portfolio spread across other funding sources. The breakdown of the currently planned SAC EFTS by programme, NZSCED and level is Appendix 1.

3.0.2 TEOC funding

In addition to the student related funding, the **Public Provider Base Grant (PPBG)** component of the TEOC funding will be used to:

- support development of the institution to meet the capital intensive nature of the business; and
- continue to implement the programme of funding agreed in the sustainable business case.

WelTec has made a case (in the SBC and QRF3) that the funding available through the student-driven funding sources (STM and SAC) is insufficient to fully meet the costs of delivery.[4] WelTec requests continued funding through the Supporting Change fund for 2008 and 2009 but recognises that these costs should be, over time, built into the PPBG. Recognising the high cost structure associated with the capital intensive nature of our delivery, WelTec is requesting an additional funding in the 2010 PPBG to support this unique mode of delivery.

The balance of the funding required to support the change to efficient delivery of capital intensive trade training for both ITO and SAC funded business as identified in the SBC is included in the projects funded through the **Supporting Change** fund for 2008 and indicatively for 2009.

Over the next three years, **Business Links** funding will be used to support our:

- relationships and identification of needs of local industry,
- Industry Advisory Groups,
- relationships with ITOs; and
- Regional Facilitation role.

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[4] See Deloittes research on funding of ITO-funded programmes

3.1　Key Changes

Key changes over the next triennium include:
1. Changes to the portfolio of provision
2. Changes to delivery modes
3. Changes to delivery sites
4. Foundation skills
5. Changes to learner support activities
6. Strengthening the network of provision
7. Strengthening relationships with industry and business
8. Changes to our research focus
9. Changes to the way we work
10. New areas of capital expenditure

3.1.1　Changes to the Qualification and Programme of Study Portfolio

Over the next three years, the developmental priorities support meeting the education needs of the Wellington region and achievement of the tertiary education priorities. They include:

- Increasing the breadth of our offerings where there is recognised demand and an identified need associated with the economic transformation.
- Continuing to change the mix of provision at different National Qualifications Framework levels over time with the proportion of levels 5 -7 offerings increasing as we are recognised as a key provider of diploma/technician-level education and training.
- Supporting emerging industries and Centres of Excellence in the Wellington region, building strong links between the creative arts and technology that will support emerging directions and nurturing Technopreneurs and Entrepreneurs in large and small businesses.
- Continuously improving the quality, relevance and value for taxpayer and student money of our portfolio.
- New and/or redeveloped degrees, for example, development of the Bachelor of Creative Technologies, redevelopment, including the development of new majors/minors in the existing degrees.
- Other degree-level development that will be investigated and will take into account the needs of industry bodies the programme portfolios of the Wellington federation providers and those of the other metropolitan ITPs.

Where possible, WelTec will make use of national (and international where appropriate) qualifications, often embedding them within local qualifications to optimise value for students. All local qualifications will be developed with input from industry and our Industry Advisory Groups.

When mapped against projected enrolments, the changed Programme Portfolio shows that over the next triennium, WelTec will be offering an increasing proportion of our business at levels 4 and above.

WelTec SAC plus ACE EFTS by Qualification Level - Level Groupings 2005 - 2010
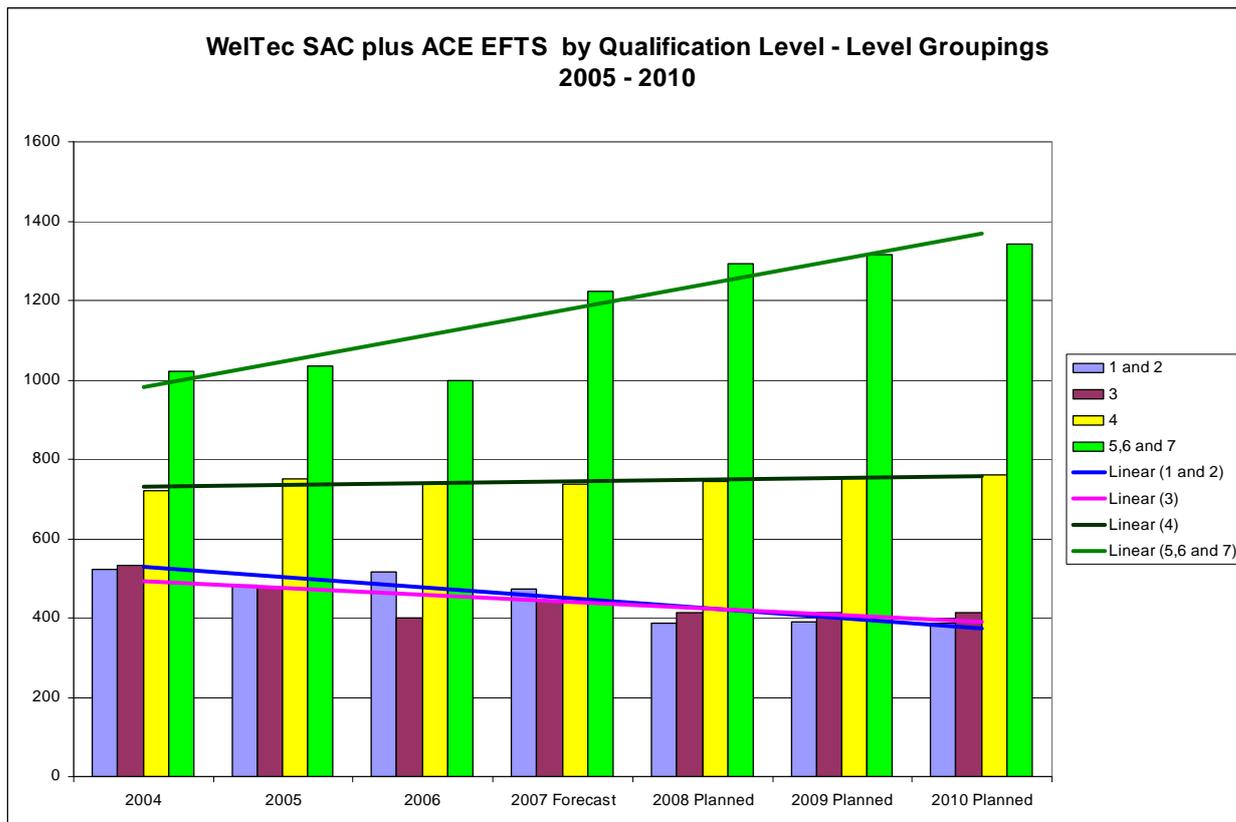
3.1.2 Changes to Delivery Modes

Over the next three years our major focus will be on enhancing our capacity to deliver economically viable and sustainable flexible learning opportunities to students to enhance **student retention, progression, completion and success.**

We are committed to delivering sustainable flexible learning opportunities for our students using a mix of such delivery mechanisms as face-to-face, resource-based and e-learning technologies. Over the next three years, the developmental priorities will include:

- increasing where relevant the flexibility to enable students options that meet their industry needs, enabling them to more easily fit in study with their working, sporting or family obligations through part time, work-based and other appropriate learning delivery methods,
- changing delivery practices that will result in the more efficient use of resources (staff, delivery modes, learning support and learning materials); and
- at the same time continuing to support our students in the best way to ensure positive outcomes for them.

3.1.3 Learners and new learner support activities

The focus of our learner support activities will be on increasing **learner retention, completion, success, progression articulation and credit transfer, employability and satisfaction**. WelTec already has been active in measuring the impact of initiatives on these outcomes and over the coming three years, these will

be further refined, and the bar lifted to ensure on-going improvement. Where programmes do not meet these indicators, they will be investigated further.

Key changes over the next triennium will include:
- Building on our current relationships with local industry to provide students with real work experience to support their learning
- Equipping all our students for workplace literacy (aware that 22% of New Zealand adults currently are not appropriately literate), at the same time developing our learning support strategies and expertise.
- Ensuring new students are guided into a suitable initial programme of study and to support completion and success using our Personal Education Planning (PEP) process.

Developing collaborative partnerships with schools and other tertiary education providers will be essential to develop effective learning pathways to enhance progression, completion and success. These will be increasing visible through improved articulation agreements, cross credit and credit recognition pathways and curriculum alignment activities including STAR and Gateway.

3.1.4   Changes to delivery sites
Over the next three years, the developmental priorities will include increasingly delivering learning outside the traditional classroom/workshop to support learning in workplaces and in the community where this provides an effective learning environment.

Workplace Delivery
Part of the flexible learning strategy involves integrating real and simulated workplaces into programme delivery to maximise the opportunities for students to integrate their learning with a **"real" experience** of the workplace.

Marae-based Delivery
WelTec is working with Maori groups to deliver learning in environments supportive to learners including Marae with appropriate facilities. This is an extension to the sites where our nationally provided alcohol, drug, and counselling related programmes of study are currently being taught.

3.1.5   Foundation skills
A key initiative WelTec uses to provide literacy support (where funding allows) is our paired teaching programme, enabling specialist literacy tutors to work alongside subject specialists to provide more intensive literacy and numeracy tuition.

For the next triennium, we are seeking SSG funding to continue to fund delivery of a Community and Vocational Learning Skills (CVLS) programme to a cohort of 16 students with a range of disabilities, based on Unit Standards.

3.1.6   Strengthening the network of provision
A focus in the triennium will be on strengthening our understanding on the tertiary education needs of the Wellington region in our Regional Facilitation role undertaken in conjunction with Whitireia Community Polytechnic (Whitireia). In this role, WelTec and Whitireia work with Positively Wellington Business to support the development of

the Wellington Regional Strategy and identify the skill requirements needed for the economic growth of our region.

Over the next three years our priority will be to focus on further understanding stakeholder needs, particularly those linked to Maori economic and social development, Pacific Peoples economic and social development and secondary schools.

Relationships with international providers
WelTec's reasons for being involved in international education are to provide:

- International exposure to New Zealand students and to staff in order to enhance the teaching and learning environment.
- Reputable international qualifications to ensure graduates provide New Zealand with the knowledge and skill-base to compete within the global environment.
- Pathways for international students already within New Zealand to remain for further education.
- International education pathways through international partners for New Zealand students.
- An additional revenue stream for WelTec.

Over the next triennium WelTec will continue to deliver hospitality qualifications to people who are working in the hospitality industry in the Cook Islands. This initiative is aimed at supporting development of the tourist industry in the Cook Islands and makes use of distance delivery.

Relationships with Other ITPS
In 2006, WelTec, Whitireia and Open Polytechnic formed a Regional Polytechnic Federation (RPF). In 2008 the Federation will continue to implement the following projects:

1. Shared approach to e-learning.
2. Common records management.
3. Shared procurement.
4. Joint business continuity.
5. Joint programme development.
6. Collaborative Regional Facilitation.
7. Other projects agreed on an annual basis.

Over the next triennium, we aim to operate a joint Academic Board with Whitireia and joint Council planning to ensure synergistic development and delivery of programmes to meet the needs of Wellington.

Over the next three year, WelTec will also work to develop an effective working relationship with the major Metro ITPs including Unitec, MIT, Wintec and CPIT. This relationship aims to build on the distinctive nature of metropolitan ITPs and to explore collaborative ways of working that:

- Enhance the network of provision
- Share resources appropriately; and
- Explore ways to best service the demands of other stakeholders, for example, industry and ITOs.
- Contribute to the long term goals of developing joint qualifications, effective learning pathways and delivery mechanisms to meet stakeholder needs.

Relationships with Universities
Our priority over the coming triennium is to develop working articulation agreements with two Australian and three New Zealand Universities that provide effective learning pathways for students wishing to undertake either graduate level studies (for students who have completed a university degree and want to develop their technical skills) or post-graduate level studies (for WelTec students wishing to progress to higher level qualifications).

Relationships with Iwi, with Wananga, and other Maori Providers
A key activity over the coming triennium will be work in partnership with local Maori to build an understanding of Maori economic and social development needs in the Wellington region. This will be a key activity for us as part of our development of our Regional Facilitation role.

Articulation Agreements
Currently we have articulation-focussed agreements with a diverse range of providers. It is anticipated these type of relationships will grow in the coming years as more discussion and collaborative activities will occur to provide pathways for students to continue to improve the qualifications and skills within a lifelong learning context.

3.1.7 Strengthening relationships with Industry and Business

WelTec's relationship with industry and professional organisations is key to our reputation. Over the coming triennium WelTec will continue to develop effective two-way partnerships through the provision of cadetships, internships and work placements as part of the programmes we offer.

We have an extensive Advisory Group structure for each of our areas of provision and our Centre for Smart Product and IDC are aimed at strengthening Polytechnic-industry linkages.

Building on the work to date, we are now looking to provide services that focus on:
- identifying the basic and advanced skill needs within the region's industries;
- developing the capacities and capabilities that are needed to support skill analysis and development;
- using this information to assess current resources, education services, programmes available, and the changes needed;
- developing programmes, resources and services to meet the needs identified;
- providing cost-effective strategic capability development services suitable for regional SMEs:
- strengthening our capacity to support industry's need for technology development and transfer activities; and
- building industry's productivity performance and global competitiveness.

In addition to these activities, over the next triennium, WelTec will work to develop a partnership approach to working with industry and ITOs ensuring that:
- our facilities are industry-relevant and available for use by industry and other providers;
- our ITO relationships are equal, respectful and focused on finding complementary solutions to issues of training provision and funding;
- our ITO relationships are committed to the long term, financially viable, sustainable and support our positioning as an excellent vocational education provider; and

- our industry relationships both contribute to regional and national economic development, and support our long-term sustainability.

3.1.8 Changes to our research focus

Over the next three years WelTec's research programme will focus on **applied and practical research** and **evidence-based technology development and transfer** that are aimed at solving real problems in the workplace and finding new and innovative ways of doing things. WelTec has a proven track record in these fields including:

- Providing practical solutions to workplace problems.
- Using our 3D Visualisation and Realisation technology to assist industries to develop working models from design concepts.
- Modelling manufacturing technology solutions for small business enterprises.
- Developing designs for company commercialisation.
- Joint development of addiction interventions through projects with agencies.
- Joint ventures in digital media with emerging companies.

3.1.9 Changes to the way we work – Reviewing and Refining Internal Processes

A large number of process improvement activities are underway as part of the SBC implementation. Delivery efficiencies through improved timetabling, room usage, student work design, and flexible delivery modes will be investigated and put in place where student learning is either improved or not adversely affected.

Infrastructure

Over the coming triennium, WelTec will continue to develop its infrastructure to support achievement of its change vision.

Management and leadership

Over the next triennium, the focus of the institution will be to develop our organisation culture so that it is customer focused and service oriented. This change will be lead by the Senior Management Team (SMT) so that it is a feature of all our interactions with internal and external clients.

3.1.10 Significant New Capital Expenditure

The SBC defined what further capital expenditure is required to develop and maintain a strong regional presence in the Wellington City and further develop our base in Petone.

Over the next three years, we need to ensure that we have available for learning specific equipment that is necessary for students to be exposed to a learning experience that will position them for future employment. To maintain our support for technology-based academic activities, we will continue to invest both in information technology infrastructure (for example, simulation technology for engineering programmes, investing in software to replicate tourism and hospitality operators), and specialist resources, machinery and facilities (such as the 3D Visualisation and Realisation facility) to provide an industry standard service. Such standards of service are necessary to ensure our students are work ready and able to work with the level of technology they are likely to encounter in the workplace of the future.

3.2 Factors affecting capability and performance

3.2.1   Critical Success Factors

We will know we are successful if by 2010 we:

- Are recognised as a Centre of Excellence in Vocational Education;
- Deliver effective learning and qualification outcomes for students that are acknowledged as meeting the emerging requirements of the knowledge economy;
- Meet or exceed national benchmarks for our student retention and successful completion of their programmes;
- Deliver our products and services in ways that satisfy the needs of our clients for flexible and/or workplace delivery;
- Have diversified funding streams and generate an annual surplus that meets Government benchmarks;
- Ensure the numbers of students from target groups of Maori, Pacific Peoples, students with disabilities and women are representative of the general population;
- Are successful in recruiting and retaining international students and in developing alliances with international providers;
- Have in place significant win-win partnership arrangements (industry, business, community groups, other providers) that contribute to their and our viability;
- Have a staff whose teaching and technical competence is recognised by students, relevant industry/professional groups and the education profession; and
- Have a research programme that reflects the applied nature of what we do and adds value to the communities we serve.

3.2.3   Resources required to implement changes

WelTec has identified the following resources as critical to the implementation of this plan:

- Staff capacity and capability including appropriately qualified teaching and support staff
- Skilled and motivated staff to undertake leadership and specialist roles including business support, needs assessment, product development and financial modelling.
- Specialist staff to provide research support, learning support including peer tutors and mentors for Maori, pacific students, literacy language support tutors, peer tutors and learners in workplace settings
- Staff professional development and training.
- Physical resources including space, accessible facilities and specialist equipment.
- Space and resources for the specialist support areas such as Te Whare Awhina, and Pasifiki Centre.
- Accurate management information systems including student management and records systems.

3.2.4 Risks and their management

Risks

WelTec has identified the following risks that have the potential to prevent us achieving this plan:

- Changes to the external environment not in our control – exogenous shock.

- Unanticipated changes in the student and/or funding mix including loss of ITO contracts and changes in funding policies that have adverse impact on Polytechnics.
- Unanticipated impacts of Government funding policy.

Managing risks

The Council of WelTec approach to managing risk has been to establish a Risk Management Policy, which puts emphasis on identifying strategic risk and ensures that WelTec manages these risks by having appropriate risk management plans, and monitoring and reporting processes in place.

The Council has also established a Risk and Audit group within the Finance Sub-committee who monitor the implementation of the Risk Management Policy, reviews the annual Internal Audit plan and receives reports of activities against plan.

3.3   Key initiatives including capability development

In this section, the key initiatives activities and performance measures for the next three years are detailed under the framework of WelTec's strategic goals and areas of focus. This section details the TEC KPIs in the measures tables and these only measure performance of the SAC-funded business.

Centre of Excellence

WelTec is positioning itself to be a sought-after provider of skilled workers at trades and technician levels in disciplines associated with economic growth and development. We specialise in providing vocational education and are seeking international recognition as a Centre of Excellence in Vocational Education. We will achieve this by benchmarking ourselves against providers of high quality applied education, both in New Zealand and internationally.

Programme and Qualification Portfolio

We plan to continue to offer a portfolio of qualifications, programmes of study, and services that meet the current and future demands of the regional economy. In key niche areas where we have unique expertise and/or capability, we deliver nationally or supra-regionally.

Measures of performance against TES Priorities[5]

Performance Targets	How Measured	2006 Actual	2007 Target	2008 Target	2009 Target	2010 Target
Increase the proportion of EFTS for students enrolled in advanced trade, technical and professional qualifications	Student database		N/A	Benchmark		
Increase the proportion of EFTS for students in level 4 certificates and 5 to 7 diplomas and degrees.			N/A	Benchmark		
Increase the number of EFTS for students aged under 25 enrolled in qualifications at level 4 and above			N/A	Benchmark		

Table 1 – TEC KPIs

Learning Environments to Support Flexible Delivery

Flexible learning provides student-centred, self-directed education catering for individual needs in a mass tertiary education system that is expanding to accommodate an increasingly diverse student body.

Learners

As our focus shifts over the next triennium to improving student retention, completion, success and progression we will work to ensure the student's learning experience works for them. This will include having:

- Culturally appropriate learning environments where these are supported by external funds
- Integrated WelTec-wide RCC/RPL processes
- Offering programmes and delivery modes that enable students to combine work and study

At the same time we will encourage higher achievement by:

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[5] Note: these measures measure performance against the SAC portion of our business only

- Enforcing entry standards
- Providing better bridging from school, PTEs and universities
- Ensure the provision of effective foundation and bridging programmes.

Measures of performance against TES Priorities

Performance Targets	How Measured	2006 Actual	2007 Target	2008 Target	2009 Target I	2010 Target
Increase completion rates for advanced trade, technical and professional qualifications	Student database		Benchmark			
Successful course completion rates for level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas		N/A	Benchmark			
Successful course completion rates for level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas for students aged under 25		N/A	Benchmark			
Qualification-level completion rates in one EFTS and under level 4 certificates and level 5 - 7 diplomas, degrees, and grad diplomas (over a 2 year period)		N/A	Benchmark			
Qualification-level completion rates in one EFTS and under level 4 and above qualifications for students aged under 25 (over a 2 year period)		N/A	Benchmark			
Qualification-level completion rates for all level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas (over a 5 year period)		N/A	Benchmark			
Qualification-level completion rates for all level 4 and above qualifications for students aged under 25 (over a 5 year period)		N/A	Benchmark			
First year qualification-level attrition for level 4 certificates and level 5 - 7 diplomas, degrees and grad diplomas		N/A	Benchmark			
First year qualification-level attrition for level 4 and above qualifications for students aged under 25[6]		N/A	Benchmark			

Table 2 – Measures of Performance against TEC KPIs

Foundation Skills

WelTec recognises that there is increasing demand for foundation level programmes along with literacy, numeracy, language and learning support to meet the needs of these learners. We meet these demands with the PEP service, stand-alone and contextualised foundation programmes, paired teaching programmes, workplace literacy support, one-on-one and group assistance from our Learning Development and Support Centre.

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[6] Relates to students first year of study at WelTec only

Measures of performance against TES Priorities

Performance Targets	How Measured	2006 Actual	2007 Target	2008 Target	2009 Target	2010 Target
Participation by tutors and providers in professional development programmes supporting effective teaching practice for lifting literacy, language and numeracy skills.	HR Database	N/A	Benchmark			

Table 3 – Measures of Performance against TEC KPIs

3.3.2   Strategic Goal Two – Collaboration and Partnership

Stakeholders we seek to partner with include students, Iwi, industry, regional development groups such as Councils, and other providers in the New Zealand tertiary education system including tertiary and secondary providers. Secondary schools are becoming an increasingly important group of providers we work with.

Regional Facilitation

WelTec will continue to work collaboratively with Whitireia to develop this understanding and to support the development of the "network of provision". To this end over the next triennium we will:

- Consult with industry, professional groups and ITOs to determine their future needs and identify training and qualification requirements. This includes needs for initial qualification or registration and for maintaining competence to practice.
- Work closely with a large number of professional groups and ITOs to assist them to fulfill their strategic roles.
- Assist in the development of an understanding of Maori needs for Maori social and economic development.
- Assist in the development of an understanding of Pacific Peoples needs for Pacific People's social and economic development.
- Identify the needs of secondary schools in supporting learners transition from school to tertiary learning.

Measures of Performance against TES Priorities: Regional facilitation[7]

Performance Targets	How Measured	2006 Actual	2007 Achievement	2008 Target	2009 Target	2010 Target
Regional Facilitation report updated	Regional Facilitation report	N/A	Achieved	Updated	Revised report	Updated report
Number of meetings held with stakeholders		N/A	3	6	6	6

Table 4 – Regional Facilitation measures

Relationships with Industry and ITOs to Support Economic Transformation

Developments in recent years have enabled WelTec to offer a range of services to industry and SMEs such as:

- determining business capability development strategies and the resulting learning needs assessment;
- providing learning support including in technical areas, ESOL, and literary and numeracy;

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[7] Actions carried out in partnership with Whitireia Community Polytechnic and reported as the sum of the individual institution's activities

- facilitating recognition of Current Competency (RCC) and achievement assessment; and
- arranging supportive and tailored learning environments including teaching factories both on-site within industries, and within WelTec through the development of a Centre for Smart Product.

Iwi partnership

WelTec works in close association with Te Runanganui o Taranaki Whanui Ki Te Upoko o Te Ika a Maui and will ensure their perspectives are represented at both governance and management levels. In addition, we plan to work with Te Wananga Awanuiãrangi to develop trade training programmes for Maori.

Relationships with other providers

Our partnerships with other tertiary providers are strategically important to the Institution. In particular, with Whitireia Community Polytechnic (Whitireia) we have a collaborative agreement to the provision of tertiary education and training-related services in the Wellington region. We jointly operate library services with The Open Polytechnic of New Zealand and Whitireia.

Measures of Performance against TES Priorities: Provider Partnership

Performance Targets	How Measured	2006 Actual	2007 Target	2008 Target	2009 Target	2010 Target
Number of partnership relationships maintained	MoUs signed	54				
Number of articulation agreements in place	Articulation Agreement Register	19				

Table 5 – TEC KPI Measures

3.3.3 Research, Innovation and Evidence-based Technology Development and Transfer

In developing our future direction, WelTec is committed to developing a robust culture of investigation, innovation and dissemination of knowledge that is aimed primarily at supporting innovation and best practice in industry and in vocational teaching – that is research and teaching "to do"; and not only "to know".

Measures of Performance against TES Priorities: Research

Performance Targets	How Measured	2006 Target	2007 Target	2008 Target	2009 Target	2010 Target
Number of joint projects with industry	Research report	N/A	Benchmark			

Table 6 – TEC KPI Measures

3.3.4 Strategic Goal Four – Supporting Maori Development

WelTec recognises its commitment to Te Tiriti o Waitangi and works to ensure these obligations are met, to identify priorities for development of Maori capacity and capability, and to implement projects to support this achievement. WE will continue to work in partnership with Maori to develop our understanding of the needs of the Maori community trough our Regional Facilitation process.

We work to ensure Maori are supported in their learning so that study opportunities promote increased access, retention and success. We provide a supported Te Whare Awhina learning environment with peer tutors and mentors.

3.3.5 Strategic Goal Five – Supporting Pacific Peoples Development

WelTec recognises that supporting the development of Pacific peoples and community capability is vital for the social and economic development of the Wellington region and New Zealand as a whole. WelTec works with Pacific peoples communities to identify priorities for development and implement initiatives to support this achievement. We support capability development of key provider groups we identify and work with industry to up-skill their Pacific peoples workforce. At the same time, we work to ensure Pacific peoples are supported in their learning so that study opportunities promote increased access, retention and success.

3.3.6 Strategic Goal Six – Institutional Sustainability and Capability Development

Key to achieving this strategic goal is the implementation of the Sustainability Business Case (SBC).

Financial Sustainability

We aim to generate surpluses and sustain them in order to fund future capital development and institutional capability. Our goal is that by 2010 we will be able to generate a minimum 5% surplus and be positioned in the next triennium to:

- Generate a surplus of 8 – 10%; and
- Meet or exceed sector-wide financial KPIs.

Capability Development – Developing an Achievement Culture

Capability is defined as "having, or being able to access, the appropriate combination of resources, systems and structures necessary to deliver the organisations outputs to customer-specified levels of performance on an ongoing basis into the future"[8].

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[8] (SSC (1999)) Occasional Paper #13 "Measuring HR Capability in the Public Services" (P5) quoted in Auditor-General (2001), Reporting Public Service (P58).

Appendix 1 – SAC and ACE EFTS by Programme NZSCED and Level projected 2007 - 2010

NZSCED BROAD Name	Level	FORECAST 2007	FORECAST 2008	FORECAST 2009	FORECAST 2010
02 Information Technology		**197.3**	**242.0**	**245.0**	**263.0**
	1	11.0	23.0	23.0	23.0
	3				
	4	23.5	25.0	25.0	25.0
	5	40.2	34.5	34.5	34.5
	6	30.5	45.0	45.0	45.0
	7	92.1	114.5	117.5	135.5
03 Engineering and Related Studies		**440.1**	**445.1**	**446.1**	**451.1**
	1	5.8	3.0	3.0	3.0
	2	106.5	123.0	123.0	123.0
	3	123.7	124.1	124.1	124.1
	4	79.5	80.0	80.0	80.0
	5	15.1	15.0	15.0	15.0
	6	109.5	100.0	101.0	106.0
	7				
04 Architecture and Building		**556.5**	**573.9**	**569.9**	**558.9**
	1				
	2	13.4	15.7	15.7	15.7
	3	133.3	130.0	130.0	130.0
	4	329.8	318.2	320.2	322.2
	5	36.5	40.0	44.0	46.0
	6	43.5	70.0	60.0	45.0
05 Agriculture, Environmental and Related Studies		**13.1**	**16.0**	**16.0**	**16.0**
	3	13.1	16.0	16.0	16.0
	4				
06 Health		**311.7**	**301.0**	**301.0**	**301.0**
	2	13.4	9.0	9.0	9.0
	4	8.2	10.0	10.0	10.0
	5	148.1	144.0	144.0	144.0
	6	43.0	41.0	41.0	41.0
	7	99.0	97.0	97.0	97.0
07 Education		**34.2**	**15.0**	**15.0**	**15.0**
	3	1.5			
	4	11.4			
	5	21.3	15.0	15.0	15.0
	6				
08 Management and Commerce		**327.2**	**342.5**	**362.5**	**372.5**
	1	51.5	30.0	30.0	30.0
	2	16.3	16.0	16.0	16.0
	3	56.7	42.0	42.0	42.0
	4	38.5	45.0	45.0	45.0
	5	0.1			
	6	110.2	140.0	140.0	140.0
	7	53.9	69.5	89.5	99.5

NZSCED BROAD Name	Level	FORECAST 2007	FORECAST 2008	FORECAST 2009	FORECAST 2010
09 Society and Culture		**246.2**	**204.0**	**209.0**	**204.0**
	1	39.3		4.0	
	2	32.9	32.0	32.0	32.0
	3	24.0	28.0	28.0	28.0
	4	4.7	7.0	8.0	7.0
	5	42.4	38.0	38.0	38.0
	6	3.5	2.0	2.0	2.0
	7	99.4	97.0	97.0	97.0
10 Creative Arts		**195.1**	**183.0**	**195.0**	**207.0**
	1	0.4			
	2	2.0			
	3	34.5	25.0	25.0	25.0
	4	34.5	34.0	41.0	46.0
	5	16.8	14.0	14.0	14.0
	6	32.3	32.0	32.0	32.0
	7	74.6	78.0	83.0	90.0
11 Food, Hospitality and Personal Services		**446.8**	**428.5**	**428.5**	**428.5**
	1				
	2	75.2	49.8	49.8	49.8
	3	47.5	48.0	48.0	48.0
	4	218.4	225.7	225.7	225.7
	5	105.7	105.0	105.0	105.0
12 Mixed Field		**78.0**	**86.0**	**86.0**	**86.0**
	1	43.7	55.0	55.0	55.0
	2	34.3	31.0	31.0	31.0
	3				
Grand Total		**2846.2**	**2837.0**	**2874.0**	**2903.0**