Investment

Plan

2017-2018

1.0 Introduction – Wintec's journey, current position and future directions

Our recent journey

Our mission remains the same as it been since 2003: to build stronger communities through education, research and career development.

Accordingly, as an Institute of Technology, our education and training programmes, research and commercial services are focussed on the delivery of four major outcomes:
- creating a highly skilled and employable workforce;
- helping to drive economic growth by increasing industry productivity and efficiency;
- promoting individual and social wellbeing for our students and their communities, and
- building an international education and training business.

Over the last 10 years in particular, we have undertaken a comprehensive and systematic change programme. This has seen significant investment and improvement in:

- Facilities and infrastructure
- Internal processes and systems
- Our programmes and staff capabilities
- Internationalisation
- Regional, industry and employer engagement
- Outcomes – for both students and employers

As a result of these changes we can now, with considerable justification, pride ourselves on being a modern institute of technology that works across the Waikato region, nationally and internationally with employers, industry and communities to understand and respond to the skills which are required in today's workforce and future work demands. We are the hub of creating a better future for the Waikato, and remain committed to providing professional and vocational training and driving the education and development of a skilled workforce.

We are also recognised as part of the global education community. We have a strong international perspective, and our staff, students and employers (as well as the economy) all benefit from the highly internationalised institution we have become. Total international enrolments on campus will, in 2016 reach, 1000 EFTS, a dramatic increase since 2010 when 560 international EFTS were enrolled, and an increase bringing nearly $ 7M more in annual revenue to Wintec to a total of nearly $14M, and a direct financial contribution (without considering flow-on benefits) to the regional economy of probably more than $50M annually.

Our **Educational Performance Indicator (EPI)** results demonstrate that Wintec is continuing to perform strongly and has maintained a high level performance over a considerable period and we are consistently near or above the sector median for student retention, successful course completion and qualification completion. We have also significantly lifted our engagement, and performance with Māori in particular – retaining high levels of overall participation, particularly at higher levels of the framework, while also working to lift outcomes. We are confident that we will be able to maintain these levels of performance.

We have also engaged significantly with recent government, and TEC, initiatives, especially those around youth, at-risk-youth, and secondary-tertiary partnerships. This has been through Māori-Pasifika Trades Training, Youth Guarantee, Trades Academy, and vocational pathways initiatives.

At the same time, we have continued to develop our higher-level offerings, matching these to the ever-changing needs of our local economy, including the promotion of STEM-related subjects.

We have maintained the highest category 1 EER ratings from NZQA.

At the same time, since undergoing significant review, and resulting efficiencies, in 2006-7, we have been a financially sustainable institution, with strong underlying financial performance despite also undertaking a significant re-investment in facilities and infrastructure over this time.

More specifically, with regards the last investment plan period we undertook to, and delivered;

- maintaining our core of high quality, relevant provision at level 4 and above, and close alignment with the needs of our region
- improved partnerships to develop provision for Māori and Pasifika
    - introduction of *He Reo Aratau Certificate in Te Reo and Tikanga Māori (Waikato Tainui)* (Level 3), developed in partnership with Tainui
    - implementation of the Pasifika Engagement Strategy
- improved outcomes for Māori and Pasifika, and lifting performance at higher levels on the New Zealand Qualifications Framework (NZQF)
    - Successful Course Completion for Māori students enrolled in Bachelors Degrees have increased to 80-81% in 2014/15 from 78% in 2011
- strengthened regional collaborations for the delivery of secondary / tertiary partnerships, and greater alignment with vocational pathways
    - the Waikato Trades Academy delivered 560 places in 2016
- continued growth in our on-shore international activity, and diversification of our international student population
    - 1000 EFTS expected to be generated by International students in 2016 from 55 different countries.
- extension of our off-shore international activity for delivery, partnerships and pathways, and consultancy
    - opening of Jinhua Polytechnic Wintec International College in China
- expansion of our STEM (Science, Technology, Engineering and Mathematics) provision
    - developed and delivered integrated engineering pilot programmes with Fraser High School and Fairfield College
- further development of provision to support Primary Industries
- continued campus modernisation and capacity building
    - opening of 'Wintec Apartments', our first student accommodation complex on the city campus
    - redevelopment of Rotokauri student hub
- implementation of product portfolios and product management disciplines
- implementation of Teaching and Learning Directions

Future directions, and intentions for the next investment plan period and beyond

While we believe all of the above has led to our current position wherein we are an extremely strong provider, we do, like everyone else face the challenge of constant change to remain relevant in a dynamic economic and social environment. We recognise that in order for us to maintain our role as

a leading and sustainable provider of education and training now and into the future, we need to continue to adapt. We will need to speed up the implementation of our longer-term strategies outlined in our Strategic Plan to "future proof" Wintec. We will need to ensure we can remain competitive in a continually changing environment; that we are agile and responsive; and we continue to deliver the skills that industry demands.

In 2015, we refreshed our Strategic Plan, ensuring alignment with the Tertiary Education Strategy (TES) priorities, and reconfirmed our mission, vision, values and strategic goals (see Appendix 1). We reviewed and confirmed our eight focus sectors, adding Information Communication and Technology (ICT), in recognition of the government's commitment towards strengthening outcomes in those areas.

In addition, we strengthened our strategies and outcomes to drive stronger organisational performance in the following areas:

- increased connectivity with industry and employers
- strengthening employment outcomes
- enhanced use of technology to advance teaching and learning
- lifting the achievement of Māori and Pasifika
- furthering international linkages, and the development of our on- and off-shore delivery
- implementing strategies to improve organisational and staff capability

More importantly we are also intending to undertake:

- continued reinvestment in our facilities and infrastructure, with a continuation of our campus building and modernisation programme
- significant programme renewal (through both TROQ and our own activity)
- new developments in key areas aligned to the changing economy – most importantly in ICT, Engineering, Design and specific postgraduate areas
- a major redevelopment of our programme design and pedagogy - including increased industry engagement (placements and internships for staff and students and the increased use of industry-based input), embedding project and enquiry-based learning into all programmes, embedding 'new work skills' (in recognition of growing employer demand for these).

Demand and funding

While total SAC enrolments dipped slightly 2013-14 in particular, enrolments started to re-grow somewhat in 2015, and this has continued in 2016. For 2016 we anticipate delivering between 99.5%-100% of our agreed allocation.

Moreover, we see underlying demand remaining at current levels over the next 3-4 years. Notwithstanding wider sector decreases and falling demand elsewhere, we are confident demand for SAC-funding at level 3 will remain strong here in the Waikato, reflecting certain key drivers:

- a strongly growing regional population overall
- a large, and particularly youthful Māori population within the region – a population we are engaging with more successfully over time
- school leaver cohorts that are not decreasing as rapidly as many regions

- TROQ-led changes to programmes that will see a transfer of demand from level 1-2 to level 3
- some specific new programme developments that we believe will effectively draw upon new intakes of students from across the region that we have previously not been able to attract
- some pipeline increases reflecting the re-growth that we have witnessed over 2015-16 in some new intakes.

For the reasons above we do not believe our current initial allocation of EFTS will be sufficient for 2017, and even less so in 2018. With the exception of reduced SAC funding for the proposed level 3 and 4 primary industries competitive fund pilot, we would request that our allocation remain consistent with our 2016 allocation.

We would therefore request a reconsideration of this initial allocation to enable us to meet demand.

The financial stability and certainty this also provides, means that we will also be able to continue our reinvestment and development plans with a greater level of confidence. Reductions in overall funding levels at this time are not consistent with the stability we require to undertake the next phases of our ongoing investment and development plans.

2.0 Regional and National Context - regional economy and demographics

Waikato is a medium-sized economy, with traditionally a strong focus on primary production and agri-manufacturing. The region contributes approximately $18.3 billion (9%) to the New Zealand economy[1]; which makes it the fourth largest region behind Auckland, Canterbury and Wellington. Covering some 20,000 square kilometres, the region consists of one city (Hamilton) and 10 districts, three of which lie across the regional boundary (Waitomo, Rotorua and Taupo)[2] Expansion into the provision of specialist and professional services, tourism, manufacturing, and specific goods and growth in the delivery of specific goods and services ensures the region continues to grow as a hub with strong transport connections.

Waikato's central location between the Auckland, Bay of Plenty, Hawke's Bay, Manawatu-Whanganui and Taranaki regions makes it a nationally significant corridor for infrastructure, such as road and rail transport, electricity and natural gas, telecommunications and data.[3]

9.4% of New Zealand's total population live in the region, and this is set to grow by approximately 40%, from 425,000 (in 2013) to more than 600,000 people by 2063[4]. This is consistent with the ageing of populations globally.

At the same time, Waikato is experiencing a growth in the Māori youth population, and increasing numbers of refugees and migrants. The 2013 Census reports that approximately 21% of people in Waikato Region consider themselves Māori, compared with 14% for all of New Zealand. The Waikato Māori population is the second largest when compared to all other regions and has increased by 9.6% (7,341 people) since the previous census.
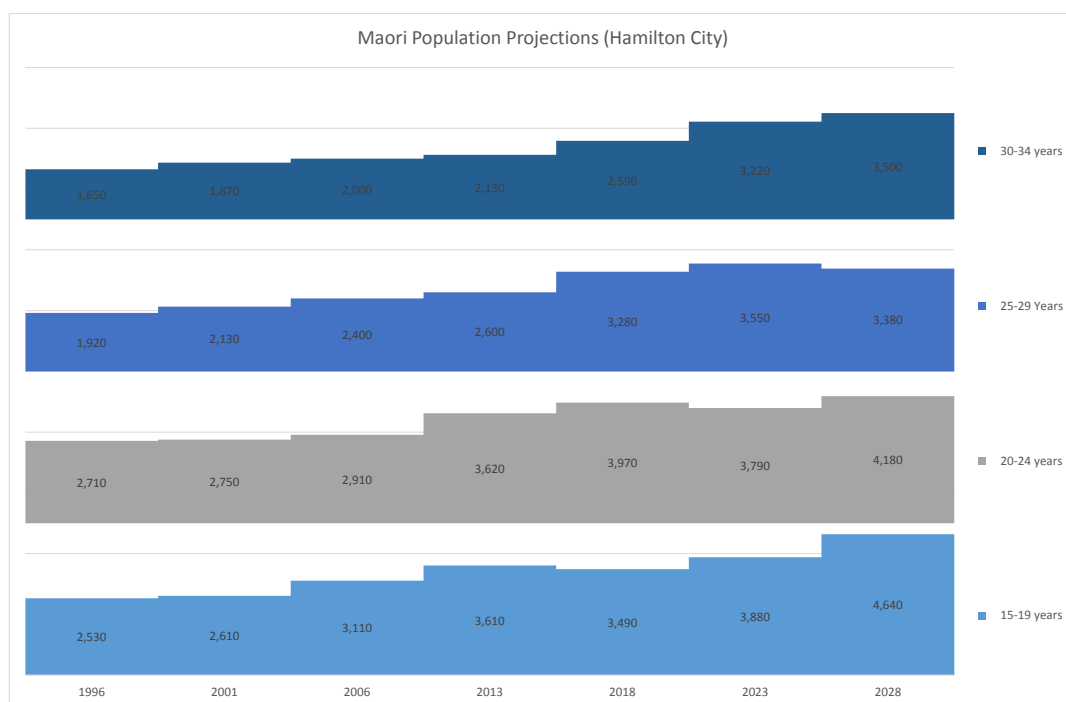
Nationwide there are shifts in the overall student population and, more specifically, declining numbers of school leavers. This presents challenges for tertiary institutions who rely heavily on the school leaver market as their biggest intake year on year. However, the school leaver cohort is not decreasing as rapidly in the Waikato as in other regions. Further, the projected growth in Māori aged 20-24 years in 2018, presents opportunity for Wintec. In 2015, nearly 30% of our overall student population were in the 20-24 age bracket, representing the largest market segment. As this segment grows, we expect to see increased demand for programmes at level 3 and above, and expansion across the region, including community-based delivery. This will require us to identify new programmes that will enable us to draw upon new intakes of students from across the region that we have previously not been able to attract. This will include programmes developed specifically for Waikato Tainui, to assist them in meeting the priorities identified in their Education Strategy. It will also require us to target specific industries, co-developing programmes that will enable increased access and participation for Māori. **In order for us to achieve this, we will need to review our overall allocation, as our provision at level 3 and above increases.**

---

[1] MBIE Regional Economic Activity Report 2014, p20. http://admin.waikatochamber.co.nz/files/file/1051/rear-regional-report-part2.pdf

[2] Economic development issues and opportunities : A background report to inform the Waikato regional economic development strategy (October 2013). http://www.waikatoregion.govt.nz/PageFiles/27660/EconomicDevelopmentStrategy-Backgroundreport.pdf

[3] Waikato region economic profile (highlights) (November 2012). http://www.waikatoregion.govt.nz/PageFiles/23558/brochure.pdf

[4] Population, family and household, and labour force projections for the Waikato region, 2013-2063 (2015 update). Waikato Regional Council Technical Report 2015/28. http://www.waikatoregion.govt.nz/PageFiles/39490/TR201528.pdf

Maori Population Projections (Hamilton City)

	1996	2001	2006	2013	2018	2023	2028
30-34 years	1,650	1,870	2,000	2,130	2,590	3,220	3,500
25-29 Years	1,920	2,130	2,400	2,600	3,280	3,550	3,380
20-24 years	2,710	2,750	2,910	3,620	3,970	3,790	4,180
15-19 years	2,530	2,610	3,110	3,610	3,490	3,880	4,640

Regional boundaries are becoming less clear, as the impact of the growth in Auckland and "slow creep" into the Waikato regional economy starts to take hold. Traditionally, Auckland and Waikato have shared a strong interdependent relationship, in part the result of the development of shared infrastructure, but also the provision of specialist services, education, entertainment and employment.[5] Wintec is well placed to respond to regional social and economic developments, and contribute to the growing demands being placed on Waikato. We see this as an opportunity to expand our regional partnerships and continue to support businesses and local economies to grow.

We expect this will also lead to increased demand for packages of learning at level 3 and above, to meet the demands of a growing economy. Our industry partnerships will increase, and opportunities for stronger collaborative ventures will likely emerge.

2.1 The Wider National and International Context - global challenges and trends

The world we live in is changing faster than at any time in our history, and in almost every way imaginable. It is condensing, and its centre of influence shifting, providing both challenges and opportunities for providers of education and training. By 2100, more than half of the world's population will live in India, China, or Africa. This will undoubtedly impact on global policy leadership and the sale of education goods and services. New Zealand companies will need to do more business in those markets. As we take advantage of the opportunities to trade in these new markets, the rise of new competitors requires staff with different skills in order to realise their business strategies.

---

[5] http://www.waikatoregion.govt.nz/PageFiles/32214/TR201457.pdf, p44.

This wider global reach, enabled by advances in technology, together with changing student perceptions and expectations, and increasing demands from employers for highly skilled workers, require adaptability from education and training providers.

Disruptive technologies and new business models are combining with changing demographics, increasing affluence in the developing world, increased globalisation, and the very nature of the way we live, work and communicate – to drive a radical level of change.

Education is not immune to the disruption enabled by technology. The significant increase in the availability of content online and the mass expansion of this is shifting the value of education. For many, content or curriculum will no longer be the core differentiator, or the primary marker of competitive advantage. Rather, providers will be assessed on how well they are able to coordinate and deliver increasingly complex offerings into useful packages for students and employers.

It is estimated that over the next five years $2.5 trillion will need to be spent on education and healthcare in developing countries, to ensure the continued stability of the global economy.

Further, the nature of jobs are changing, with the disruption of new technology and innovation, and the rise of smart machines require a different mix of skills and attributes. Technical knowledge, supported by strong work skills are the norm, and employers are telling us that the right combinations are difficult to find. These "new work skills" include:

- cross cultural competency
- adaptive thinking
- social intelligence
- sense-making
- innovation under constraint
- craft
- storytelling
- computational thinking

Organisational forms are fracturing into three core clusters, with an accelerating pace:

- conglomerations – the merger of cross-disciplinary minded businesses, creating larger organisations than we have seen before
- organisations focussed on social and environmental good – customers demanding environmental credentials and ethics
- small, flexible and networked businesses – minimal fixed costs, and the recruitment of a diverse mix of people, on an affordable ad hoc basis

Our capability in responding to these shifting demands, our agility and speed to adapt, become increasingly important, as we recognise that change is now the only constant in our lives.

These "global drivers" can be summarised under five mega-trends that will transform the higher education sector over the coming years. They are broad concepts providing both challenge and opportunity for tertiary education providers6. They have been summarised as follows:

---

[6] University of the Future: A thousand year old industry on the cusp of profound change. Ernst & Young, Australia, 2012.
http://www.ey.com/Publication/vwLUAssets/University_of_the_future/$FILE/University_of_the_future_2012.pdf
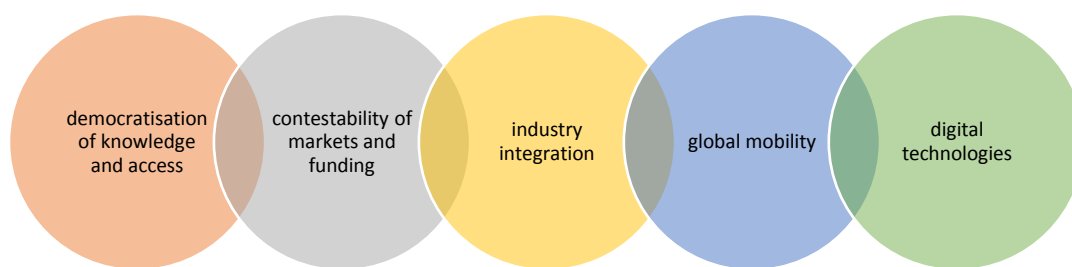
Democratisation of knowledge and access

This refers to the phenomenon of greater acquisition and distribution of knowledge to the masses. Enhancements in technology and digital platforms have meant there is greater consumer choice, and broader access to free content, anywhere, any time. Technology has enabled growing participation in non-traditional markets and is a significant force behind driving a 'global education revolution'. This has led to shifts in the approaches to teaching and learning, pricing structures, distribution and competition, as education becomes a facilitator of social equality.

Contestability of markets and funding

Increased competition for funding and market share requires providers to seek out alternative sources of revenue. Fundamental changes in both student and employer preferences and expectations are driving the requirement for new business models. This also creates increasing competition in the domestic and international markets, and considerable new opportunities, including access to non-traditional contestable funding sources (eg, non-government funding). The rapid growth in education, according to United Kingdom forecasting, is set to make it the largest service sector industry within the next few years. It is likely that the same trend will emerge in New Zealand.

Industry integration

This refers to the drive to increase integration with industry, to differentiate teaching and learning programmes through industry-based learning, and to co-invest in the private sector in specialist professional programmes. Industry becomes both customer and partner in the development and delivery of specialist professional training. The role of technology on business, and the fracturing of organisational forms has created new jobs and the requirement for new skills, and a mix of applied theory and practice. The broadening of the scope and scale of industry-embedded learning also leads to strengthened research partnership and the opportunity to expand commercialisation activities.

Global mobility

An ageing population, and the shift of the international community away from Europe and towards China and India, present interesting challenges in terms of sustaining / maintaining market share. Students and staff are increasingly mobile, and there is now a proliferation of tertiary education provider brands in the global marketplace. The impact of globalisation is reflected also in a growing demand for skilled people from developing and emerging economies. This creates a war for talent (both staff and students), and an increasingly competitive environment. However, it also opens up opportunities for global partnerships, the internationalisation of education, and expansion into markets which may have been difficult to enter.

Digital technologies

Digital technologies have transformed many industries, including higher education, and have become positive disruptors which accelerate the rate of change away from traditional approaches to teaching and learning delivery and access. Although it is expected that physical campuses will remain, the distribution of learners across a range of delivery models will increase, requiring different pedagogies, and new capabilities among teaching staff. As the workforce "hollows out", education becomes the bridge between lower skilled roles and higher skilled roles, and the key to ensuring continued productivity.

2.2 As a result we must continue to adapt and change

We cannot meet the opportunities provided by this future with traditional education models. We must change in order to remain current, and competitive. This will require innovation, so we can cope with the constant wave of disruption happening across markets and industries.

It means new models of education delivery, and the teaching of new work skills to equip our students to operate in a rapidly changing technological, media and communications landscape. It will require us to deliver transdisciplinary skills, to prepare our students for work, and to future proof their careers, ensuring life-long success. We recognise that "65% of today's students will be doing jobs that don't even exist yet"[7] and that it is our responsibility to support them on their journey. And we must recognise and value the place of vocational and professional education as an equal partner to academic education. As the needs of employers and businesses continue to change, we will need to respond accordingly, to improve productivity and drive innovation.

This changing landscape also requires us to consider new business models; ones which enable us the flexibility and agility to compete in an increasingly complex market, advancing the role of vocational education in creating the workforce of the future. To do this, we must change.

3.0 Current and future directions to ensure we remain relevant and competitive

The ITP sector embraces differentiation and specialisation. It is aligned behind common standards and principles, offering a network of provision to respond to national and international opportunities. For Wintec, this means that the unique value of vocational education is recognised and seen as of equal value, and complementary to, traditional academic pathways. More than that, we see the role of vocational education being elevated as we move towards closer links with industry and clustering of disciplines to respond to real working environments.

Our operational environment must mirror what we teach. It must enable and embrace innovation and flexibility, encouraging entrepreneurial activity. Aligned to this view, our facilities, capabilities, technology, operating models, and international linkages, must adapt and grow. To build the workforce of the future, we must ourselves become future work focussed.

---

[7] "Future proof yourself : tomorrow's jobs".
http://enterprise.blob.core.windows.net/whitepapers/futureproof_tomorrows_jobs.pdf

Our teaching will shift from traditionally discrete discipline based models, to cross-disciplinary, cross faculty constructs, and inter-disciplinary packages of learning. Learning outcomes will include core work skills, and opportunities for learners to progress from literacy to fluency to mastery, as they advance to higher level study. Blended and flexible delivery options, project-based learning and real work experiences will become the norm. Our teaching environments will more closely resemble real working environments, and will require investment over the coming years to enable greater flexibility in design and usage.

We recognise that the changing nature of work requires greater flexibility and agility to be able to respond quickly to those changes, and continue to supply the skills that employers require. This includes acknowledging that workers are more likely to seek ongoing training throughout their career, and at different stages of their working lives. Our agility will enable us not only to respond to change, but also to be at the forefront of creating change.

We recognise the value of collaboration, working in partnership with industry and with other providers to build the local, regional and national economy.

To ensure our success, our focus over the next two years is to:
- increase staff engagement with industry;
- work with commercial partners and employers to provide unique work-based learning opportunities;
- ensure our teaching has work integrated and project based learning;
- increase access and support into education;
- partner with Waikato Tainui to meet tribal needs and aspirations;
- increase staff confidence and capability with international, Māori, youth and migrant learners;
- diversify and contextualise our products and services to meet the needs of our domestic market and our global partners off-shore;
- leverage opportunities to showcase Wintec, strengthening our engagement with key partner organisations, businesses, government organisations, and not-for-profit organisations;
- ensure our academic and support structures are aligned to industry clusters, and emerging future trends;
- grow our business to business customers, and providing training solutions for companies and industries;
- partner with industry to provide specific research solutions and capability.

Wintec's response and our strategic direction

The purpose of this Plan is to respond to the Government's priorities as outlined in the Tertiary Education Strategy 2014-2019, the leadership statement on international education, and the Tertiary Education Commission's (TEC's) requirements of institutes of technology, and our analysis of the changing needs of our region.

In 2015 we refreshed our Strategic Plan for 2016-18, confirming our mission, vision and values statements. We redefined and updated our focus sectors to reflect changing demands, and shifts in

Wintec's emphasis, and to ensure continued alignment with the expectations of tertiary education. Our eight focus sectors are:

1. agritechnology / primary sector
2. high value manufacturing, engineering and trades
3. business and finance
4. health and social services
5. creative, digital and design industries
6. energy
7. supply chain management and logistics
8. information and communication technology (ICT)

We reviewed our strategic goals, and the outcomes we seek. Our five strategic goals are:

Our strategic goals outline our three year outlook across all aspects of our organisation's activity, challenges and opportunities, and priorities for action, are aligned to the six Tertiary Education Strategy priorities, and set the context for this Investment Plan.

4.0 Making the changes happen - Connect Programme, the vehicle for change

The three primary goals of the Connect programme are to: (1) enrich delivery of our programmes consistent with our Teaching and Learning Directions; (2) enhance our staff capability to strategically manage and deliver new and redeveloped programmes; and (3) enhance the customer experience for students and employers/industry partners.

Effective delivery of the Connect Programme Plan will require completion of projects that interface with the product development process, more specifically:

- Teaching and Learning:
    - internationalisation of content,
    - work/project-based learning,
    - employability (soft skills), and
    - blended learning modelling for efficient and effective delivery.
- Capability Development:
    - micro-accreditation to teach international,
    - micro-accreditation to teach Māori,
    - industry secondment of staff, and
    - capability development for staff to facilitate project-based learning.
- Customer Experience:
    - customer insights framework
    - customer promise
    - customer journey mapping

Education – and tertiary education, in particular – is critical to our economic and social success as a nation. For New Zealand to be globally competitive, we must equip our workforce with knowledge, skills and the ability to adapt to evolutionary and revolutionary change. The social, technological, economic and demographic trends driving transformation are ongoing, and present challenges and opportunities to Wintec.

As a tertiary education provider we must meet the needs of learners and the community, and ensure that at an organisation level, we can adapt to pressures and changing demands to deliver better education outcomes. To meet our strategic objectives as an organisation, we must embrace innovation and flexibility and have the agility and responsiveness to recognise the changing needs of employers and businesses seeking to lift productivity and drive innovation.

Driven by Wintec's Connect change programme, we will pilot across five product groupings: qualification development, commercial education services and products for industry, research and brokerage facilities; combined with new learning pedagogy, enhanced teaching models, and craft and new work skills embedded in the student journey. This will require industry engagement, product development, effective self-assessment and quality processes, capability development for staff and a focus on delivery models.

More specifically, we will embed a project-based/experiential learning model that will provide students with opportunities to work in cross-disciplinary, international and/or industry-based projects. This will equip students for the many different careers they will experience throughout their lifetime.

Students will also be exposed to 'new work skills' such as sense making and adaptive thinking; and, according to their level of study, they will gain literacy, fluency or mastery of these requisite skills. Taking this approach, students will be equipped to operate in a rapidly changing technology, media and communications landscape. Internationalisation will also extend into each product, incorporating skills development to enable students to work in the global environment.

This approach will be supported through an enhanced teaching model, which encourages increased participation by industry specialists who will illustrate relevance to practice through examples in their own business; working with senior industry representatives to negotiate and broker opportunities in

these sectors. Alongside, our core teaching staff, who are experts in education and discipline craft, will ensure authentic delivery of pedagogy and research. The team also includes coaches/facilitators who guide project teams and individuals in the process of learning and as they contextualise their new work skills.

We will also pilot our customer promise of guaranteed industry/work experience across every year of study.

5.0 Specific changes to be implemented

Goal: Our graduates are highly sought after by employers

Our students will be successful because our education and training is aligned with industry and employer needs. They will be equipped with the specialised knowledge, and soft skills they require to be successful in their chosen career.

- *Delivering skills for the future workforce*
  a. Redefine our industry clusters (therefore, content clusters) to meet emerging industry needs.
  b. New learning pedagogy, enhanced teaching models, and craft and new work skills embedded in the student journey (implementation of our Teaching and Learning Directions).
  c. Students will learn technical skills required for their roles, as well as 'new work skills', and achieve literacy, fluency and mastery as they advance from foundation programmes to higher levels of study.
- *Product portfolio – industry alignment – cross-disciplinarity / multi-disciplinarity / trans-disciplinarity*
  a. Review and refresh our product portfolios, to ensure currency, and anticipate future demand. This is as much about technical skills as it is about the future work skills industry require of all our graduates.
  b. Expand our offerings to include increasingly more non-qualification based packages of learning. This may include disaggregation of qualifications, and bundles of learning. We will do this, recognising that opportunities to engage in "bite-sized" learning, better suits some market segments (eg, those in work, needing to upskill).
  c. Expand our degree offerings with the introduction of additional programmes in Health, Social Practice and Science during the period of the Plan, where industry need, or significant national demand exists.
  d. Embedding of our teaching and learning models, ensuring blended / project based learning and the teaching of 'new work skills' across all of our programmes, further enhancing our competitive advantage.
  e. Develop strategy and value propositions for each customer segment (career launchers, career establishers, career consolidators, employers), to enable us to develop and deliver programmes at all levels of the NZ Qualifications Framework specific to those customers.
  f. Further advancement around Wintec focus sectors, including building business relationships, increased commercialisation activities, strengthened employer and community engagement, and academic programme development.

Wintec has been a national leader in the establishment of successful Secondary / Tertiary Partnerships (STP), and was part of the first wave of Trades Academies. We now have programmes across four vocational pathways and partner with over 30 schools, delivering education to 550 students.

Our staff are experienced in this type of engagement, at both a teaching and management level.

We continue to extend our STP models, and are launching a STEM Academy, under which sit several STP products. These include an integrated engineering programme, integrated health and science programme, a STE(A)M Design Thinking STP, aimed at engaging girls in maths and science, and an engineering holiday programme in partnership with Waikato Tainui.

Goal: We help build the economy and strengthen communities

Our profile and influence enables us to contribute to national and regional economic performance, innovation and capability, and international initiatives off-shore. We ensure that we build regional networks of provision and community partnerships that improve social outcomes and greater equity of access to education.

- *Delivering skills for the future workforce*
  a. Further strengthen our relationship with Waikato Tainui by continuing support for the delivery of their Education Plan.
  b. Scope opportunities for further product development, building upon the collaborative programme *He Reo Aratau Certificate in Te Reo and Tikanga Māori (Waikato Tainui)* (Level 3).
  c. Engaging iwi in curriculum development, and initiatives to provide pastoral support for Maori students.
- *Partnerships and collaboration*
  a. Establish collaborative partnerships with WITT and NorthTec, which aim to jointly develop programmes in IT, engineering and the health sciences, with blended delivery models.
  b. Continuation of our work with the Metros Group in key policy / funding areas (eg, EE2E).
  c. We will continue to offer choice in the region, with the view of growing the whole education business for the Waikato region, alongside Waikato University.
  d. ITO collaboration. Continue to foster stronger collaboration, recognising the expertise we each play, to respond to industry training needs.

Goal: We are a leader in international education, on- and off-shore

We continue to lead the development of off-shore educational services, delivery, and consultation, and build on our successes in the competitive on-shore international market.

  a. Further development of Wintec's reputation as a globally-connected institution. This includes firmly establishing our international education business across three areas – off-shore, on-shore and commercial initiatives.
  b. *On-shore* – further diversification of international student population on campus. We are on track to achieve our target of 1000 EFTS in 2016, with future growth plans of 1100 EFTS in 2017, and 1250 EFTS in 2018.
  c. *Off-shore* – Further our existing relationships in China. Expansion of current activities in China will lift our total lift to around 2000 students in 2017 and approach 2500 by 2018.

d. *Commercial initiatives* – further expansion on the range of products and services offered in a global market, including consultancy and other commercial activities. Projected revenues of $1M from total International Development Services (IDS).

e. Our international student customer experience will be known as a key market differentiator for Wintec. This will include:

    i. customised curriculum and student support to meet student demand

    ii. implementation of capability development programmes to support staff to build competency in teaching international students, including micro-certification for delivery in 2017

    iii. contextualising existing Wintec qualifications, to suit the international market

Goal: We are a modern and financially sustainable organisation

We are recognised as a high performing, modern and financially sustainable organisation, with facilities, technology, and infrastructure that create an environment for leading edge teaching, learning, and research.

- *Organisational capability / quality*

    a. Implement targeted strategies to attract and retain a high performing workforce, with the capabilities required to deliver on outcomes sought.

    b. Organisation-wide approach to workforce planning. Future-proofing the organisation to ensure we have the capability to respond quickly to changing demands.

    c. Review our organisational structure to ensure we are set up to deliver on the goals and aspirations for Wintec. This will include aligning our Schools and Centres to industry clusters, and the corporate services structure to support them.

    d. Embedding our Teaching and Learning Directions, ensuring our programmes include real work-based experiences, and blended delivery models, delivering the technical and 'new work skills' required by industry.

    e. Building our organisational capability to be able to deliver programmes for youth, Māori and international students, and improve outcomes for all.

Goal: Our research and commercialisation deliver real-world solutions

Our research and commercial activities continue to drive regional productivity, and our reputation for delivering practical benefits to industry, community, and institutional partners strengthens our quality, research-informed vocational teaching.

- *clustering of internally funded research around five themes:*

    a. inclusive culture, language and indigenous people

    b. innovation, creativity, and design

    c. human and societal health, wellness and performance

    d. transformative technologies and the future of learning, workplaces and careers

    e. regeneration, revitalisation and transformation

- Further expansion of the research voucher schemed, to encourage repeat requests from industry, with a view to becoming out-sourced research and development partners with industry.

- Increase revenue through contract-based research, workplace based education programmes, and commercialisation of research outcomes.

- Pilot a "Design Hub" in 2017, bringing multiple disciplines (creative, business, IT, mechanical engineering) together to solve an industry problem.
- Establish rangahau (research) collaborations with iwi organisations to drive enhanced economic performance, workforce capability and innovation capacity.

Goal: Collaboration and equitable access – working collaboratively within the sector

Access to skilled workers in any region allows businesses and local economies to grow. Overt collaboration and common goals will address the changing skills needed from tertiary education relate to employee requirements and employment opportunities in the market.

The collective institutes of Wintec, NorthTec and WITT have the intent, agreement and momentum in place to work together to maximise, improve and enable local access to appropriate tertiary provision and address the follow:

- improving the performance and value for money of the tertiary education system
- improving our performance in the way we operate as part of the broader education/economic system
- adapt more assertively and proactively to change and opportunities, including changing technologies, emerging models of delivery and the changing patterns of demand
- equitable improvement of the quality and relevance of tertiary education and research

To do this we will design and build equitable and collaborative access to targeted and relevant tertiary education for learners across a geographical spread effectively and efficiently.

Lower numbers and class sizes have traditionally prevented the viable and local provision of some high demand skills and education. This is due to a variety of factors that include; outdated methods of delivery, low or fragmented use of technology and siloed infrastructures.

Wintec, WITT and NorthTec will work together to develop and implement clear strategies to build a new more productive and collaborative model of education. This will demand equity by allowing access in multiple formats.

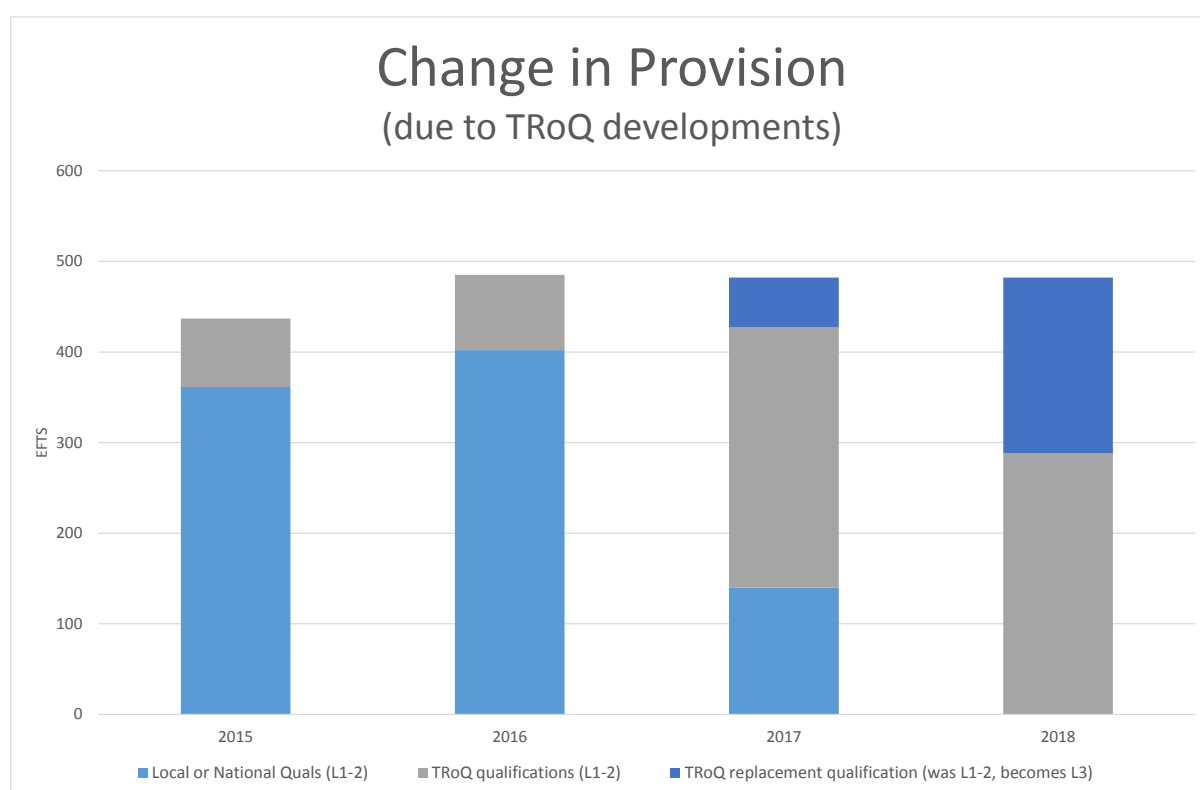We will work together to open up opportunities for areas that couldn't otherwise provide skills in the areas that the local industry and industry require. Lower numbers and location will no longer be the barrier to effective and inclusive provision. The highlighted areas for initial focus will be health, engineering and IT. These are priority areas in which we will collaboratively explore, plan and implement in the next 2 years.

6.0 Resulting Shifts in Provision

From Level 2 to Level 3

As qualifications are redeveloped through the TRoQ process, some shifts in the level of provision have occurred. In 2015 only ESOL Level 1 and 2 qualifications had been evaluated through TROQ with new qualifications being delivered from 2016. Remaining Level 2 provision is currently being redeveloped or is about to be redeveloped and delivered during 2017 and 2018. This will result in a number of Trades qualifications becoming Level 3. The following chart illustrates these shifts for qualifications that are funded through Youth Guarantee and SAC. Setting aside the outcome of the Level 1 and 2 Competitive Funding process (not known at this stage), and assuming similar levels of provision in 2016-17, up to 200 EFTS will be delivered in Level 3, which were previously delivered at Level 2. Some of this provision may be offset by foundation delivery at Level 2, depending on whether the student has met entry requirements for the level 3 programme.

This will result in an increase in provision at Level 3 and above. The level 2 programmes that are being replaced have all had strong and consistent demand for a number of years and this is expected to continue.

Change in Provision
(due to TRoQ developments)

Legend: ■ Local or National Quals (L1-2) ■ TRoQ qualifications (L1-2) ■ TRoQ replacement qualification (was L1-2, becomes L3)

This section provides an overall summary of Wintec's academic delivery during the investment plan period. It outlines our planned academic developments and the industry and programme areas that we intend to further develop and strengthen. Our planned delivery of TEC-funded training and education, noting major shifts by level and programme area, across the plan period is described.

We will continue to offer a range of high-quality programmes through a variety of delivery modes, to meet the needs of students and employers. Our commitment to innovative teaching and learning practices and our modern facilities will continue to provide learning opportunities for students that reflect real workplace environments. These approaches, combined with our progressive student support strategies will enable us to further improve educational outcomes for our students.

We have a broad portfolio of over 150 programmes from level 1 English for Speakers of Other Languages (ESOL) and level 2 Foundation and pre-trades programmes, to level 8 and 9 postgraduate diplomas and masters-level qualifications. These programmes have been developed in response to the needs in the region. They are spread across three schools of study and eight specialist centres.

Our programmes are continually updated in response to changing requirements. We undertake a significant amount of employer, industry and community engagement, in addition to our highly successful Employer Partnership Groups (EPGs). Through our EPG meetings and annual survey we are able to access valuable employer views on industry needs, required skills and competencies for graduates and suggestions for increasing the effectiveness of various programmes and delivery mechanisms. Wintec will establish strategic EPGs to connect more effectively with industry thinking and future requirements. We have well developed cross-organisation processes that manage and refresh our portfolio of programmes and academic products to ensure they remain current, industry-relevant and of high quality.

We will continue to make changes to programmes, and to our range of programmes, in response to the market. There will also be minor variances in volumes of particular programmes reflecting market demand, and the need to manage overall provision within a capped environment. A number of programme changes are expected over the plan period in response to emerging demands and changing needs.

The table below summarises Wintec's total provision in the period 2015 to 2018. This summary includes EFTS allocated to TEC SAC-funded programmes and other TEC funded activity, as well as a number of self-funded and commercial initiatives. At this stage there has been no assumptions made for competitive bids for L1-2 or the L3-4 Pilot.

SAC L3+ Provision

The two charts below demonstrate SAC L3+ provision at the beginning of the last Investment Plan period (2015) and the expected provision in 2018. The charts are organised by NZSCED Broad Category and level of study. The size of the 'bubble' correlates to the amount of provision. Comparing the 2015 chart with the 2018 chart, we are demonstrating where shifts in provision are expected to occur.

These changes in provision are mainly due to:

- the introduction of post-TRoQ qualifications (resulting in changes at delivery level and indicated with a '*' in the list below)
- expected growth in Bachelors degrees (after increased first year intakes in recent years)
- the introduction of new postgraduate programmes.
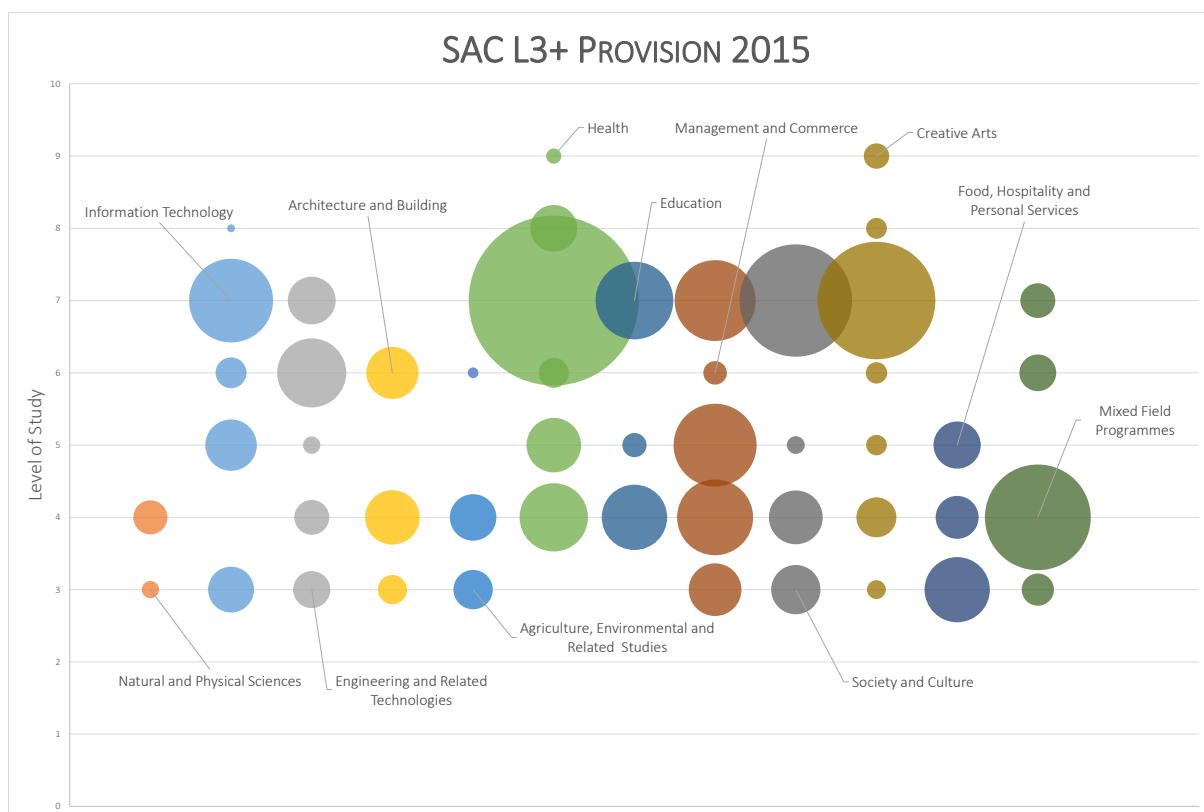
The largest area of provision in 2015 was in Level 7, Health along with Creative Arts & Society and Culture. The largest non-degree provision was within Level 4 Mixed Field Programmes (which included the Certificate in University Preparation).

SAC L3+ Provision 2018

Bubble chart titled "SAC L3+ Provision 2018" with x-axis showing NZSCED fields and y-axis labelled "Level of Study" ranging from 0 to 10. Labels include: Information Technology, Architecture and Building, Health, Education, Management and Commerce, Creative Arts, Food, Hospitality and Personal Services, Mixed Field Programmes, Natural and Physical Sciences, Engineering and Related Technologies, Agriculture, Environmental and Related Studies, Society and Culture.

Expected Changes by NZSCED

Information Technology

- *Level 5 Certificate & Diploma provision increases (New Zealand Diploma in Information Technology Technical Support & New Zealand Certificate in Information Technology). There is a reduction in Level 6
- Level 7 Degree provision remains steady (Bachelor of Applied Information Technology).
- Introduction of Master of Applied Information Technology

Engineering & Related Technologies:

- *L3 Certificates replacing L2 pre-trade programmes (Certificate in Electrical Engineering, National Certificate in Electrical Engineering (Level 2), National Certificate in Mechanical Engineering, National Certificate in Motor Industry (Entry Skills))
- Continued growth in L6 Diploma (New Zealand Diploma in Engineering) and Level 7 Degree (Bachelor of Engineering Technology)
- Introduction of new majors in the Bachelor of Engineering Technology and the development of postgraduate cross discipline engineering qualifications

Architecture and Building

- *Level 3 provision increases with replacement of Level 4 Certificate in Building
- *Introduction of Level 6 Landscaping qualification

Agriculture, Environmental and Related Studies

- Continued sub-contracting provision at Level 5, with Primary ITO and Dairy NZ (NZ Diploma in Agribusiness Management)
- *Introduction of Level 5 Horticulture

Health

- *Introduction of Level 3 Animal Care (previously Level 4).

- Level 7 Degree provision to remain steady (Bachelor of Nursing, Bachelor of Midwifery)
- Increased Postgraduate provision (Masters and Postgraduate Diplomas)

Education
- Level 7 Degree provision to increase slightly (Bachelor of Teaching (Early Childhood Education)) after larger first year intakes in 2016
- Potential introduction of Postgraduate provision

Management & Commerce
- Level 7 Degree provision to increase slightly (Bachelor of Applied Management)
- Introduction of Postgraduate provision (Masters of Applied Management)
- Reduced provision in Level 3 & 4 Certificate provision (dependent on demand)

Society & Culture
- Level 7 degree provision to increase as recently introduced degrees build to maturity (Paetahi Tumu Korero Bachelor of Counselling and Bachelor of Social Work). Noting that Social Work operates with capped intakes and also under an EFTS transfer arrangement with Western Institute of Technology (WITT) (to be agreed by Memorandum of Understanding)
- Level 3-5 ESOL provision remains steady

Creative Arts
- Level 7 Degree provision to decrease (Bachelor of Media Arts) in line with recent demand

Food, Hospitality and Personal Services
- Planned reduction in Level 3 Hairdressing provision

Mixed Field Programmes
- Subcontracting arrangement with University of Waikato (Certificate of University Preparation) ceases

Summary

Although underlying demand is expected to remain at current levels over the next 3-4 years, we are confident that demand for SAC-funding at level 3 in Waikato will remain strong. This is reflected in the shifts in the mix of provision outlined above, as we respond to:

- growth in the overall regional population, and in particular growth in Māori youth
- transfer of demand from level 1-2 to level 3, following TROQ redevelopments, requiring an increase in the SAC level 3+ provision
- pipeline increases reflecting 2015-16 growth in some new intakes
- increased demand for packages of learning that will continue support the demands of a growing economy.

In order to meet these demands, and to maintain financial stability and certainty, we do not believe that our current initial allocation of EFTS will be sufficient for 2017, and even less so in 2018. In order to undertake the next phases of our ongoing investment and development plans (as outlined in this Plan), we request a reconsideration of this initial allocation to enable us to meet demand.

Summary of Provision

		Actual 2015	Allocation 2016	Ind. Allocation 2017	Ind. Allocation 2018	Unit
ON PLAN	**Student Achievement Component (SAC)**	**4499**	**4629**	**4146**	**4152**	EFTS
	Level 3+ (incl. MPTT)	4211	4300	4044	3954	
	Level 3+ (Unfunded)	0	0	102	198	
	Level 3-4 Competitive Pilot	0	0			
	Level 1-2 Competitive	15	40			
	Level 1-2 On Plan (incl. MPTT)	274	289			
	Maori & Pasifika Trades Training (MPTT)	*87*	*198*	*>200*	*>200*	
	Youth Guarantee	**199**	**195**	**200**	**200**	
	Level 1-3	188	188	200	200	
	STP Pilot	10	7			
	Adult Community Education	**107**	**108**	**108**	**108**	
	Other Funds	**357**	**263**	**60**	**60**	PLACES
	Intensive Literacy & Numeracy	234	144			
	Intensive Literacy & Numeracy (Targeted)	82	27	60	60	
	Refugee English	41	92			
OFF PLAN	**Secondary Tertiary Partnership**	**516**	**560**	**570**	**570**	
	Trades Academy	516	560	570	570	
	Engineering (Education 2 Employment)	0	0			
OTHER FUNDING	**Other Funding Sources**	**2026**	**2035**	**2085**	**2235**	EFTS
	International	931	1000	1100	1250	
	ITO	812	800	750	750	
	Domestic Self Funded	26	20	20	20	
	Other Contracts (includes ILN/ILN Targeted)	241	200	200	200	
	STAR	15	15	15	15	

Notes:

1) 2015 figures indicate final provision, regardless of any under or over delivery against Allocation.

2) 2016 figures reflect allocation as per 2015-16 Investment Plan for On Plan and Off Plan funds, and reflect expected figures for Other Funding.

3) 2017-18 figures reflect the following:

    i) for On Plan and Off Plan funds, shaded areas represent funds where TEC has not indicated any allocation to date, or Wintec has applied for additional funding.

    ii) for On Plan and Off Plan Funds, non-shaded areas represent funds where TEC has indicated an allocation already.

    iii) for Other funding sources, expected provision has been included .

4) Funding Sources not measured through EFTS or Places have been excluded from this table. Specifically these include:

    i) Performance Based Research Fund (PBRF)

    ii) Equity Loading

Mix of Provision SAC L3+[8]

Classification	Cost Category		2015	2016	2017	2018
Agriculture / Horticulture	L1		113	164	160	160
	L1	(L3/4 Pilot equiv.)	91	123	0	0
	M2		2	2	0	0
			207	*289*	*160*	*160*
Architecture / Quantity Surveying	B1		62	49	110	100
			62	*49*	*110*	*100*
Arts / Languages / Social Sciences / Humanities	A1		738	729	596	497
	A1	(L3/4 Pilot equiv.)	2	1	0	0
	A2		346	314	286	313
	A3		2	1	2	2
			1088	*1045*	*884*	*812*
Business / Management	J1		326	269	335	266
	J1	(L3/4 Pilot equiv.)	2	1	0	0
	J2		165	197	167	171
	J3		3	5	3	7
			496	*472*	*505*	*444*
General Education	A1		3	4	0	0
			3	*4*	*0*	*0*
Computing	B1		63	77	202	197
	B2		172	157	74	63
	B3		1	0	4	4
			236	*234*	*280*	*264*
Engineering / Technology	C1		66	80	50	70
	C2		4	7	0	0
			70	*87*	*50*	*70*
Priority Engineering	N1		102	117	105	105
	N2		57	76	70	70
			159	*193*	*175*	*175*
Design	B1		9	14	0	0
	B2		188	170	172	161
	B3		3	3	4	7
	B4		15	20	12	13
	B5		9	8	4	4
			224	*215*	*192*	*185*
Health Sciences	C2		119	166	141	146
			119	*166*	*141*	*146*
Music	B2		53	40	49	46
			53	*40*	*49*	*46*
Health Related Professions	B1		2	0	34	34
	B2		16	20	51	65
	B3		45	54	49	48
	B4		5	3	5	5
			67	*77*	*139*	*152*
Science	V1		227	230	249	259
	V2		5	8	10	10
	V3		6	4	17	16
	V4		0	2	0	0
	V5		0	1	0	0
			238	*245*	*276*	*285*
Teaching (ECE)	I2		114	119	125	135
	I3		0	0	0	2
			114	*119*	*125*	*137*
Trades	P1		300	359	353	400
			300	*359*	*353*	*400*
Nursing	L1		40	42	0	0
	L2		584	581	549	539
	L3		6	1	0	0
			629	*624*	*549*	*539*
Midwifery	C2		144	152	159	167
			144	*152*	*159*	*167*
Occupational Therapy	B2		0	0	0	35
			0	*0*	*0*	*35*
Physiotherapy	C2		0	0	0	35
			0	*0*	*0*	*35*
Total EFTS			**4211**	**4370**	**4146**	**4152**

---

[8] As submitted to TEC (2016-18) – total EFTS may differ from Allocation

Appendix 1

Wintec Strategic Map

Left vertical column (rotated text):

Government national outcomes

Economic growth and productivity — A more highly skilled, adaptive, innovative and productive workforce — More NZ citizens fully participating in society, and contributing to NZ's social and cultural well-being

Social   Cultural   Environmental

Vision for tertiary education

Relevant and efficient tertiary education provision that meets the needs of students, the labour market and the economy

Right vertical column (rotated text):

Tertiary Education Strategy 2014-19 priorities

Delivering skills for industry — Getting at-risk young people into a career — Boosting achievement of Māori and Pasifika — Improving adult literacy and numeracy — Strengthening research-based institutions — Growing international linkages

VISION	We are proud to be a high quality institute of technology; with strong partnerships both in New Zealand and overseas, enabling us to compete in a global market.				
MISSION	To build stronger communities through education, research and career development				
VALUES	Working together *mahi tahi*	Challenge and innovation *whakaaro whānui*	Customer focus *manaaki tangata*	Valuing people *whakamana i te tangata*	Taking ownership *kia tika* / Improvement and opportunity *kia tupu, kia hua*
TEACHING & LEARNING DIRECTIONS / LEARNER OUTCOMES	*Our learners are:* • flexible and adaptable in response to vocational challenges and education • resilient in facing the challenges of industry and the world in general • fully engaged to gain optimally from their education • autonomous in the context of their learning and general functioning • self-directed to pursue further training *Our learners have the following vocation-specific abilities:* • vocational literacy to meet the demands of the workplace • expert knowledge, skills, values and attitudes • industry-ready and employable		• inquiring and effective at cross-disciplinary problem-solving in vocational contexts • literate, including foundational and digital literacies • culturally, globally and ethically aware for the workplace and society • critical thinkers, with strong communication, problem-solving and entrepreneurship skills • reasoning and problem-solving skills in vocational contexts • professional integrity informing self-confidence and self-efficacy		
STRATEGIC GOALS	Our graduates are highly sought after by employers	We build the economy and strengthen communities	We are a leader in international education, on- and off-shore	We are a modern and financially sustainable organisation	Our research and commercialisation deliver real-world solutions
KEY OUTCOMES	Our education is aligned with industry and employer needs We equip our students with the specialised knowledge, and soft skills they require to be successful in their chosen career	We contribute to national and regional economic performance, innovation and capability, and international initiatives off-shore We build regional networks of provision and community partnerships that improve social outcomes and greater equity of access to education	We lead the development of off-shore educational services, delivery, and consultation We are successful in the competitive on-shore international market	We are a financially sustainable organisation Our facilities, technology, and infrastructure create an environment for leading edge teaching, learning, and research	Our research and commercial activities deliver practical benefits to industry, community, and institutional partners
ENABLING STRATEGIES	Teaching and Learning Directions Product Portfolios Customer Experience	Regional Development Employer Engagement	Internationalisation Strategy	Capital Asset Management Plan	Research Facilities Research Plan Te Whanaketanga
KEY STAKEHOLDERS	Government		Learners		Partner industries, agencies, communities and institutions, on- and off-shore

References

Future Work Skills 2020. Institute for the Future for the University of Phoenix Research Institute, 2011. http://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf

University of the Future: A thousand year old industry on the cusp of profound change. Ernst & Young, Australia, 2012. http://www.ey.com/Publication/vwLUAssets/University_of_the_future/$FILE/University_of_the_future_2012.pdf

Tertiary Education Strategy 2014-19. Ministry of Business, Innovation and Employment, and Ministry of Education. http://www.education.govt.nz/assets/Documents/Further-education/Tertiary-Education-Strategy.pdf

Tertiary Education Commission Statement of Intent 2014-2018. http://www.tec.govt.nz/Documents/Publications/TEC-Statement-of-Intent-(SOI)-2014-2018.pdf

Waikato Means Business : An Economic Development Strategy for the Waikato Region (2014). http://www.waikatoregion.govt.nz/PageFiles/27660/WaikatoMeansBusinesspaper.pdf

MBIE Regional Economic Activity Report 2014. http://admin.waikatochamber.co.nz/files/file/1051/rear-regional-report-part2.pdf

Population, family and household, and labour force projections for the Waikato region, 2013-2063 (2015 update). Waikato Regional Council Technical Report 2015/28. http://www.waikatoregion.govt.nz/PageFiles/39490/TR201528.pdf

Statistics New Zealand (2006 Census) http://www.stats.govt.nz/Census/2006CensusHomePage/QuickStats/AboutAPlace/SnapShot.aspx?type=region&ParentID=&tab=Culturaldiversity&id=1000003

Economic development issues and opportunities : A background report to inform the Waikato regional economic development strategy (October 2013). http://www.waikatoregion.govt.nz/PageFiles/27660/EconomicDevelopmentStrategy-Backgroundreport.pdf

Waikato region economic profile (highlights) (November 2012).
http://www.waikatoregion.govt.nz/PageFiles/23558/brochure.pdf

Gooderham, L., Mackness, K., Trebilco, U. and White, I. (2014). Potential influence of Auckland's growth on land use and resource use in the Waikato Region. Hamilton, NZ: University of Waikato Research Document. http://www.waikatoregion.govt.nz/PageFiles/32214/TR201457.pdf

http://www.waikatoregion.govt.nz/PageFiles/32214/TR201457.pdf

"Future proof yourself : tomorrow's jobs".
http://enterprise.blob.core.windows.net/whitepapers/futureproof_tomorrows_jobs.pdf