

WelTec and Whitireia

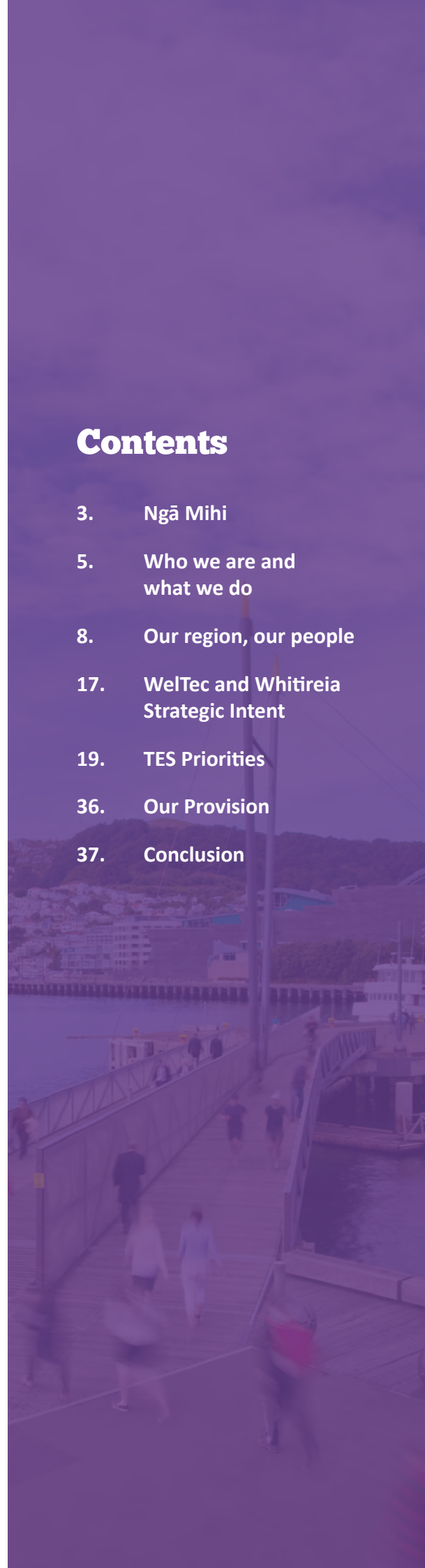
Investment Plan

Tū Kaha

2017-18

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WelTec and Whitireia Investment Plan 2017-2018

E rau Rangatira mā, tēnā rā koutou katoa.

The Wellington Institute of Technology (WelTec) and Whitireia Community Polytechnic (Whitireia) are about the people of this place, transforming lives through learning together.

We provide for people:

- who have done well at school and are ready to get going in their career;
- who want the next job opportunity and are looking to upskill;
- who are uncertain about their talents and how to get started in the workforce;
- who want to change careers and secure a better income for their whānau;
- who want to succeed as Māori, living as Māori, actively participating as citizens of the world, and enjoying good health and a high standard of living;
- who are great at creating things, performance, jewellery, food or robotics;
- who want to realise their dream of running their own business with an applied and industry-infused programme of study;
- who did not experience success in the schooling system;
- who are new to the country and want the knowledge and skills to thrive here;
- who want to accelerate career progression through an applied postgraduate programme;
- who are in our prisons and at some point will be released; and
- who are young sitting on their couches at home, disengaged and disaffected.

We support industry by:

- providing quality work-ready graduates across a range of industries;
- providing vocational education to more than 16,500 learners annually;
- contributing graduates who are working on the Christchurch rebuild, in the Auckland housing construction industry;
- contributing graduates who are in creative arts and creative technologies;
- contributing graduates who are working on the major roading projects in the wider Wellington region;
- contributing graduates who are working in our ICT industries, including our micro firms;
- partnering with them in the design and review of our programmes;
- running training programmes that respond to urgent industry need;
- helping businesses innovate, test new products, develop new systems;
- creating a workforce that is aware of health and safety requirements;
- building literacy and numeracy skills in the workforce; and
- contributing to the GDP of New Zealand as well as the Wellington region.



This Plan is signalling to the TEC a gearing up of the WelTec and Whitireia strategic partnership, the next evolutionary step in:

- a co-ordinated and strategic approach to academic planning and provision;
- a regionally co-ordinated approach to Māori aspirations and success – informed by iwi and the review;
- a regionally co-ordinated approach to Pasifika participation and achievement – informed by the review process;
- a regionally co-ordinated approach to pathways for our ākonga;
- a co-ordinated regional approach to both community and industry need; and
- shared services and facilities, including harmonization of systems and processes that adds value and will enable further collaboration at a later stage.

WelTec and Whitireia have over 100 years of combined experience in the business of high quality vocational education provision in the Wellington region. We are about the people of the places we operate in, connected to industry, community and whānau, and focused on outcomes rather than outputs.

Our strategic partnership enables us to retain two strong institutional identities and cultures while improving effectiveness. Together, we are greater than the sum of our parts.

WelTec and Whitireia value the role the ITP sector continues to play in society, and as such, we pride ourselves on delivering three key outcomes for New Zealand:

- creating a highly skilled and employable workforce;
- helping to drive economic growth by increasing industry productivity and efficiency; and
- promoting individual and social well-being for our learners and their communities.

We work hand-in-hand with industry and employers to ensure our programmes are relevant to industry and to provide ākonga¹ with real-world learning experiences.

We value learners as individuals with unique needs and aspirations and provide opportunities for learning and success across a broad range of qualifications.

We actively engage with iwi, communities, priority groups and secondary schools to encourage participation and success.

We provide economic and social benefit to New Zealand by increasing the capability and employability of learners, building entrepreneurial capability and a skill base that is transferable and transportable on a global basis.

¹ Ākonga, referring to learners, is used frequently throughout this document.

Who we are and what we do

Ko wai mātou, ā, he aha
ā mātou kaupapa



Our partnership is about collaboration, co-operation and connectedness:

- operating in a way that puts learners first;
- supporting and encouraging learner success (academic, employment, research and innovation, social and personal);
- challenging and inspiring learners and whānau about what can be achieved through hard work, commitment and persistence;
- remembering and respecting the past, looking to the future and delivering in the present; and
- recognising we operate in places and spaces for our communities (learners, whānau, staff).

WelTec and Whitireia are two strong and resilient tertiary education institutions in a strategic partnership providing high quality, industry-infused vocational education across levels one to nine². Together WelTec and Whitireia can make a bigger contribution to the lives of people that is exponentially greater than two institutions standing alone.

WelTec and Whitireia have had a single governing Council³ since 2012, a single Chief Executive since May

2015, and a joint leadership team⁴ that sits across both institutions since February this year.

Structurally WelTec and Whitireia have a Combined Academic Board, joint shared services (such as IT, facilities management and procurement), and continue to move to single systems platforms to improve quality and access for ākonga and efficiencies for staff as licenses, money and time allow.

The strategic partnership between WelTec and Whitireia is unique in the tertiary education sector. It brings together two ITPs, our associated PTE (Whitireia New Zealand Limited⁵) and joint venture partner Le Cordon Bleu New Zealand in a way that challenges a system that sets up tertiary organisations to compete for funding and learners.

² WelTec and Whitireia have campuses in the Wellington CBD, Petone, Porirua, Kāpiti and in Auckland (with a very small cohort of learners in Christchurch).

³ The Council members of WelTec and Whitireia: Chair, Roger Sowry ONZM; Deputy Chair, Vaughan Renner; Nancy McIntosh-Ward; Dr Kabini Sanga; Dr

Deborah Hume; Fran Wilde, Antony Royal; Jacqueline (Jackie) Lloyd.

⁴ Four of the eight senior leadership team members operate across both WelTec and Whitireia: Director People and Capability, Mark Broadbent; Director Academic, Dr Ruth Anderson; Director Business Development, Mark Johnston; Director Strategy,

Performance and Improvement, Dr Leanne Ivil. Two senior leaders have a particular focus in WelTec: Director Teaching and Learning, Dr Julia Hennessy; Director Finance and Operations James Smith. Two senior leaders have a particular focus in Whitireia: Director Teaching and Learning, Lawrence Arps; Director Finance and Operations Mark Hewitson.

The current phase for WelTec and Whitireia is about strategy and planning; getting ready for our future. We are developing a new strategic plan to set the direction for our partnership over the next five years, and set a platform of agility and resilience so we are geared for what is possible, and what is impossible to see today.

WelTec and Whitireia have profoundly important relationships with local iwi that are core to our identity and distinctiveness, WelTec with Te Ātiawa and Whitireia with Ngāti Toa.

The strategic partnership opens opportunities to line up thinking and processes between the institutions that make us more coherent and more distinctive, and to be even more closely aligned to what ākonga, industry and communities need from us.

WelTec and Whitireia have a focus on learners, industry and our community. We are inspired to transform lives by learning together. We acknowledge learning as a collaborative process involving many partners; and recognise both the economic and social impact of education.

WelTec and Whitireia put ākonga needs at the core of educational delivery, providing high quality

services to deliver work-ready graduates. Our provision of vocational education is industry-led and industry-infused, applied learning conducted in the workshop, the classroom, the work-place and the community.

Partnerships are fundamental to our ability to meet the needs of each learner. Our strong, multi-dimensional partnerships with industry and the social services sectors extending across the Wellington region and beyond opens opportunities for work-based learning experiences, industry projects, internships, cadetships, and out-placements that characterise how learning happens at WelTec and Whitireia.

WelTec and Whitireia have profoundly important relationships with local iwi that are core to our identity and distinctiveness, WelTec with Te Ātiawa and Whitireia with Ngāti Toa. Tangible evidence of these relationships includes the gifting of the land upon which Whitireia sits in Porirua by Ngāti Toa and the establishment in

2013 of Te Komiti Poutokomanawa. WelTec has a formalised relationship with Te Rūnanga nui o Te Ātiawa ki te Upoko o te Ika a Māui since 2008, and in 2015 the Ātiawanuitonu Māori Advisory Board to the Council of WelTec and Whitireia was established. The relationship with the Rūnanga extends to having staff working within WelTec who are funded by the Rūnanga; this is a unique partnership, and one that is successful for our learners and the staff involved. Senior iwi members participate in the WelTec and Whitireia management groups, on the Combined Academic Board and associated committees. Specific student support and mentoring systems are also in place to support Māori ākonga.

Relationships with our Pasifika communities bring a cultural richness and distinctiveness that means we are better equipped to meet the vocational education needs of their learners. This is strongly evident in our collaboration



⁵ The Performing Arts Company provides level six dance and musical theatre provision. The Radio Training School provides level three foundation radio skills and advanced level six radio broadcast and radio journalism. The New Zealand Film and Television School provides specialized training in film making, including script writing, film editing and lighting. Computer Power Plus provides IT programmes at levels four to seven.

with Pasifika Church leaders through our Pasifika trades programmes, the sound of the Pasifika in our performance programmes, and the mentoring and pastoral support provided to Pasifika learners.

WelTec and Whitireia value our place within a network of tertiary and secondary education providers across the Wellington region. We already have many partnerships in place and aspire to even stronger connections that allow ākonga to pathway between providers as their learning and employment needs, and living conditions, change. Our value within the sector though is constrained by the lack of public understanding of the distinctive role of polytechnics and vocational education, and a culture that perceives a hierarchy of learning.

The educational performance at WelTec and Whitireia in 2015, as measured by the Tertiary Education Commission, continues to be strong.

While we are not focused on an 'arms race' approach to performance improvement we

We already have many partnerships in place and aspire to even stronger connections that allow ākonga to pathway between providers as their learning and employment needs, and living conditions, change.

are committed to continuous improvement, reflective practice and a minimum of parity for our priority ākonga groups. We are about understanding where our ākonga are at, working with them and championing their success, whatever that looks like.

A significant challenge for WelTec and Whitireia is that the competitive bidding inherent in elements of the investment plan process is diametrically opposed to what we are wanting to achieve, both within our ITP sub-sector and across our Wellington region tertiary providers. Probity rules prevent 'collusion' so that instead of working together as distinctive partners who ensure viable and successful pathways for ākonga, we are required to behave in competition, looking to outbid others and gain further funding. It is a challenge WelTec and Whitireia relish as we propose this joint plan to show government, industry, and our communities that together in partnership we provide better opportunities and outcomes for ākonga, yet at the same time retain distinctiveness in culture and provision.

	Total number	Total EFTS	All student course comp	Māori course comp	Pasifika course comp	Under 25 Course comp	All student progression	Māori progression	Pasifika progression	Under 25 Progression	All student retention	Māori retention	Pasifika retention	Under 25 Retention
WelTec											2014 base			
SAC 1&2	255	145	79%	74%	69%	79%	79%	74%	69%	48%	75%	64%	66%	72%
SAC 3+	3441	2326	81%	75%	67%	79%	22%	25%	29%	31%	76%	73%	70%	74%
MPTT	142	120	78%	81%	78%	80%	25%	25%	19%	30%	74%	72%	75%	74%
YG	208	127	80%	73%	75%	80%	67%	63%	64%	67%	77%	56%	74%	77%
International	934	601	89%		58%	86%								
Other Funding	4171	877												
WelTec Total	9,151	4,195												
Whitireia											2014 base			
SAC 1&2	598	296	76%	76%	60%	69%	38%	40%	45%	44%	73%	66%	75%	69%
SAC 3+	2947	2134	86%	83%	80%	83%	27%	31%	26%	36%	78%	77%	76%	79%
MPTT	103	69	65%	68%	63%	63%	9%	14%	6%	11%	77%	78%	77%	76%
YG	217	187	75%	72%	75%	75%	33%	31%	33%	33%	70%	65%	76%	70%
International	2068	1359	83%		78%	79%								
Other Funding	1283	138												
Whitireia Total	7,216	4,182												

2015 Performance, as measured by TEC's EPIs have been consistent and strong at WelTec and Whitireia

Our region, our people⁶

Ta Mātou Wā

The primary domestic learner focus for WelTec and Whitireia is in the wider Wellington region. We are fully aware of the make-up of population, industry and employment across the region, and understand that there are wide variations within the region: Porirua to Kāpiti, Wellington South to the Hutt Valley, and Wairarapa beyond. For this reason, we have multiple campuses which enable us to adapt our planning and provision according to the needs of learners and industry.

Population:

This region in 2015 had 496,900 people or 11.1% of New Zealand's population; an increase of 1.1% on the previous year but below the national growth of 1.9%. This net increase in population was almost evenly split between net migration (2,700) and natural increase (2,800).

Two significant features of the region's population are that a higher proportion (67.2%) was of working age (15-64) than the national population (65.4%) in 2015, and that there is a slightly lower proportion (19.0%) of young people (0-14) than the country as a whole (19.9%).

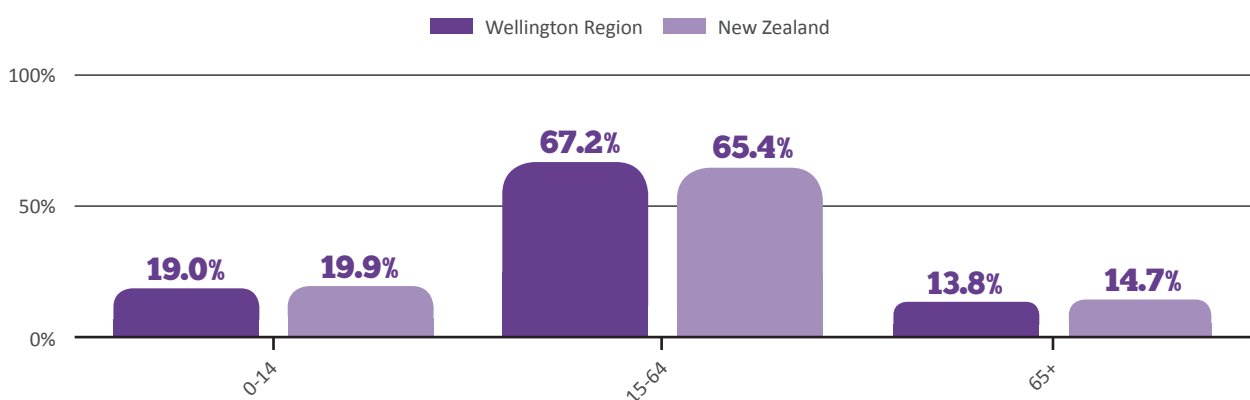


Figure 1: Age composition of the Wellington Region population (year ending June 2015)

⁶ Sources: Berl (2016), The Wellington Region, Situation Analysis 2015: A snapshot. Infometrics Annual Economic Profile (2015): Wellington Region. Wellington Region Community Profile (2015). Wellington Region Economic Profile (2015). Wellington Regional Economic Development Agency Statement of Intent (2015 – 2018). BizEdge (May, 2016) Hutt Valley a step closer to becoming Technology Valley. Education

Counts: School Leavers by Highest Attainment and Regional Council 2014. Wellington Institute of Technology and Whitireia Community Technology on the Productivity Commission's New Model of Tertiary Education

The greater Wellington region is organized into eight territorial authorities: Wellington City, Hutt City, Upper Hutt City, Porirua City, Kāpiti District, South Wairarapa District, Carterton District and Masterton District. The population profile in each of these areas varies widely, with Porirua City, for instance having a significantly higher proportion of young people (0-14) than the rest of the region. Traditionally, the catchment for WelTec and Whitireia has focused on the Hutt Valley, Porirua, Wellington and Kāpiti.

While there has been little change in net population, there are clear patterns of movement within the region that have implications for the vocational education sector. Migration flows to Wellington city from Porirua and the Hutt are usually in the 18–24 year old demographic in search of education or employment opportunities. Interestingly, those moving from Wellington city to Porirua or the Hutt may also be in the same age group but predominantly are young couples or families aged 25–39 who move for more affordable housing. Those who settle in and around the Wellington CBD and vicinity are likely to be young adults, or couples without children.



The building of the Mackays to Peka Peka Expressway, Transmission Gully and the Peka Peka to Otaki Expressway will create greater access to Wellington city and is set to increase the population of the Kāpiti district.

The Māori population in the wider Wellington region ranks fourth of 16 regions nationally, with 13.9% of the local population identifying as Māori. Again, this varies across the region, with the proportion of Māori in Porirua more than double that in Wellington.

Area	Māori %
Porirua	20.4
Masterton	19.7
Lower Hutt	17.4
South Wairarapa	15.4
Upper Hutt	15.1
Kāpiti	14.5
Carterton	13.5
Wellington	7.6



WelTec and Whitireia have strong relationships with Te Ātiawa Taranaki Whānui and Ngāti Toa Rangatira respectively. Other mana whenua authorities in the region include Rangitāne o Wairarapa and Ngāti Kahungunu ki Wairarapa, and Ngāti Raukawa in the north of Kāpiti.

Other significant ethnic groups in the region include Pasifika Peoples and Asian, with Porirua and Lower Hutt having the largest proportion of Pasifika Peoples.

Area	Pasifika %	Asian %
Porirua	24.6	6
Lower Hutt	10.4	11.1
Wellington	4.7	14.9
Upper Hutt	4.6	5.7
Masterton	3.1	2.3
Kāpiti	2.6	3.2
South Wairarapa	1.9	2
Carterton	1.8	1.3

Education:

Tū Te Mātauranga

The wider Wellington region has a significantly greater proportion of its population aged 15 years and over holding a formal qualification (84.0%) than New Zealand as a whole (79.1%). Just over 28% hold a Bachelor degree or higher, compared with 20.0% for New Zealand. This is due in large part to the significant concentration of people with degrees living in Wellington city.

The Wellington region has 32 secondary schools, as well as teen parent units and composite schools delivering secondary education, and a range of tertiary providers. Of the 5,723 school leavers in the Wellington region in 2014 (the latest available data), 2,663 (46.5%) left with University Entrance, while around a thousand students (16.73%) left without achieving a level 2 qualification or higher. Areas such as Wainuiomata, Porirua, and Upper Hutt have greater numbers leaving school with no or few qualifications and consequently have significantly lower tertiary education attainment rates.

Similarly, the Māori population aged 15 years and over in the Wellington region is more educated than the national average, with 73.5% having a formal qualification compared to 66.7% in New Zealand as a whole, and 14.4% holding a Bachelor's degree or higher, compared with 10.0% of New Zealand's Māori population. While this is a relatively positive outcome for the region's Māori population, there is still a significant gap between those with tertiary qualifications and those with no or few school qualifications. This inequality of educational attainment remains one of our challenges now and into the future.



Figure 3: Highest qualification for people aged 15 years and over, Wellington Region and New Zealand

Note: Level 1-6 qualification category includes level 1-4 certificate, level 5 and 6 diploma and overseas secondary school qualifications

At risk young people, not in education, employment or training:

Tū Te Mahi

4x

By age 20 those at risk are 4x more likely to have no qualifications



In the Wellington region 12.3% are at risk

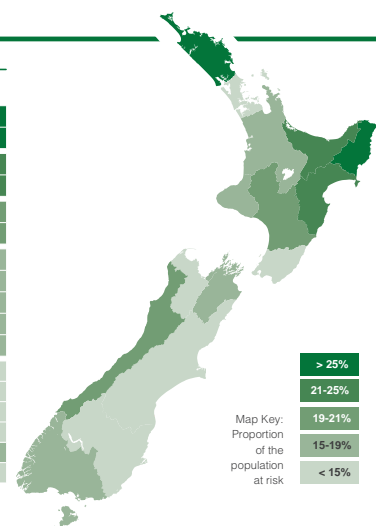
21.5%

of 15-19 year olds were unemployed in 2015

15% MOST AT RISK BY REGION

We know where these young people are:

Regional Council	Number	At risk % of pop.
Gisborne/East Coast	1,944	28.7%
Northland	5,577	27.5%
Hawke's Bay	4,533	22.1%
Bay of Plenty	7,941	21.6%
Manawatu-Wanganui	6,363	20.1%
West Coast	732	19.3%
Waikato	10,107	18.6%
Southland	2,274	18.2%
Nelson	1,086	18.2%
Marlborough	858	17.9%
Taranaki	2,517	17.3%
Canterbury ⁸	820	12.4%
Wellington	7,932	12.3%
Tasman	642	11.9%
Auckland	22,998	11.5%
(- South Auckland	10,017	15.4%
Otago	2,940	10.7%
NEW ZEALAND	87,250	15.0%



The report indicates:

High-risk individuals were more likely to be Māori and to live in areas of relatively high deprivation and were likely to have higher future corrections and benefit costs. Outcomes for young Pasifika people tend to be better than for Māori but worse than other ethnic groups. The exception to this is mental health service use, where Pasifika rates are low compared to most ethnic groups⁹.

By age 20, those most at risk are four times more likely than others of their age to have no qualifications, four times more likely to have an indicator of mental health illness, 21 times more likely to have had a Corrections sentence, and 15 times more likely to have been not in education, employment or training.

Figure 4: top 15% of the population most at risk, by region.

⁷ Ministry of Education (2013) National Administration Guidelines

⁹ Ibid p 48

⁸ McLeod K, et al (Dec 2015) Using Integrated Administrative Data to Identify Youth Who Are at Risk of Poor Outcomes as Adults Wellington, The Treasury

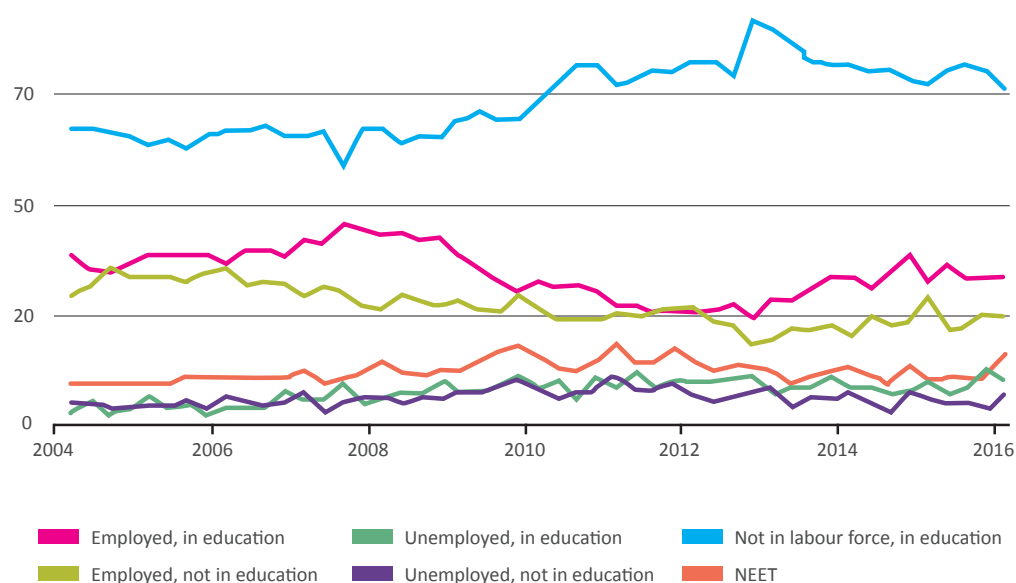
Youth most at risk within the Wellington region live in the following cities:

Territorial authority	Cohort number	Outcomes				
		no level 2 quals	no level 4 quals	mental health	Corrections sentence	Long term benefit
Carterton	132	25%	64%	34%	9%	11%
Kāpiti Coast District	717	23%	59%	22%	10%	10%
Lower Hutt City	1,626	23%	62%	18%	9%	10%
Masterton District	390	22%	64%	27%	10%	12%
Porirua City	882	30%	67%	18%	11%	13%
South Wairarapa	123	24%	68%	24%	7%	10%
Upper Hutt City	645	23%	63%	22%	7%	9%
Wellington City	2,085	13%	50%	19%	5%	6%

Across the country, unemployment rates impact most significantly on young people. In 2015¹⁰, young people in the 15–19 age group were the largest group (21.5%) of unemployed in New Zealand, followed by those aged 20–24

(10.7%). Māori were the largest ethnic group of unemployed (12.2%) followed closely by Pasifika (11.6%). In May 2016¹¹, the proportion of youth (aged 15–24 years) not in employment, education or training (NEET) rose 1.4 percentage points

over the quarter to 12.4%, the highest rate since March 2013. This increase in overall NEET rates was driven by males aged 15–19.



¹⁰ Statistics NZ (July 2016) NZ Social Indicators: Labour Market, Unemployment

¹¹ Ministry of Business, Innovation and Employment, (May 2016), Quarterly Labour Market Report Youth labour markets

Our workforce and economy

Tū Te Mahinga

The Gross Domestic Product (GDP) of the wider Wellington region in the year to March 2015 was \$29.397 million, an increase of 3.0 percent on the previous year but below New Zealand's growth in GDP of 3.6%. Over the last ten years, economic growth in the Wellington region averaged 1.6% per annum and is tracking just below the average national growth of 1.9% for the same period. However, Wellington city, Kāpiti and South Wairarapa all had GDP higher than the regional average.

The programmes offered at WelTec and Whitireia reflect the distinctive characteristics of the region: a growing population, an economy that is relatively specialized in knowledge-intensive services, and a workforce that comprises mainly highly skilled occupations.

The Social Services and Business Services sectors are the largest areas of employment in the region and generate the largest contribution to the region's overall GDP. In Wellington city, the largest contributing sector was Business

Services with 46% of GDP in the city, followed by Social Services with 26.6%. WelTec and Whitireia graduates from programmes as diverse as the Graduate Diploma in Applied Business Studies, the Diploma in Marketing, and the Bachelor of Social Work and New Zealand Certificate in Health and Well-being are helping to sustain and service this area of growth.

Berl's Situation Analysis of the Wellington region shows that Heavy Civil Engineering and Construction are making a significant impact on the region's GDP and employment. In the Kāpiti District this sector generated \$160 million towards the GDP in the year to March 2015, a 14.5% increase on the previous year, continuing a growth trend evident over the last three years. The same sector contributed \$222 million towards GDP in Porirua, an increase of 3.8% on the previous year. Our construction graduates are employed in Wellington regional infrastructure activities, such as the MacKays to Peka Peka expressway. As progress on these projects ramps

up it is expected that the Heavy Civil Engineering Construction sector, and the businesses that provide professional, technical and scientific research services to this sector, will continue to provide a positive impact on the region's GDP. Learners in the construction and engineering fields are supporting building growth in Canterbury and Auckland too, providing vital support to an industry which is expected to continue its average national growth of 7% per annum. In Lower Hutt, the Construction sector (9.4%), business services and social services (2.7%) sectors are the largest contributor to GDP.

Although employment has increased in the Wellington region (0.3%) in the short term, the rate of growth is not as strong as for the rest of New Zealand (2.3%). The most significant growth, as illustrated in Figure 6 below, has been in the Social Services and Construction sectors, and the greatest decline has been in Primary, Wholesale and Distribution and Retail Trade and Services sectors.

Sector	Employment Number FTEs				%pa change		
	2005	2013	2014	2015	2014	2015	2005 to 2015
Primary	4,320	4,178	4,315	3,963	3.3	-8.2	-0.9
Manufacturing	17,336	12,958	13,059	13,214	0.8	1.2	-2.7
Construction	14,833	16,600	15,841	17,154	-4.6	8.3	1.5
Wholesale and Distribution	17,118	16,308	16,622	15,939	1.9	-4.1	-0.7
Retail Trade and Services	40,132	39,191	40,373	39,483	3.0	-2.2	-0.2
Business Services	53,508	58,540	60,032	59,536	2.5	-0.8	1.1
Arts and Recreation Services	3,596	4,888	4,841	4,754	-1.0	-1.8	2.8
Social Services	57,507	73,962	74,451	76,194	0.7	2.3	2.9
Wellington Regional Council	208,351	226,626	229,533	230,237	1.3	0.3	1.0
New Zealand	1,741,850	1,883,050	1,932,950	1,976,617	2.6	2.3	1.3

Figure 6: Employment by sector, Wellington Region 2015

Source: BERL Regional Database, 2015

WelTec and Whitireia are adding value to these sectors through initiatives such as Te Auaha, the New Zealand Institute of Applied Creativity, and the ICT Graduate School, responding to industry requests for more integration with vocational education, particularly in high skilled areas at the forefront of innovation.

Wellington has a strong reputation as a leader in arts, culture and cuisine, creative, ICT and science sectors. Investment by the Wellington City Council in the development of a Movie Museum and Convention Centre, the home of Weta Digital, the continued success of Wellington on a Plate, WOW, and much more indicate the strength of these industries in the Wellington region.

The region's economy relies heavily on the sectors associated with information technologies, research, and government and cultural activities.

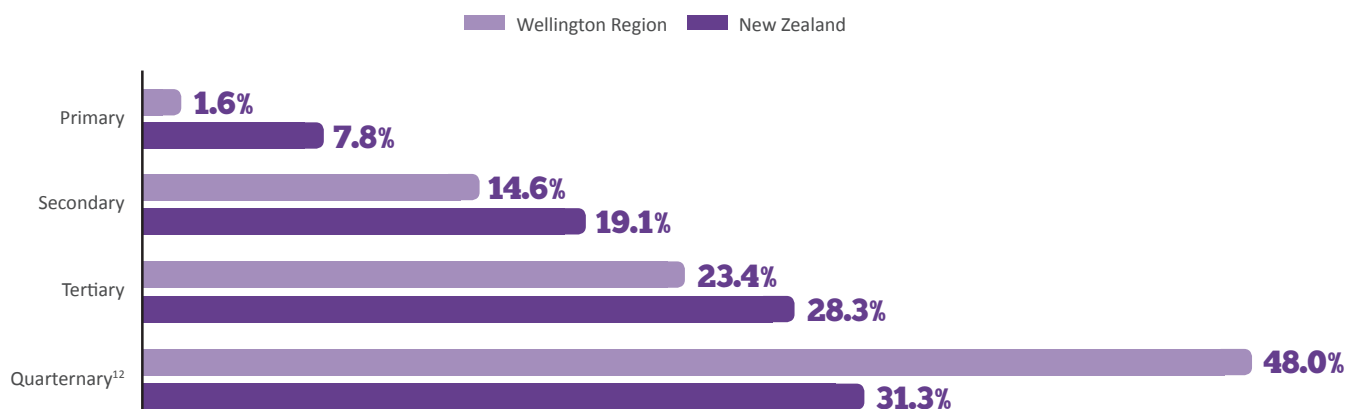
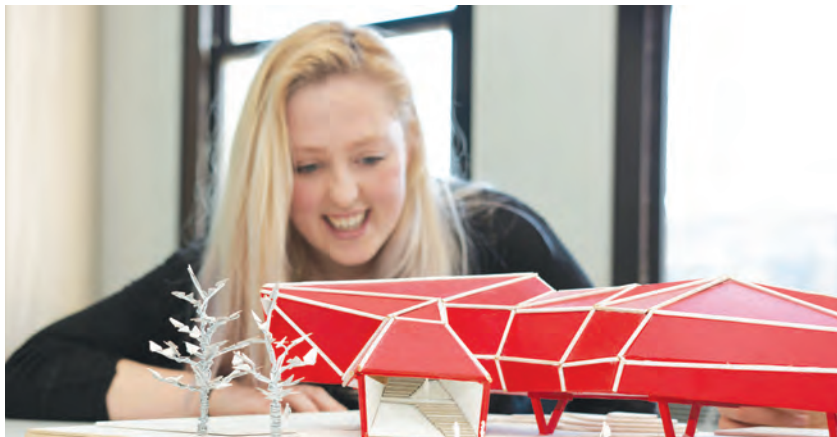


Figure 7: Share of Total GDP, Wellington Region, 2015

¹² Quarternary relates to intellectual activities such as culture, scientific research, education and government.

26%
of ICT related GDP
produced in NZ

8000
People are employed
by software services



Wellingtonians
are **3x** more likely
to work in ICT

Knowledge-based industries account for the largest proportion of GDP (48.0%) in the Wellington region, significantly greater than in the national economy (31.3%). The Wellington region also has the highest concentration of web and digital-based companies per capita in New Zealand. ICT provides over 13,000 full-time jobs in the region across 3,293 businesses¹³:

- Wellingtonians are three times more likely than other New Zealanders to work in ICT.
- Wellington produces 26% of all of the ICT related GDP produced in New Zealand.
- ICT in Wellington covers a broad range of activity, from simulation to mobile location tracking, from film and advertisement production to curriculum development. Wellington's ICT employers include¹⁴ software services employing 8,000 people over 140 companies. Anchored by 22 large (50+ people) firms employing 6,800 people, there are 16 medium (21-49 people) and 45 small firms (6-20 people) employing 600 and 500 people respectively and 57 micro firms employing 160 people.
- Screen, Film Production and Post-Production is a distinctive Wellington strength with eight companies employing approximately 1,100 people, although 99% of the people are employed by one very prominent Wellington entity.
- Mobile and application development, Web Design, Digital and Creative is a substantial and well diversified sector with 500 people employed across 49 companies. Half of the firms are micro (1-5 people) and small firms are a large component of this sector.
- Education Technology is a strong element of Wellington ICT with 13 companies employing approximately 89 people. While most of these people are employed through two medium sized firms, the ten micro firms (25 people) are a critical part of this sector.
- Gaming, Video and Animation employs approximately 80 people across 12 companies. The companies are micro (10 companies, 25 people) or small (4 companies, 61 people).
- Data Management Storage and Protection is a further strength in the Wellington region with seven companies employing 64 people. Over half (36) of the people are employed by medium sized firm and three small firms employ most (21) of the rest.
- Central government employs approximately 2,000 ICT professionals and technicians. More generally, the public sector expects new recruits will have ICT nous and capabilities¹⁵.
- Consulting firms such as Deloitte, PwC, Unisys, EY, and KPMG are major recruiters of ICT graduates.

The Hutt Valley is aiming to become New Zealand's Technology Valley, with government funding of \$15 million over the next four years towards this goal.

Looking further into the future, we can see a convergence of several new technologies transforming the workplace. While this will inevitably change jobs as we know them, it will also open up opportunities for roles not yet imagined.

WelTec and Whitireia remain deeply connected to the industries in the wider region to ensure our programmes meet the flexible modern workforce.

¹³ Wellington's ICT Sector generated \$2,313m in 2013 (26% of New Zealand's ICT Sector GDP) (Wellington Region Economic Profile Infometrics 2013)

¹⁴ As advised by Wellington Regional Economic Development Agency 2016.

¹⁵ Human Resource Capability in the New Zealand State Services 2014, published by SSC.



WelTec and Whitireia Strategic Intent

Our future direction

Tū Te Oranga

The Education Act (1989) is the foundation legislation for the New Zealand tertiary system, the players in it, and how it operates. WelTec and Whitireia take seriously our obligation and contribution to part 13, section 159AAA, fostering and developing a New Zealand tertiary system that-

- a) fosters, in ways that are consistent with the efficient use of national resources, high quality learning and research outcomes, equity of access, and innovation;*
- c) responds to the needs of learners, stakeholders, and the nation, in order to foster a skilled and knowledgeable population over time; and*
- d) contributes to the sustainable economic and social development of the nation; and*
- f) provides for a diversity of teaching and research that fosters, throughout the system, the achievement of international standards of learning and, as relevant, scholarship.*

These four statements within this section particularly resonate at WelTec and Whitireia, reminding us again what we are working to achieve. The emphasis on “learners,” “equity of access,” “high quality learning,” “skilled and knowledgeable population,” “social development,” “diversity,” all sit well with our core purpose and strategic vision.

We subscribe to a system that supports tangata whenua to achieve their education goals: to live as Māori, to actively participate as citizens of the world, and to enjoy good health and a high standard of living

Reflecting back again to the Education Act, Part 14, section 160 says:

The object of the provisions of this Act relating to institutions is to give them as much independence and freedom to make academic, operational, and management decisions as is consistent with the nature of the services they provide, the efficient use of national resources, the national interest, and the demands of accountability.

We subscribe to a system that supports tangata whenua to achieve their education goals: to live as Māori, to actively participate as citizens of the world, and to enjoy good health and a high standard of living¹⁶.

The role of the Council and the leadership team of WelTec and Whitireia therefore is to ensure our operations demonstrate high standards of stewardship of national resources, such that the demands for accountability are as low as possible. WelTec and Whitireia are

We are well positioned to extend our partnership to enable further and deeper collaborative opportunities.

well prepared for the period of this Investment Plan and together are closely aligned to TEC objectives relating to:

- shared, co-ordinated academic planning;
- a regionally co-ordinated approach to transfer and progression pathways;
- a co-ordinated regional approach to both community and regional development; and
- shared services and facilities, including harmonization of systems and processes that adds value or enables further collaboration at a later stage.

As such we are well positioned to extend our partnership to enable further and deeper collaborative opportunities.



¹⁶ Durie M, A Framework for Considering Māori Educational Advancement, Hui Taumata Mātauranga, Turangi/Taupo (2001)

Tertiary Education Strategy

Priority 1: Delivering skills for industry

Tū Te Pūkenga

WelTec and Whitireia view the role we play in the provision of vocational education as one of significant public good, in contrast to some other parts of the tertiary education system where the pre-eminent outcome is that of private good.

Certainly WelTec and Whitireia graduates will earn incomes that will benefit them individually, however the impact is far greater than that. Our programmes are generally shorter than university programmes so our graduates enter the workforce sooner and begin their contribution to the economy earlier than others. Our graduates support families both here and abroad, and by transforming their own lives they are changing lives within their whānau, and in communities beyond their own.

The distinctiveness of WelTec and Whitireia is inextricably linked to applied education, with our programme design and delivery connected to industries' changing needs. For many of our graduates, the capacity to run their own businesses, take on staff and increase their reach in their chosen field is exciting. Our education model takes people on a learning journey where they gain skills, improve their socialisation and employability, enjoy success and begin to work towards a career pathway they may not have imagined for themselves.

The engagement and partnership with industry are hallmarks of WelTec and Whitireia. It is through strong industry links (in partnership committees, co-teaching, curriculum

The distinctiveness of WelTec and Whitireia is inextricably linked to applied education, with our programme design and delivery connected to industries' changing needs.

development, staff moving between the institution and industry, gifting of technology and kit for our learners to use) that learners receive a more 'real' experience as they work through their programmes. This is a mutually beneficial relationship. Time and resource is provided to WelTec and Whitireia by industry which enriches the programmes we offer and in turn produces more effective work-ready graduates for industry to employ¹⁷.

The purpose of our enterprise workstream is to use our knowledge base to help industry innovate for local and international markets. In this respect, we are building a

reputation as the place industry turns to for testing products and becoming more innovative.

Our relationships with industry and those who have a stake in the local workforce are strong and formalised in policies such as those establishing Industry Partnership Committees (IPCs) as sub-committees of the Combined Academic Board. The Terms of Reference for these committees continue to be reviewed as part of our continuous improvement activity. Membership includes industry representatives operating at the sharp-end of their field, and typically consists of large national employers, alongside mid-tier regional employers and members of Industry Training Organisations.

The functions of these committees include providing advice on relevant industry trends, how effectively programmes match labour market demand, and the development or modification of programmes to meet industry needs. These IPCs also facilitate connections between students and industry, including internships and cadetships.

WelTec and Whitireia have recently created new structures to strengthen our relevance to industry. We have

¹⁷ For example, we have agreements with Fronde for ICT internships and the ANZ for both sponsorship and internships.



**WelTec and Whitireia
have recently created new
structures to strengthen
our relevance to industry**

partnered with Victoria University in establishing the ICT Graduate School to support industry-focused education and research and help grow New Zealand's ICT talent to support growth, innovation and productivity. Our new centre for creative industries, Te Auaha, has been co-designed with industry leaders to ensure we deliver the talent needed for the arts, design, media, creative technologies and applied arts sectors in the future. For the first time in our combined history, creative industries will be tenanted in our buildings, fully integrating learners and industry experts who can provide employment in the future.

WelTec and Whitireia have a strong connection to the Industry Training Federation, particularly in relation to Māori and Pasifika Trades Training (MPTT), and through membership of our IPCs. WelTec currently has significant contracts with MITO and with Skills Organisation (Electrical, and Plumbing). With our focus on ākonga at the centre of what we do, the relationship with ITOs is about ensuring as seamless as possible pathways and learning for those pursuing New Zealand Apprenticeships.



Academic teaching staff are experienced professionals who come from or still work in industry. As they keep up to date with changing workplace realities, including technological changes, the freshness of knowledge is regularly reinforced.

The annual Employer Satisfaction Survey helps us evaluate our effectiveness in delivering skills to industry. Current surveying shows employers strongly agree that graduates have the knowledge, skills and attitudes they need to succeed in the workplace. They also value

**Current surveying shows
employers strongly agree
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graduate strengths such as the capacity for teamwork, learning new skills, oral communication and digital literacy skills, interpersonal skills and ability to apply knowledge in the workplace.

2017-2018

The strategic partnership opens opportunities to be better aligned to what ākonga, industry and communities need from us, and to line up thinking and processes between the institutions that make us more coherent and more distinctive.

WelTec and Whitireia have a Combined Academic Board and joint committees. The Portfolio Committee is charged with developing a single framework for reviewing the current provision and assessing new provision founded on the principles of relevance, high quality, access and agility.

From 2017, a strategic lens will overlay our decisions about our provision, which will include:

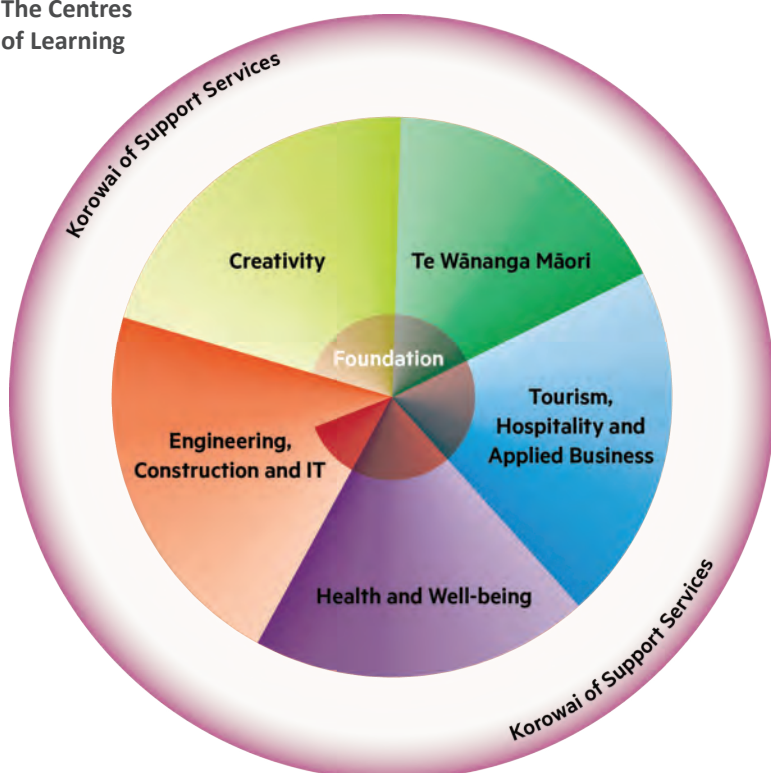
- the ambition to be well positioned to respond to changing ākonga and industry needs, whether in traditional or new fields of knowledge, for hard and “soft” skills, for core and complementary competencies;
- the desire to build on the current strengths that are fundamental to our purpose and distinctiveness, and to the people of this place; and to move to greater multi-disciplinary thinking and programmes, mirroring what is seen in the modern economy;
- the belief that new opportunities lie in the spaces between: between disciplines, between learning and practice, different levels of the Qualifications framework.

To achieve this, the Portfolio will be delivered through six Centres of Learning. Centres of Learning cluster disciplines together, creating critical mass for convergent and divergent academic thinking and synergies for creativity and innovation.

The six Centres of Learning encompass all learning services offered by WelTec and Whitireia and subsidiaries. The discipline clusters are:

- Foundation and Reconnecting to Learning;
- Engineering, Construction and IT;
- Tourism, Hospitality and Applied Business;
- Creativity;
- Te Wānanga Māori; and
- Health and Well-being.

The Centres of Learning



Over 2017 and 2018 all current programmes offered at WelTec and Whitireia and subsidiaries, and new programmes under development, will be reviewed and assessed against the portfolio framework. This will mean that WelTec and Whitireia will have relevant, agile provision offered at appropriate sites and modes of delivery. The review of the Programme Portfolio and consequent modifications will ensure more practical, industry relevant experience features in our programmes.

In 2017 and 2018, WelTec and Whitireia will explore opportunities to expand our programmes of internships, cadetships and in-work projects to further enhance the attributes of our graduates and streamline the learning within our institutions and that of the industry context. This will provide opportunities for industry to become more deeply engaged with the learning and learners, and for our learners to improve their work-readiness. It will also speed up and improve the contribution our graduates will be making to the economy.

Linked to this is the development of a WelTec and Whitireia graduate profile which will capture and represent both the work-ready and academic skills of our graduates, along with their personal and professional attributes.

These initiatives:

- reviewing our portfolio to align more directly to industry and learner needs,
- reconceiving our learning services around the six integrated Centres of Learning,
- closer integration of learning and workplace experiences, and
- the development of a dynamic graduate profile

will bring us closer to realising the social and economic ambition for a population who sees themselves as life-long learners.

WelTec and Whitireia will continue to refine questions in the jointly delivered Employer Satisfaction Surveys to ensure close alignment between our programmes and the skills sought by industry. In 2016, we have engaged with a new survey tool to better capture students' views on how effectively we are preparing them for the workforce.

Opportunities for the co-location of industry within our campuses, particularly in Porirua, is something we will explore over the next period.

We have recently reviewed careers activity at WelTec and Whitireia and over 2017 and 2018 will implement new service provision that stretches from ensuring learners are placed in the right programmes and connecting their study to the world of work, through to preparation for roles post-study and remaining connected once in employment.



Priority 2: Getting at risk young people into a career

Tū Te Māiatanga

WelTec and Whitireia are committed to ensuring young people can transform their lives through learning.

We know that vocational education and training can open pathways for learning for young people who may not have experienced success in the compulsory system, or whose circumstances have overwhelmed them, or who do not feel they can actively participate in society.

We know the importance of making sure school leavers have access to information and advice that can help them decide what to do on leaving school. Achieving better understanding and pathways from schools into WelTec and Whitireia is an on-going process.

School Principals from around the region participate in our IPCs, and in the design of programmes that support students' readiness to try tertiary education. Specialist kaiako¹⁸ help build and maintain good relationships with local secondary schools and we both host and participate in events and activities with school communities, such as careers expos and on-site visits.

WelTec and Whitireia have a range of vehicles to bridge the gap between secondary and tertiary education, opening the eyes of potential learners to new opportunities. The Wellington Trades Academy allows students to stay at school and to experience hands on learning and gain skills that prepare them for higher level study or employment. The year-long programmes offered to students in the region's secondary schools through the Wellington Trades Academy helps them prepare for

higher level studies and try out pathways to employment, helping students to achieve NCEA level 2 and a Vocational Pathways award.

Both WelTec and Whitireia offer STAR (Secondary Tertiary Alignment Resource) programmes to help students explore the tertiary environment, get a taste of different industries and assist them in their choice of vocational pathways.

Relationships with Te Ātiawa and Ngāti Toa open opportunities to inform whānau of the value of vocational education and training and the range of choices and funding

WelTec and Whitireia have a range of vehicles to bridge the gap between secondary and tertiary education, opening the eyes of potential learners to new opportunities.

options to engage in programmes at the level relevant to their students. Our Māori and Pasifika communities provide strong support to students engaged in the Māori and Pasifika Trades Training programmes, with both iwi and the Wellington region's Pasifika Churches participating in the consortium overseeing the initiative. As these and other community networks strengthen, we can make an even greater contribution to reducing the numbers of young people in the region who are not in education, employment or training.

WelTec and Whitireia have well-developed strategies to support Youth, Māori and Pasifika students. As part of the next phase of the strategic partnership, we will be reviewing our implementation of these strategies to ensure they meet learners' changing needs and reflect changes in community expectations and partners' capacity. For example, Te Rūnanga nui o Te Ātiawa ki te Upoko o te Ika a Maui already provides an effective model tracking all Māori youth from birth to 18 years old. Practices such as these can be shared with other community partners to increase the effectiveness of our work together.

Enrolment, support and academic staff all play a role in making sure ākonga access the right programme for them, and support ākonga to continue making effective choices as they complete their programmes. Academic and pastoral support services work closely with kaiako to ensure appropriate support is available to at risk students to enable them to remain engaged with tertiary education and achieve success in their chosen field of study.

WelTec and Whitireia will continue to work with primary providers in the Wellington region such as the Learning Shop in Porirua and Vibe in the Hutt Valley and Wellington to provide learning opportunities for this group of at risk students, and with the Work and Income Youth Service (NEET) in Wellington.

¹⁸ Kaiako, referring to tutors, is used frequently throughout this document.

2017-2018

Over the next two years, WelTec and Whitireia will look to extend our secondary tertiary interface to help identify young people at risk of becoming a NEET statistic and encourage them into education.



We will continue to provide school students with vocational pathways and careers advice, and hands-on learning experiences relevant to industry, particularly in fields requiring Science, Technology, Engineering and Maths (STEM).

We aim to extend the reach of programmes in the Wellington Trades Academy and will ensure that all level 1 – 3 secondary-tertiary partnership programmes are mapped to the Vocational Pathways. This will include experimenting with a range of secondary-tertiary-community initiatives that will increase awareness and promote new opportunities for students. This in turn contributes to improvements in matching students' ability and aspirations to the programmes we offer and pathways into industry.

Our strategic partnership is founded on the principle of learners at the centre of the learning process. The current phase of the partnership introduces reforms that will improve our capacity to engage and retain at risk young people in tertiary education.

An important reform relates to the portfolio framework, founded on the principles of:

- *relevance* to learners, industry and the community;
- *high quality* programmes and rich learning experiences leading to student success and employment;
- *access* for the needs of increasingly diverse learners, providing the right programme, in the right place and enabling progression to higher levels of study; and
- *agility* to adapt to changing local, national and international priorities, and to take up new opportunities.

The unique Foundation and Reconnecting to Learning centre at the heart of portfolio delivery will provide more specialist leadership and support for programmes at levels one to three. These programmes are taught within their discipline area but receive additional guidance and support with literacy

and numeracy, and other specialist reconnections with learning support for both ākonga and kaiako.

Another reform relates to the newly formed sub-committees of Academic Board: Programme; Research and Ethics; Portfolio; and Evaluation. Together, these provide a vehicle for rigorous consideration of what works for our diverse and changing ākonga cohorts and the basis for quality improvement that is consistent across both organisations.

We will continue to develop in our graduates the broad range of personal and professional competencies – such as communication, team work, problem-solving and resilience – that are so highly valued by our industry partners. We will work to equip our graduates with the dispositions, aptitudes and confidence to move between careers in the future.

One of the practical challenges for WelTec and Whitireia in delivering on our commitment to access is that of geography and our lack of physical presence in South Wellington. We are committed to exploring opportunities, in partnership with schools, industry and local government, to provide vocational education to areas within the region where access to this provision is more difficult. Certainly we will be having these discussions with the TEC as we look to increase our provision to those in this part of the Wellington region.



Priority learner groups

2017-18

We appreciate that for the TEC priority ākonga groups are: Māori, Pasifika and those aged under-25 years. These are priority groups for us too and we are committed to their participation and success. However, for WelTec and Whitireia our “priority” ākonga groups also include:

- low socio-economic
- Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ)
- refugee and migrant.

The reality for WelTec and Whitireia is that many of our ākonga may fall into a number of priority ākonga groups.

From the last quarter of 2016 we will be undertaking work to focus on our priority ākonga and the strategies and plans that need to be revised (or developed) to support participation, inclusivity and success. Our aim is to ensure integration and connectivity across WelTec and Whitireia, supporting the whole of the learner rather than running programmes or offering support that meets some of their needs or is just part of who they are. The values that WelTec and Whitireia bring to learning and learners has a profound impact on the ability of an individual to flourish.

The outcome of this work is to ensure that our ākonga feel connected to our institutions and they can identify and feel safe in our spaces. We celebrate our diversity and know we reflect the communities that we serve. What we are looking to do is build on the foundation already within both institutions, and together the whole becomes greater than the sum of its parts.

Priority 3: Boosting achievement of Māori and Pasifika

Tū Te Mana Whenua, Tū Mana Pasifika



WelTec and Whitireia meet the needs of those for whom learning may not previously have been a positive experience, and our priority ākonga are those identified in the Tertiary Education Strategy but extend further as “we are about the people of this place”.

Each institute has close ties with local iwi, WelTec with Te Ātiawa and Whitireia with Ngāti Toa

Each institute has close ties with local iwi, WelTec with Te Ātiawa and Whitireia with Ngāti Toa. Separate governance arrangements are in place to ensure a context for iwi to dialogue with Council and management. Together with support services tailored to the needs of Māori ākonga we are well placed to help Māori realise their learning goals and find success in employment.

We also have strong relationships with our Pasifika communities, meaning we are better equipped to understand and meet the

vocational education needs of their ākonga. Pasifika learners at both institutes benefit from working with Pasifika teaching, academic support and mentoring staff. Kaiako have access to professional development programmes to build their understanding of Te Ao Māori and Pasifika cultures and to ensure their practices benefit these ākonga groups.

One distinctive feature of our educational provision is how our support for ākonga and their learning is effectively embedded in programmes. What this means is the kaiako, who sees the learner most often, plays an important role in providing support to the learner through additional support in-class or

We also have strong relationships with our Pasifika communities

out-of-class help. Class sizes at WelTec and Whitireia are reasonably small so that tutor and peer mentoring

can play a more meaningful role in supporting a learner. Additional specialist support is available to bridge gaps in literacy and numeracy or English competency, and mentor ākonga through personal barriers they may be experiencing as they are studying. Tutors, closely connected to industry and the community, are able to help with skill and employment matching. WelTec and Whitireia also have wider ākonga support in the form of access to medical, financial, and counselling support. We are continually improving the assistance and advice offered to ākonga in terms of tertiary pathways and career outcomes.

At WelTec and Whitireia there are programmes that provide learning for some very distinct Māori and Pasifika groups:

- At higher levels on the Framework we have programmes that cater for specific Māori and Pacific ākonga groups. Whitireia has both the Bachelor of Nursing Māori and Bachelor of Nursing Pacific. Learners from around New Zealand travel to get on these unique programmes. These programmes are highly successful for the learner, their respective communities and the profession.
- The Māori and Pasifika Trades Training (MPTT) programmes have separate cohort groups of Māori and Pasifika ākonga and they receive additional pastoral care from their respective communities as well as from us. Learners who succeed can progress through programmes at levels 3 and 4, and they also receive additional support to pathway into a New Zealand Apprenticeship.

- We work hard with Māori ākonga to support them through their learning journey up the Framework and are pleased to have Ngāti Toa learners enrolled in our Masters of Information Technology programme. They are mentored and supported by our staff.
- Māori and Pasifika learners make up a significant proportion of the ākonga taught “inside the walls” of Rimutaka prison by WelTec kaiako, and they receive the same trades programmes as those on the WelTec site. For many of the ākonga in these programmes, it may be the first time they have succeeded at anything in education, and a number pathway into higher trades (or different trades, from plastering to plumbing for example) either “inside the walls” or at the WelTec site when they are released.
- Another key cohort group at the lower levels are Youth Guarantee learners. These are learners who are aged 16-19 and are studying towards NCEA levels 1 and 2 or another qualification at levels 1-3 on the New Zealand Qualifications Framework.
- There is a significant amount of learner support required for ākonga for whom compulsory education has not worked. The levels of disengagement, disillusionment, literacy and numeracy needs, lack of confidence and life skills all require particular management and specialist support. Class sizes are smaller. Placement into employment as well as progression into higher levels of learning are equally good outcomes.

One of the challenges for WelTec and Whitireia is ensuring that the aspirations of ākonga, and their whānau, are heard so that they enrol in the right programme at the right institution in the tertiary system. Whānau expectations of university education may not match vocational aspirations, and we are seeing further disengagement and disenchantment of ākonga (now with debt). A further challenge is industry demand for more graduates to work in construction, tourism and other vocational roles that careers advisors, schools and whānau may not be aware of. We at WelTec and Whitireia need to work harder with communities so that greater understanding of vocational education and successful outcomes is more widely understood. The tertiary sector must get better at informing learners about the variety of employment outcomes.



2017-2018

Consistent with the Tertiary Education Strategy and responsibilities under the principles of Te Tiriti o Waitangi, Whitireia and WelTec have developed a range of strategies, plans, systems and structures to encourage the participation and success of Māori ākonga at both institutions. Each institution has also developed a range of management mechanisms for consultation and collaboration with local iwi.

In light of the strategic partnership between WelTec and Whitireia and the establishment of a joint leadership team across both organisations, it is timely to review existing practices, share learnings and identify opportunities for improvements both within each institution and across them.

In the last quarter of 2016 an external review of the effectiveness of WelTec and Whitireia strategies, plans, systems and structures to manage and support Māori participation and success, and the practical application of the principles of Te Tiriti o Waitangi will be

It is timely to review existing practices, share learnings and identify opportunities for improvements both within each institution and across them

undertaken. This will inform the way forward for WelTec and Whitireia who, together and separately, in partnership with their respective local iwi, will ensure greater alignment, focus and understanding, as well as best practice ways of working that meet local needs.

There will also be a review of the effectiveness of WelTec and Whitireia strategies, plans, systems and structures to manage and support Pasifika participation and success. This review will be undertaken by the Chief Advisor Pacific, a new role that will span both institutes. It is expected there will be an appointment by the end of 2016. This will inform a cohesive Pasifika strategy and action plans that will ensure greater alignment, focus and understanding, as well as best practice ways of working that meet local needs.

The commitment to increasing the numbers of Māori, Pasifika and women in trades at WelTec and Whitireia remains strong. What is uncertain for us, due to the process and timing of the next round of MPTT, is what the level of our commitment to this programme will be over the next period. While its outcomes are good it is a highly expensive compliance contract for us, and there is still too much that is unknown at the time of the Investment Plan submission for WelTec and Whitireia to be sure of its ongoing role in this contract.

Our contribution to the Wellington ICT Graduate School- specifically the higher proportion of women, Māori and Pasifika ākonga enrolled in our

programmes- will further accelerate in 2017-18. We will be bringing new programmes into the School and further extending our reach to those who have not traditionally seen ICT as a career for them.

The commitment to increasing the numbers of Māori, Pasifika and women in trades at WelTec and Whitireia remains strong.

The critical thing for the TEC is these reviews, strategy and planning work will enable a greater view of our combined efforts with Māori and our priority ākonga groups, and their participation and success across the wider Wellington region. For WelTec and Whitireia it represents a deepening of our partnership, and the valuing of the richness of our individual cultures and communities that come together for the betterment of our learners.

Priority 4: Improving adult literacy and numeracy

Tū Te Reo Matatini me te Pāngarau

At WelTec and Whitireia, we recognise the critical impact that competency in literacy and numeracy has on people's ability to engage in the workforce and improve outcomes for their whānau.

All level one to three programmes at Whitireia and WelTec ensure ākonga develop skills required for both employment and further progression into higher learning vocational pathways. Literacy and numeracy is embedded in all appropriate foundation programmes, noting that the outcome for many of our ākonga in the specialised level one programmes with long term illness, injury or learning disability is to improve their socialisation and possibly employability but may not lead to further progression on the Framework.

WelTec and Whitireia have effective organisational structures and practices that ensure commitment and support for sustainable literacy and numeracy teaching practice. The Taikura Learning and Teaching policy (which sits across both WelTec and Whitireia) clearly identifies the role of language, literacy and numeracy in quality teaching and in meeting learner needs. Diagnostic testing using the Assessment Tool of ākonga in level one to three programmes (except Te Reo and ESOL) is mandatory at WelTec and Whitireia and all ākonga are assessed using the LLN tool at the beginning of their programmes. This information is then used by kaiako to diagnose their learners' reading and numeracy skills (and in some cases writing skills), and to provide space for a conversation with the learner about their results, goal setting and pathway to improvement.

Tutors use their knowledge about course demands based on the learners' literacy and numeracy needs to inform the level of embedding of literacy and numeracy within a course, and modify their methods and activities to meet the needs of ākonga. Connections are made with relevant progression pathways so that the learning is contextualised, and ākonga are alerted to the importance of having strong literacy and numeracy skills for their employment and academic pathways, as well as the impact it will have on their wider life and whānau experiences. Additional support from literacy and numeracy specialists is provided to kaiako and ākonga during programmes to ensure that appropriate gains are being made.

Learners assessed as being below the required literacy and numeracy levels at the beginning of the programme are assessed again at the end of the programme to measure gains. We are pleased with the level of tutor engagement in this process and an increasing willingness by ākonga to participate, to set goals for themselves, and to work with kaiako (and their peers) to improve. We note that there are challenges in engaging students with the LLN tool at the end of the programme and recognise this is a sector-wide issue.

Gain results are analysed by programme, learner cohort, faculty and institution and used in evaluating the effectiveness of teaching and in addressing the needs of ākonga. All programmes across WelTec

and Whitireia are required to evaluate their literacy and numeracy outcomes in their annual evaluation reports. Effective practices for improving literacy and numeracy skills are shared regularly across discipline areas and across kaiako in both institutes.

Teaching staff hold or are working towards completing a tertiary teaching certificate, with some also completing their National Certificate in Adult Literacy and Numeracy. Kaiako have undertaken professional development in additional areas to support the development of their personal toolkit and better understand the learners they are seeing. For example; "understanding the young person brain," "dealing with 'difficult' students," and also specific workshops on working with Māori and Pasifika ākonga. Kaiako have access to examples of good practice documented by other teaching staff to assist them to have meaningful engagements with their learners. A holistic approach is undertaken for our foundation ākonga that includes student support services who can provide additional support to high needs ākonga. Our student support staff may also take up opportunities to co-teach with our tutors from time to time to improve a cohort of learners' literacy and numeracy skills and overall achievement. Kaiako have access to learning support mentors and Māori and Pasifika support staff as well as literacy and numeracy specialists to assist them.



2017-2018

At WelTec and Whitireia we know that ākongā who complete our programmes with embedded literacy and numeracy improve their skills enabling them to undertake higher levels of study or achieve better employment outcomes. Kaiako know the profound difference embedding literacy and numeracy in programmes makes for the learner. For ākongā who are parents and caregivers of children it enables them to engage with their child's learning in ways that were not possible before. The ability to read and understand a school report, to read to a child, to support tamariki as they progress in their learning journey is transformational for whānau.

As we anticipate the future enrolment of school leavers with few or no school qualifications, and engage with more adult ākongā who may not have high literacy and numeracy skills, we will continue our focus on embedding literacy and numeracy in all appropriate level one to three programmes.

As described earlier, the Foundation and Reconnecting to Learning centre will provide more specialist leadership and support for our level one to three programmes. These programmes are taught within their discipline area but receive additional guidance and support with literacy and numeracy, and other specialist

reconnections with learning support for both ākongā and kaiako.

In 2017-18 the focus will be further deepening the embedding and implementation practices and use of the Assessment Tool. Kaiako may also explore the use of the Assessment Tool for other cohort groups at higher levels, to provide more tailored support for those for whom English is a second language.

Priority 5: Strengthening research-based institutions

Tū Te Whare Rangahau

Whitireia and WelTec are committed to a strong research culture that supports the delivery of professional and vocational qualifications offered by the institutions.



Research activities directly inform teaching practices and staff at all levels are encouraged and supported to engage in applied research activities. Research activities also inspire ākonga and kaiako who are identifying innovative and practical solutions to problems encountered in industry and the wider community. There has also been a notable increase in the number of staff engaged in, or having recently completed, postgraduate qualifications.

Staff research also serves to strengthen the knowledge in the discipline areas in which they teach. The results of their research have practical outcomes that are applicable to individuals, communities, industries and society. Recent projects include: collaborative research with Capital and Coast District Health Board and Compass Health exploring the training needs of primary healthcare

nurses in the Porirua area, and designing prototypes of mobile robots capable of mimicking real life creatures that can travel across difficult terrain.

One of the benefits of the strategic partnership is the co-convening of an annual research symposium where kaiako present findings from recent research activities. It is encouraging that the reach and influence of the symposium increases each year, to the extent that participants from a range of tertiary education organisations across the country also attend to learn from us and share new insights.

In recent years, additional resources have been directed to support the regional enterprise culture, using the expertise and specialist equipment located in our institutions to develop innovative products and services that have a value to industry. This activity ranged across a number of projects from tourism and engineering through to sustainable waste management and prototype design.

2017-2018

WelTec and Whitireia propose a stronger focus on research that leads to increased knowledge transfer directly relevant to business and industry. In addition, we will strengthen the contribution that we make to Māori and Pasifika communities through research undertaken in partnership with these communities, and in collaboration with other tertiary education institutions and agencies.

To enable us to meet these objectives we are refocusing research services, building research capability and capacity; facilitating linkages between research activity, teaching and learning; promoting and supporting innovative activity and technology transfer relevant to the interests of business and industry; and further engaging with Māori and Pasifika to deliver research outputs that directly meet their needs.

Over the next two years, we will continue our strong focus on developing research capability and enhancing research productivity and innovation at WelTec and Whitireia. Both institutions received funding from the 2012 funding round of the Performance-Based Research Fund (PBRF), and despite not being research intensive institutions as universities are, we do have an expectation that the number of research outputs as measured by PBRF criteria will increase. Growing the number of PBRF-ranked researchers is a journey that both institutions have embarked on through staff recruitment, retention, provision of internal funding support and research office support.

We will be putting renewed emphasis on facilitating co-operation and collaboration with those engaged in research and innovation across institutions and with industry and other external institutions and organisations.





Priority 6: Growing international linkages

Tū Te Hononga Ki te Ao Whānui

WelTec and Whitireia operate beyond the Wellington region, having a significant base in Auckland where the cohort is predominantly international students.

We have a strong international reputation with around 20% of our combined learner body made up of international students. International ākonga at WelTec and Whitireia provide a real global dimension to us. Their contribution to our wider learner cohort is profound. The perspectives and experiences these ākonga provide to our domestic cohort is rich. The international learners' time with us also provides them a new view of

the world and the people in it. In particular, through their exposure to Mātauranga Māori and Te Reo, and through the applied and industry-directed projects they work on during their programmes of study.

Our international students do well in our courses which are predominately face-to-face, with small class sizes, and industry-infused project work. Beyond the government priority to increase international education in New

Zealand, our driver is about the diversification of experience for our ākonga, the sharing of cultures and perspectives, and ensuring our programmes are globally relevant and so therefore are our graduates.

We already achieve consistently high satisfaction rates from international students, as measured by the latest International Student Barometer survey¹⁸ and will continue to adapt our services to the changing international student demographic.

¹⁸ ISB April-June Wave 2015 (Note: Whitireia did not participate in this study)..

2017-2018

Further development of the WelTec and Whitireia strategic partnership from 2017 will include the development of a more integrated approach to marketing all our education brands and programmes in key international markets; primarily China, India and ASEAN countries.

A major strand of our international development over the next period will focus on growing the number of collaborative strategic partnerships with like-minded tertiary institutions to provide pathways for ākonga and kaiako. Both WelTec and Whitireia already have a number of partnership agreements in place in China, and expansion of these arrangements into other key marketplaces including India, the Philippines and Vietnam will be a priority in 2017-18. NZQA will continue to provide an important conduit to these plans by further developing New Zealand's reputation for high quality education outcomes in the international arena.

More effective matching of our programmes by marketplace is likely to underpin future international growth. This will include pinpointing opportunities for both partner institutions and ākonga by country and region, such as targeting ICT Graduate School promotion in Bangalore, India; raising awareness of our Health and Early Childhood Education programmes in China and the Philippines; and expanding our footprint for Certificate and Diploma qualifications in new technology related areas by

growing Computer Power Plus developments in emerging markets including Vietnam. Additionally, the launch of Te Auaha in 2018 will provide new impetus for enhancing Wellington's reputation as a world leading creative hub in places such as Mumbai, home to India's Bollywood film industry, and Xi'an, China's 'Silk Road' departure point, where historically intellectual and cultural knowledge exchanges have been driven across science, arts and literature, as well as crafts and technologies.

We are focused on providing excellent pastoral support and maintaining attention to quality learning outcomes across all WelTec and Whitireia provision by continuing to develop a small core of sustainable, high performing agent relationships in-country, and working in partnership with key stakeholder agencies, including Education New Zealand and Immigration New Zealand. This will further enable WelTec and Whitireia to continue to put ākonga first. Based on predicted population growth over the next five years, the international student cohort at WelTec and Whitireia is likely to continue to reflect New Zealand's current international migration trends, with 15-20% of future students coming from the Asia-Pacific region.



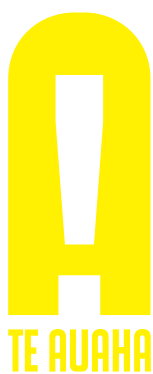
Our provision

Ta Mātou Mahi

In 2015 WelTec and Whitireia delivered 279 programmes of study to 16,786 students in areas including business, information technology, construction, engineering, creative industries, health and social services, Te Wānanga Māori and hospitality.

WelTec and Whitireia have some very clear areas of specialisation and a number of centres of excellence.

Our newest centre, currently under construction, is Te Auaha, New Zealand Institute of Applied Creativity. This is a very Wellington region and uniquely WelTec and Whitireia specialisation. By the end of 2017 our new centre will open in central Wellington that will bring together new (and some existing) programmes of applied creativity offered by WelTec and Whitireia. In close partnership with industry we will be offering learning in a new way, in a new space, very much integrated with industry and the community around it.



This new building will be more than a learning space. It will be a space for creativity and performance, a space for industry to work and interact directly with our ākonga, and a place

for people to experience creative works in a way they have not been able to before; not just as receivers but as joint creators. There will

be new models of learning that reflect both the needs of industry, identifying that learning is life-long and collaborative, challenging who is 'expert' and who can unlock thinking for innovation. This area is one where we are very much in partnership with local government, who have been supportive of the types of facilities, activities and events this building and educational provision will provide. As Te Auaha builds its reputation as New Zealand's premier institute of

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applied creativity, attracting creative talent from around the country and around the world, we expect learner numbers in creative programmes will grow over the next ten years.

Nursing and paramedicine delivered by Whitireia in Porirua is another specialist area for us. We attract ākonga from all over New Zealand as well as internationally into these programmes. Investment in first-class facilities and equipment has



supported the strength of these programmes and the outcomes for our graduates. Increasingly we are seeing the synergies of our regulated and unregulated health disciplines and we will be further exploring the new opportunities that will come from these multi-disciplinary approaches.

The WelTec School of Hospitality and Tourism, based in a specifically designed space delivers the City and Guilds qualifications in conjunction with New Zealand certificates and diplomas. In July 2016 it was formally recognised as the International Centre of Excellence – Asia Pacific by City and Guilds. This top international honour not only celebrates the calibre of the programmes, staff and outcomes of our graduates, but also highlights the strong collaboration we have with industry. This award puts us firmly on the international stage, and is already impacting on the level of interest in our programmes.

WelTec's engineering programmes are highly regarded and linked strongly to industry need and the government's priority to increase the numbers of graduates in levels 6 and 7. Our school is the only one providing training for engineering technicians and engineering technologists in the Wellington region; in fact we are the only institution providing a comprehensive engineering portfolio between Hamilton and Christchurch (disciplines include; mechanical, civil, electrical, automotive engineering). Our provision is complementary to that of the universities who offer the Bachelor of Engineering (BE). We work in partnership with IPENZ, Callaghan Innovation, schools, WREDA, Technology Valley in the Hutt, and government to help grow the numbers of women, Māori and Pasifika to achieve the appropriate credits from school and/or go through our foundation courses to support their success through our engineering programmes. We are

on the edge of a wave of growth as we see greater numbers of ākonga seeing the opportunities that our applied engineering programmes offer them. The question for us increasingly will be one of how we manage the growth, which can be resolved with longer term funding models and certainty of investment through time.

The Wellington Regional School of Construction, opened in 2015 and located in Petone, is another example of a specialist teaching and learning space that has positively impacted on the delivery of much needed construction graduates for Wellington and the nation.

From programmes that embed literacy and numeracy at levels 1-3 on the New Zealand Qualifications Framework to applied Masters degrees, WelTec and Whitireia educate very distinctive cohort groups and work to support a variety of ākonga needs. One of the strengths of our strategic partnership is our combined commitment to the

learner, opening access to services not previously available, supporting them through their learning journey, and celebrating their success – whatever success for an individual learner may look like for them. Linked to this is the quality of our teaching and support staff.

For us at WelTec and Whitireia vocational education means industry-led and industry-infused, high-quality, applied learning, done in the classroom, the workshop, the work-place and in the community. We know our graduates run successful businesses across the sphere of disciplines from hair and beauty, to IT start-ups, to restaurants, to plumbing and electrical. We also know that vocational education provides a place for re-engagement in learning, for life-long learning, for upskilling, and for professional development.

In 2017 and 2018, our projected delivery by discipline cluster is set out in the table below:

Discipline Clusters	2017				2018			
	TEC Funded (SAC, YG, MPTT)	International	Other Funding Sources (ACE, MoE, STAR, Other contracts)	TOTAL	TEC Funded (SAC, YG, MPTT)	International	Other Funding Sources (ACE, MoE, STAR, Other contracts)	TOTAL
Performing and Creative Arts	773	71	12	856	795	86	12	893
Engineering, Construction and Information Technology	1765	444	531	2740	1793	444	531	2768
Health and Well-being	1760	138	61	1959	1773	138	61	1972
Te Wānanga Māori	49		44	93	49		44	93
Tourism, Hospitality and Applied Business	993	1069	154	2216	993	1069	154	2216
Grand Total	5340	1722	803	7865	5403	1737	803	7943

Conclusion

Wāhanga Whakamutunga

This Plan is signalling to the TEC a gearing up of the WelTec and Whitireia strategic partnership, the next evolutionary step in:

- a co-ordinated and strategic approach to academic planning and provision;
- a regionally co-ordinated approach to Māori aspirations and success – informed by iwi and the review;
- a regionally co-ordinated approach to Pasifika participation and achievement – informed by the review process;
- a regionally co-ordinated approach to pathways for our ākonga;
- a co-ordinated regional approach to both community and industry need; and
- shared services and facilities, including harmonization of systems and processes that add value and will enable further collaboration at a later stage.

Over the next two years we will be better positioned in our strategic direction and goals, connected and informed Māori success initiatives, Pasifika action plan, wider and connected initiatives for our identified priority groups including:

- those aged under 25;
- low socio-economic;
- refugee and migrant;
- diverse sexualities, sexes and genders.

Together WelTec and Whitireia have over 100 years of providing high quality vocational education provision in the Wellington region. We are about the people of the places we operate in, connected to industry, community and whānau, and focused on outcomes rather than outputs. Our strategic partnership enables us to retain strong institutional identities and cultures while improving effectiveness. Learning together, transforming lives.

