

Investment Plan

2015-2017

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Foreword

Wintec's mission is to build a stronger community through education, research and career development.

Wintec is a significant contributor to economic and social development in the Waikato region. We have cemented strong relationships with businesses, local government and our community. Our education provision is aligned to industry and community needs through these strategic partnerships. We also participate in a range of collaborative activities to drive innovation and growth. We are working collaboratively with regional industry and business to problem-solve real world issues of particular relevance to them through applied research approaches.

Internationalisation is a key element of our strategy, directed at both on-shore growth and, increasingly, a number of off-shore initiatives. These are in line with the government's drive to increase this aspect of economic and export growth. The continued development of off-shore activities will be a significant aspect of our overall activity over the next three years.

We are stakeholder-led, responding to the needs of students, employers, key regional industry sectors, our wider community and international customers through partnership approaches. We are modern and innovative in our thinking and actions, with current, industry-relevant programmes, advanced facilities and infrastructure, and a high performing workforce. We are global in our aspirations for vocational and professional tertiary education, for the benefit of our region, New Zealand and our international partners.

We have five strategic goals which underpin our planning process and guide our direction and decision-making. They are that:

- Our graduates are highly sought after by employers
- We help build the economy and strengthen communities
- We are a leader in international education, on- and off-shore
- We are a modern organisation
- Our research and commercialisation deliver real-world solutions

Our strategic goals reflect our commitment to the region, its stakeholders and learners. They are based on considerable analysis and detailed understanding of our wider environment, including government policy and strategic directions and, within the region; its economy, business and industries, demographics and the varied communities of which it is comprised.

It is important to see this investment plan within the wider strategic and planning context. Our overarching strategic framework and directions are laid out in our Strategic Plan. This document has a nominal three-year horizon but is updated on an annual basis. Under this, we have various specific plans to guide major areas of activity – such as research, workforce development, and international

activity. Finally we complete an annual business plan which sets out the various operational activities we will be undertaking in any one year as we seek to achieve our various strategic goals.

The initiatives and directions set out in this investment plan, in effect, ‘fall out’ of this wider strategic and planning context.

We draw on a wide range of information sources to assess the environment in which we operate. These sources include Infometrics and Ministry of Business, Employment and Innovation (MBIE) labour market and economic profiles, our own scan of environmental impacts on tertiary education, changes to government policy, key external and internal stakeholder feedback and our assessment of the performance commitment outcomes delivered by Wintec during the last investment plan period.

This is a plan that is fundamentally concerned with implementing change in response to regional and global drivers, and addressing TEC’s requirement of ITPs; to ensure that our provision is relevant to the needs of the region’s learners, communities, industries and businesses; that as a leading Metropolitan ITP we are contributing to regional economic performance, innovation and capability; that we improve our educational performance and the efficiency of our organisation; and substantially increase export education performance, both on- and off-shore.

Our upcoming annual business plan (for 2015) will contain a broader range of key performance indicators and these, plus the commitments in this plan, will comprise the full set of performance commitments against which we will formally report.

While this Investment Plan is comprehensive, it also has several specific focal points. These reflect the major drivers provided by government and TEC, combined with our understanding of the particular needs of our region, including:

- A strong emphasis on maintaining our current core of high quality, relevant provision at level four and above, which is closely aligned to the needs of our region
- Developing improved partnerships to develop provision for Māori and Pasifika
- Strengthening outcomes, especially for Māori and Pasifika, as well as at levels 1-3
- Recognising that the future Waikato workforce requires educational success for all and working collaboratively to put stronger secondary/tertiary transitions in place, as well as continuing to implement the new vocational pathways being developed nationally
- Continuing to grow our onshore international activity
- Ensuring our off-shore focus extends New Zealand’s internationalisation activity, and through collaboration with other New Zealand ITPs (both for delivery and consultancy) to deepen New Zealand’s international education capacity and capability
- Building provision across the STEM (Science, Technology, Engineering and Mathematics) disciplines
- Developing further provision to support Primary Industries, especially dairy, and rural capability generally

During this investment plan period we will continue our comprehensive programme of modernisation and capacity building. We have made Wintec more open and accessible to the community right across the region, both in terms of our physical environment and facilities, and through the programmes and

services we offer. We have made substantial progress in modernising our building and technology infrastructure and in making our organisation efficient and sustainable.

We have a strong focus on revitalising our portfolio of programmes; investing in new programmes, delivery options and learning technologies. Overall, we have lifted education outcomes, to a point where our programme quality and student performance is generally well placed relative to the sector. Whilst our achievements in progressing our students to higher learning are sector leading, we also focus on ensuring equity of outcomes across all our learners.

A vital aspect of our approach is that all that we do is built on our values-led approach, the energy and responsiveness of our staff, and clear attention to our own leadership behaviours, strategies, processes and practices.

We will also continue to leverage partnership initiatives regionally, nationally and internationally to complement, support and extend these efforts.

We are proud that by delivering quality educational products and services we are able to make a significant contribution to New Zealand and to export education.

Mark Flowers
Chief Executive

1.0 The Context for the Plan

The Drivers of Change

A fast changing environment is demanding new approaches from our sector. This plan, and the goals and objectives outlined in it, reflect a honing of our focus in response to the direction set by the Governments 2014 Tertiary Education Strategy, its earlier leadership statement on international education, and our own analysis of the changing needs of our region.

1. Government policy drivers:

TES priorities

“Tertiary education offers a passport to success in modern life. It helps people improve their lives and the lives of those around them. It provides the specific tools for a career, and is the engine of knowledge creation.”

TEC’s six priorities for this investment plan round are:

1. Delivering skills for industry
2. Getting at-risk young people into a career
3. Boosting achievement of Māori and Pasifika
4. Improving adult literacy and numeracy
5. Strengthening research-based institutions
6. Growing international linkages

In addition, TEC has identified an overall priority on improved sector performance, and a shift in focus from inputs toward educational attainment, and improved efficiencies.

In preparing this Plan, we have paid close attention to these messages to ensure that we remain closely aligned to Government expectations.

2. Regional drivers:

To enable us to develop appropriate education and training packages it is essential that we understand and are aligned to our region’s economy and the workforce needs of our employers. Understanding these and the changing demographics of our region’s population are critical to ensuring the ongoing significance of our contribution to developing the region’s workforce.

Overall population growth is forecast to continue. Waikato’s population is around 420,000 (9.4% of New Zealand’s population) and future growth is expected to remain centred around Hamilton and in north Waikato.

Our population comprises significant cohorts that have particular needs for tertiary education and training, such as Māori, under 25s and those ‘Not in Employment, Education or Training (NEETS).

Recent investments in Waikato Trades Academy, marae provision and Māori Pasifika Trades Training (MPTT) are delivering tangible benefits to these groups. Pasifika comprises a small percentage of the region's population at 3.8%, while our Māori population is significant at 21.5%. As is the case nationally, Māori and Pasifika are not achieving the same level of success in tertiary education as others in the Waikato. There are many drivers for this, including lower levels of success in compulsory schooling, and socio-economic factors. Given the high Māori youth population and the recognition of this cohort as the workforce of the future it is important that we continue to close the outcomes gap between Māori and Pasifika, and the student body as a whole.

Approximately 40% of the region's population lives in rural areas and some face barriers accessing tertiary education. We will continue to improve access to tertiary education and training for this population through our regional hubs and learning centres, and increasingly flexible options for study for those choosing not to access our main campuses.

There are significant refugee and migrant minorities in the region. Successful integration of these groups into our communities and region requires appropriate English and foundation provision targeted to these groups.

Waikato is the fourth largest contributor to the New Zealand economy and makes up 9.1% of New Zealand's employment.

Agriculture and its associated industries remains the primary driver of the economy. Waikato is New Zealand's leading dairy producer, has eight global food processing firms, and has strong and innovative agricultural technology industries with over 20,000 manufacturing employees. Waikato is a leading science and innovation area, contributing around 24% of New Zealand's research and producing significantly more patents than the New Zealand average. Wintec is associated with Waikato Innovation Park, Waikato Link and local CRIs through the innovation collaboration "Waikato Inc". Our entities Learning Works and SODA are also involved in this collaboration which is developing strong and complementary relationships and a collective assistance platform for companies to access research services.

Tertiary industries make up 67% of total employment in the region. Health, education and business services are all significant contributors to the regional economy and all have diverse skills needs. A growing and distributed aged population will require new healthcare technologies and approaches that will also demand new skills. We will build on our recent developments in dementia, diabetes and eldercare, and will work with partners to provide enhanced training and support for rural health practitioners.

The region is a net domestic exporter of energy with 40% of New Zealand's installed generation capacity. This sector is diversifying into new energy sources, and utilising new technologies requiring Wintec to deliver education and training solutions to support sector innovations. Maintenance operator training as well as work-ready technician and engineering training are needed regionally, nationally and internationally, offering opportunities to take current domestic provision into international markets, as well as offering competency products developed for offshore markets to New Zealand companies.

The region's proximity to Auckland and the Bay of Plenty, and location on State Highway 1 and the main rail corridor, means transport and logistics activity is growing strongly.

Outside of these major industries our business community is characterised by large numbers of small and medium enterprises spread across a diverse range of business and service areas. This diversity creates strong demand for wide ranging vocational and applied training.

Employers want skilled, industry-relevant graduates to fuel productivity increases. This requires more flexibility and increased responsiveness from the tertiary education workforce, who must be up-to-date with current industry practice and maintain close links with employers. Increasing the sophistication of our current high levels of engagement with industry, employers and community groups through collaborative partnerships is necessary to ensure that our graduates are well prepared and work-ready.

3. Organisational capability and capacity drivers:

Since 2003, we have used Project Connect, our integrated change programme, as a mechanism to embed change management practices and to drive organisational improvements. Through this and a number of change methodologies we are constantly focusing on improving efficiency and effectiveness and achieving a stronger connection to our markets and stakeholders. The major areas of capability and capacity building we have focused on during the past three years include:

- Continuous quality improvement
- Flexible work practices and a wider workforce strategy
- Effective utilisation of leading edge technology
- Building relationships and connections
- Increasing research development and transfer capability
- Increased commercialisation activity
- Our capability with Foundation provision and young learners to successfully engage them, and progress them to higher levels of study or employment
- Pathways development within our programme portfolio
- Increased degree and postgraduate provision
- The continuing modernisation of Wintec's facilities, technologies and workforce
- An on-going focus on Internationalisation both onshore and offshore
- Greater industry engagement in applied research
- The delivery of quality qualifications that generate positive outcomes for employers and students and which address the needs of TEC's priority learner groups.

This focus has delivered some notable outcomes including: the development of the Waikato Trades Academy and its associated secondary/tertiary partnerships; the Māori Pasifika Trades Training (MPTT) consortium development and programme implementation; new engineering and trades facilities with project based learning pedagogies; the establishment of five Research Centres, each

with industry connection; the growth of SODA, our incubator; and, a significant and sustained increase in international activity both on and off shore.

Our organisation goals are:

- Our graduates are highly sought after by employers
- We help build the economy and strengthen communities
- We are a leader in international education, on- and off-shore
- We are a modern organisation
- Our research and commercialisation deliver real-world solutions

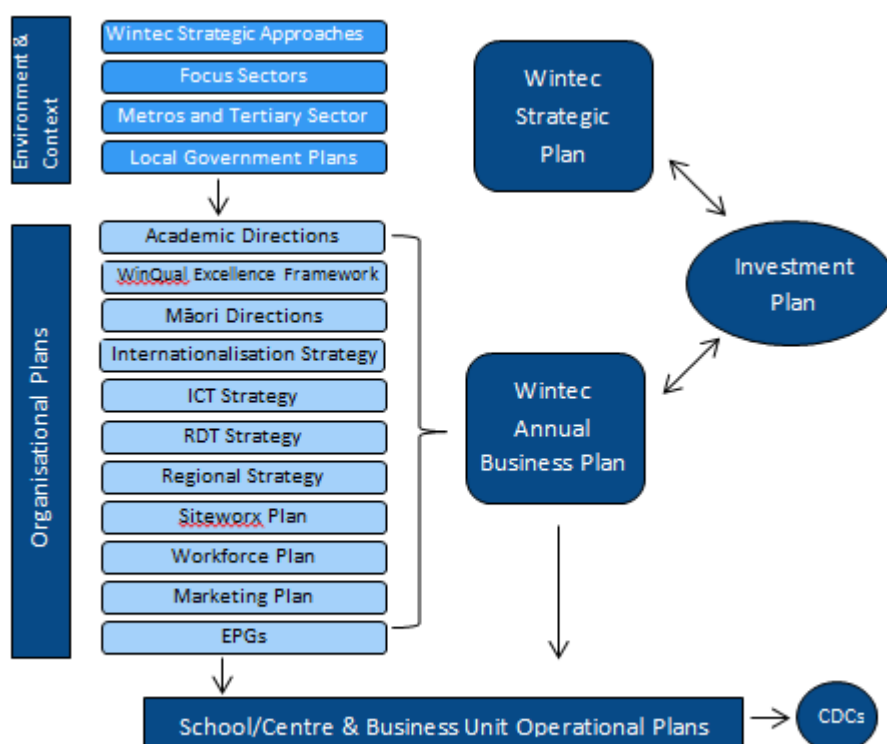
To achieve these, our critical focus for the coming three years will be ensuring that:

- We are innovative and future focused
- Our products are market driven
- We know our employer segments and understand their requirements
- Our positioning is clear and well-communicated to our markets
- We deliver students a consistent and high quality experience
- Māori are successful at Wintec
- Internationalisation is a successful and growing part of our business
- We have successfully developed a range of significant off-shore international projects
- Our academic direction is clear and all staff are aligned to the future
- Our products and programmes are organisational assets we bring to effective collaborations
- People find us easy to deal with, our operations are smooth and we are efficient and effective
- Our students are successful
- We know what we are doing, and why, and can demonstrate its success.

1.1 Wintec's response and our strategic direction

The purpose of this plan is to address Government's priorities as outlined in the TES 2014 – 2019, the leadership statement on international education, and the Tertiary Education Commission's (TEC's) requirements of institutes of technology.

These priorities and requirements are reflected in our performance commitments and express our intention to continue to improve educational performance, deliver quality provision aligned to the needs of the region's learners, communities and employers, develop international activity, and operate efficiently and sustainably. This plan is aligned to, and informed by, Wintec's strategic plan and a number of key organisational strategies. Our annual business plan will contain a broader range of performance commitments and, together with those expressed in this plan, will comprise the full set of commitments against which we will formally report.



Our Strategic Plan sets out the five goals for 2013 to 2015 and our future focus related to these goals. In combination, our Strategic Plan, the Investment Plan and our portfolio of strategy documents covering priority organisational areas, cover our three-year outlook across all spheres of our organisation's activity, related challenges and opportunities, and our priorities for action. Drawing on this portfolio of documents, this section summarises our response to the environment in which we will operate over the next three years and the key initiatives that will move our organisation forward.

1.2 Strategic Goals 2013-2015

This Investment Plan is in the context of our current Strategic Plan (2013-2015), which outlines our five strategic goals. The five goals underpin our planning process and guide our direction and decision making. They are:

Our graduates are highly sought after by employers

Our students are successful because they learn industry-relevant skills in innovative ways, in educational settings that reflect “the real world”. Our portfolio of relevant, high quality programmes underpins our contribution to the economic and social well-being of our region, our national profile for specialist education and training, and our reputation as an internationally-recognised education provider. Our teaching and learning practices, advanced facilities and leading-edge technologies are complemented by exceptional student support to optimise student choice and success.

Our future focus and key initiatives

We deliver what the customer wants including content, delivery, access, methodology and assessment, and engage with industry, recognising that they are variously partners, suppliers, direct purchasers and employers of our students. We will implement new business models including:

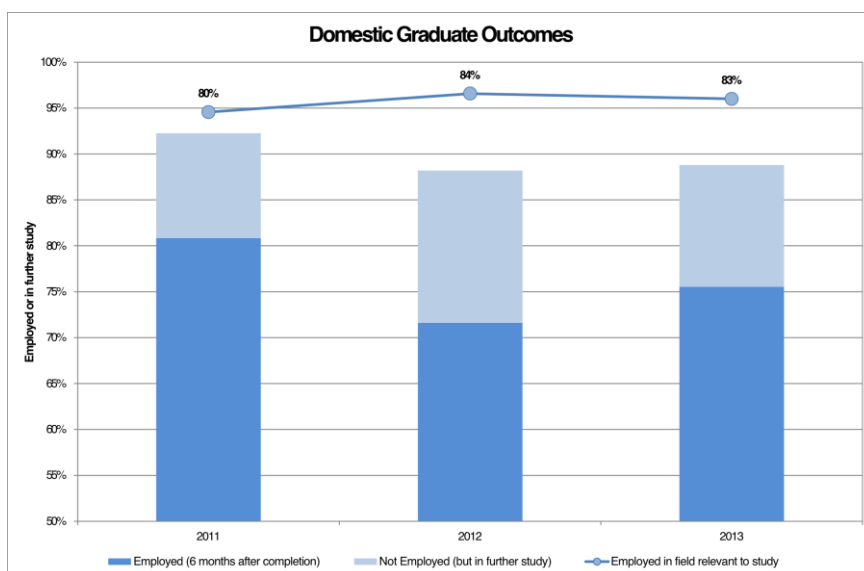
- Expanding placements and internships for students to ensure students have work experience and are work ready as graduates, which we will drive through our Employer Engagement Strategy;
- Staff swaps that embed teaching staff in business and develop teaching skills in employer’s staff, ensuring our staff remain relevant and up to date with industry trends, and
- Real world research that involves companies, tutors and students solving industry challenges.

Making project and work-based learning and research, including industry placement the norm; we will teach:

- Core skills (through expansion of our Waikato Trades Academy, Māori Pasifika Trades Training and NCEA provision as well as our foundation and preparatory delivery). We have a strong focus on youth development and anticipate increasing our provision and connections at this level and continuing our active role in secondary/tertiary alliances.
- Industry relevant technical and management skills (through our range of industry focused and connected diplomas and degrees) including:
 - o enhancing our STEM focused provision, we will actively engage in the new Metros Group E2E initiative, and we will work closely with targeted secondary schools to increase female awareness of engineering and science options and careers;
 - o continuing our priority trades and engineering developments arising from recent investments in new teaching facilities and methodologies, and
 - o expanding our primary sector managerial skills-focused collaborations with industry; and extending our business and management degrees focus on work based learning and real world skills.
- Specialist skills (through postgraduate diplomas, Masters qualifications and our research focus) in areas that underpin our community and the economy, such as our health specialisations, recognising the new roles arising from demographic changes.

- We will encourage pan-disciplinary teaching and research collaborations realising that increasingly innovation occurs at the intersection of traditional subject areas.

Every year we survey our graduates, six months after completing their study, to determine satisfaction levels and their employment outcomes. For the last three years, around 90% of our domestic graduates have been either in employment or alternatively in further study. Of those employed, more than 80% have consistently found employment relevant to their field of study.¹



We help build the economy and strengthen communities

Our profile and influence enable us to work strategically with industry, local government, community, and other tertiary education providers to improve the economic and social well-being of our region. We ensure that the organisations and businesses in our region, and nationally, benefit from the best possible graduates, and from educational services and applied research that make a positive difference. We take leadership roles in a variety of settings, developing relationships that improve outcomes, create efficiencies, and enhance performance.

Our future focus and key initiatives

Defining Wintec's points of difference for stakeholders and partners, we will articulate them well to ensure both potential students and employers are aware of their options.

¹ The response rate for the 2013 survey was 42.1%. Faculty level reports are produced which provide graduate outcomes by programme. Survey results are also displayed in programme dashboards for ease of access by faculty. Relevancy of employment is determined by respondents rating the relevance of their employment on a 4-point scale with the choices: "highly related", "partly related", "slightly related" and "not related at all". If respondents select one of the first three choices their employment is regarded as relevant to their qualification.

Ensuring that we are easy to connect with for students, employers and diverse communities, we will improve the focus of our Employer Partnership Groups, extend our reach into rural communities, and continue our work with refugee and minority groups.

Guided by our Māori Achievement Framework, we will continue to enhance our support for Māori students both:

- on campus (through Te Kete Kōnae - Wintec's Māori and Pasifika Learning and Support Centre, our Kaiāwhina network of support and our Māori Achievement Unit providing support for students and staff), and by
- extending our Māori Pasifika Trades Training and on-marae-based provision of horticulture level 2 and 4 programmes to enhance capacity for local asset management.

Ensuring our connections to our broader economy we will continue to be influential in regional initiatives including regional skills strategy development and workforce mapping activities. Working with local government we will provide expertise to define local skills gaps and training needs and using models such as the Otorohanga trades initiative we will assist to solve these.

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

We have a long history of high quality and successful onshore international activity. We have developed a significant capability in successfully delivering programmes to international students from a broad range of countries. We will continue to grow our onshore delivery to further contribute to the government's leadership statement goals for international education.

We have also developed a range of related competencies which leave us well placed to compete in the global market for offshore education.

In addition to this, we will utilise our expertise in education and training, and in international education in particular, to deliver quality education services in key markets globally. This activity will extend beyond the development and delivery of quality assured programmes to related education and training consultancy and the management of offshore campuses.

Our future focus and key initiatives

Onshore:

- Continue to grow onshore international EFTS, with a target of 1,000 EFTS (approximately 25% growth or 8% per annum) by the end of 2017.
- We will continue to diversify the range of major source countries, and broaden the range of programmes international students are enrolled in at undergraduate level as well as increasing postgraduate study options.
- We will also seek to maintain high levels of international student outcomes, satisfaction and pastoral care/support.
- We will continue to grow our overall capability to successfully deliver to an increasingly multi-cultural student body.

Offshore:

- We will progress our current offshore activities in key markets, particularly China and Saudi Arabia, and pursue new opportunities. By the end of the plan period we hope to have at least five significant offshore opportunities in place and/or under development, as well as a range of consultancy and specialist activities.
- We will continue to build specific capacity and capability to ensure we can successfully achieve our offshore growth goals.
- Through collaborative arrangements with other New Zealand ITPs - both for delivery and consultancy we will seek to assist in a deepening of New Zealand's overall international education capacity and capability.

We are modern organisation

We are recognised as a financially well-performing, modern organisation, that delivers financial, social and environmental benefits for customers and the wider community. Our high-performing workforce is passionate about education and the business of education. New learning technologies and environments complement our innovative teaching and learning practices, infrastructure, and products and services for the benefit of our customers.

Our future focus and key initiatives

Anticipating and modelling change, we will initiate as well as respond to new training demands. We will ensure we offer quality education and training by:

- Continuing our investment in facilities and technologies that support project based and student centred learning;
- Furthering our academic workforce focus to ensure Wintec has the high performing flexible and engaged workforce needed to integrate new teaching and learning concepts;
- Extending our employer relationships to increase opportunities for industry placements for both students and staff, and
- Focusing on flexible learning, providing learners with choices regarding when, where and how their learning occurs.

Driving internal change through the adoption of Educational Lean methods we will target alignment across all of our business, ensuring our operations are smooth and we are efficient.

Our research and commercialisation deliver real-world solutions

Our research and commercialisation activity drives productivity in our region. We have a strong reputation for providing practical solutions to industry-identified problems and for leading knowledge and technology transfer between ourselves and industry. Our research facilities attract commercial and industry partners and our applied research strengthens our reputation for quality research-informed vocational teaching.

Our future focus and key initiatives

Focusing on growing our research and development we will provide staff and students with embedded industry experience and promote research efforts that contribute to economic growth and stronger communities.

Consolidating our research facilities focus on contract research for external stakeholders, we envisage each research facility will:

- Become financially viable over a period of five years, raising revenue from contract research, workplace-based educational programmes, and commercialisation of research outcomes;
- Establish themselves in their areas of focus as providers of real world solutions using applied research, and
- Provide a vehicle to integrate higher level applied programmes with solution-driven real world focused research capabilities.

We will use our associated entities SODA and Learning Works more effectively, both as mechanisms to commercialise our knowledge and know how, and as providers and integrators of real world opportunities for students and staff. Wintec plans to work with Soda Inc's business incubator process to enable the development of 3-6 potential commercial opportunities sourced from our research and faculty areas - opportunities such as Hackerspace-Makerspace for the Waikato region.

Wintec also plans to work with Learning Works to develop a range of project based commercial opportunities sourced from our internationalisation activities; such as providing learning management and badging services to the DHBs nationally and learning management services for our offshore delivery opportunities in Saudi Arabia, India and China.

1.3 Our sector focus

We will continue to focus on the key sectors that drive our regional / national economy, and on those areas of regional specialisation that have international application. We will continue current provision in other areas to support local markets.

We will advance this focus in a number of ways throughout the organisation, including business relationships, commercialisation, and employer and community engagement as well as academic development. The focus sectors are:

1. *Agritechnology / primary sector* with an emphasis on dairy production, food production and business and management skills within this sector.
2. *High value manufacturing, engineering and trades* with a focus on raising the technical and technological capability and the productivity of the workforce regionally and nationally, and on improving the connectivity of this sector with the agritechnology and primary sectors.
3. *Business and finance with an emphasis on tertiary-level, flexibly delivered business programmes* focused on management and entrepreneurship (particularly at level 7), especially where these serve the needs of the agriculture and rural business, the manufacturing and health sectors, and SMEs.
4. *Health and social services* with an emphasis on preventive and community-based care, new technologies, collaborative and multi-agency approaches and expanded practitioner roles – and the new roles around self-management for our rural and aging populations.
5. *Creative, digital and design industries* with a focus on the use of industrial design, digital technologies and creative thinking to propel innovation across a range of businesses.
6. *Energy*, focusing on supporting the wider energy industry around energy generation, transmission and distribution, supporting new technologies, and partnering with industry to sell New Zealand's energy sector expertise off shore.
7. *Supply chain management and logistics* with a focus on evaluating the region's needs based on Hamilton's comparative advantages arising from its proximity to ports, rail and road arterials and Tainui's intended developments in this sector.

1.4 Product portfolio

Ensuring the on-going relevance and quality of our portfolio of programmes and academic products is essential if we are to develop employer-preferred, work-ready graduates. Our educational products underpin our contribution to the economic and social wellbeing of our region, and our reputation as an internationally-recognised education provider.

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.

Particular attention will be paid to STEM (science, technology, engineering and maths) programmes and programmes that support secondary/tertiary transition and extend pathways to qualifications at

National Qualifications Framework (NQF) level 4 and above. Our innovative teaching and learning practices and our modern facilities will provide learning opportunities for students that reflect workplace environments.

In 2015 we will implement a new product management approach that will increase our market responsiveness, improve our product development process and bring a higher level of active management to our product portfolio.

1.5 Academic direction

Our academic direction is clear. Project and work-based learning and research, including industry placement is the norm; we teach core skills, industry relevant technical and management skills and specialist skills in areas that underpin our community and the economy.

We encourage pan-disciplinary teaching and collaborations with ITP/University partners. Our staff are engaged in real world research and we have effective mechanisms to commercialise our knowledge and know how.

The significant aspects of Wintec's academic direction over the next few years are set out in a separate paper - "Academic Directions". The main focus is to increase the access to, and relevance of appropriate education and training for learners both in Waikato and beyond.

1.6 Applied research and technology transfer

Wintec is a leading research institution within the ITP sector, and is located within a region that has a strong profile in tertiary and applied research and is home to a number of notable research-capable organisations. ITPs have a core role in undertaking applied research and technology transfer that both supports vocational learning and drives industry innovation. Research is an important function at Wintec as we have a pivotal role in offering research-informed programmes that deliver a workforce well-prepared for current and future career paths in our region's industries and communities.

Wintec's Research Plan continues to build our research capability and align research activities with regional industry needs.

Wintec has a specific focus to grow its research and development to provide staff and students with more embedded industry experience, and to promote research efforts that lead to outcomes that will assist with growing the economy and building stronger communities.

We have established a number of research facilities that focus specifically on contract research for external stakeholders. They supplement the research and development done in the Schools/Centres, have fulltime research staff, and develop clusters of research capability in areas where industry sectors require research and development services.

Wintec has recognised the following as areas of development for our research activities:

- The stronger integration of staff and student research with longer term thematic research and development efforts.
- The opportunities now available following our investment in the voucher scheme to bring a more focused approach to promote real world, solution-focused research and development for companies, from both staff and students.

Learning Works and SODA will continue to be Wintec's commercialisation partners. Learning Works is a wholly owned subsidiary of the Wintec Foundation and works with Wintec to undertake activities that are outside of Wintec's core education and research roles. SODA is our incubator and will increasingly be connected in to Wintec's technology based research activity.

2.0 On-Plan and Off-Plan Funding and Mix of Provision

2.1 Summary of overall provision

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 Introduction to Study 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-organisational processes that manage and refresh our portfolio of programmes and academic products to ensure they remain current, industry-relevant and of high quality.

We have not planned for any major changes to our overall portfolio of provision or to volumes of provision in particular disciplines over the investment plan period – with the exception of any changes driven externally by the changes to the funding of level 1 and 2 provision.

We will, however, 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 2011 to 2015. 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. This assumes that overall EFTS at level 1-2 will remain consistent with 2014 allocation for the period 2015-2017.

EFTS	2013	2014	2015	2016	2017
TEC Competitive Funding Level 1-2*	101	111	40	40	40
TEC SAC funding Level 1-2*	236	239	280	280	280
TEC SAC funding Level 3+	4481	4444	4301	4370	4406
TEC ACE^	108	108	108	108	108
Sub-total TEC On-Plan EFTS	4927	4902	4729	4798	4834
Youth Guarantee*	118	150	191	191	191
Youth Guarantee Pilot*	0	0	12	0	0
Trades Academy*	110	155	170	170	170
International	707	800	860	930	1000
ITO	764	800	840	880	930
Other (STAR, self-funded, other contracts)^	246	250	250	250	250
Sub-total Other EFTS	1945	2155	2323	2421	2541
Total	6872	7057	7052	7219	7375

*EFTS have been estimated based on 2015 indicative allocation

^EFTS have been estimated based on actual allocation or delivery from the previous year

2.2 Changes to provision

The main areas of focus for provision and academic delivery over the investment plan period are:

Level 1 and 2 provision and literacy, language and numeracy (LLN)

Student Achievement Component (SAC) funded provision at levels one and two is intended to provide people who do not already have essential foundation skills with a low-cost way to gain those skills and pathway to higher level study and skilled employment; build the language, literacy and numeracy (LLN) skills of eligible students; and reward providers who are best able to meet the needs of these students.

In line with this policy, Wintec will generally maintain provision at levels 1 and 2 delivered under the previous investment plan. Following the competitive level 1 and 2 process, overall levels of provision are only marginally lower than in previous years. Only slight adjustments to volumes across our existing programmes are intended. We will maintain a strong profile at these levels, primarily through programmes in the areas of priority trades and core foundation skills which successfully pathway students to higher-levels of study and apprenticeships. We will work in close collaboration with other regional providers to develop guaranteed entry and stair-casing arrangements that will allow students from other providers to move seamlessly into Wintec qualifications.

Government requires tertiary providers to manage embedded literacy, language and numeracy as business as usual within Level 1 and 2 provision. Wintec has been addressing LLN requirements over the last three years. We have embedded LLN in 100% of level 1-3 courses, completed the necessary capability development for all staff teaching on these courses and have fully implemented the assessment of learners' LLN skills using the Literacy and Numeracy for Adults Assessment Tool and the Starting Points Assessment Guide. This will continue.

New academic developments

Our planned academic developments are a combination of new programme (product) developments, refreshed existing qualifications, and new delivery modes to enhance learning experiences for students and improve access to quality, industry-relevant programmes. Examples of these initiatives include:

- Implementing our second group of majors and Graduate Diplomas for the Bachelor of Applied Business, which we have delivered since semester one 2014.
- Strengthening provision in our agritechnology/primary focus sector by extending our diploma level programmes in dairy manufacturing and dairy industry-specific management in conjunction with industry partners - building on these to deliver similar collaborative offerings across other parts of the primary sector. Strands in rural health support and agricultural engineering will also be investigated.
- Continuing development of our degree and postgraduate provision in sports and exercise science. Broadening the scope of these qualifications, and building synergies with our Centre for Health and Social Practice to address needs of our region's aging population through education related to wellbeing and preventive care.

- Introduction of a 180 point taught Masters construct, targeted at both domestic and international students, giving a one year post graduate option. This will enable a range of 180 point Masters to be developed, across the areas of business, media arts, health and social practice. The first of these programmes will be launched in 2015.
- A new transdisciplinary Masters degree to support applied researchers in industry to complete work-based post graduate qualifications. This programme is primarily targeted at domestic students.
- Additional specialist health care provision around eldercare, palliative care, nurse prescriptors, diabetes and rural care, and the 2015 launch of a new four year Bachelor of Social Work to align provision with industry expectations.
- Development of a range of Training Schemes to increase our responsiveness to industry professional development needs.

As the fundamental nature of the acquisition of learning and qualifications moves away from fixed time slot, bricks and mortar based assets and ownership of content, we will further embed project based, learner-centered pedagogy, and pilot a delivery approach for new and existing module content, using an Educational Lean approach.

Industry Project: Increasing farm performance through business management training

Agritechnology is a focus for Wintec, reflecting the significant contribution the primary sector makes to both the regional and national economies. Wintec, in collaboration with partners the Primary ITO, DairyNZ and Dairy Training Ltd, has undertaken to increase the proportion of owners and managers in the dairy farming industry with formal qualifications in farm business management. The project has leveraged the combined resources and expertise of industry, ITO and tertiary education organisations to increase farm performance through business management training across the North Island. This was successfully launched in 2014 with 80 EFTS, achieving high pass rates and the programme is now being expanded nationwide. Both the collaboration and the programme will be extended to cover other dairy sector needs, and similar management skill requirements in other primary sectors.

STEM

We will review our engineering and technology product mix in response to employer requests for technologists and technicians with both project based technical skills and workshop familiarity. This could include addition workshop based skills provision for degree cohorts and targeted training schemes.

Global trends indicate that tertiary institutions are further defining and implementing cross-disciplinary provision that aims to integrate “design” with business, science and engineering. Increasingly “design” is being seen in the context of the organisation rather than the product, and becomes the definer of “how we do things” rather than “what we produce”. Wintec will be reviewing how it integrates these disciplines.

International - Onshore

Growth in onshore international student volumes is planned, as outlined previously, particularly at graduate and post graduate levels. The development of new post-graduate programmes will be as much to meet demand from the international market, as it is the domestic. The extension of the Bachelor of Applied Management majors to include tourism, supply chain/logistics and entrepreneurship will also support our international business. Ongoing strengthening of our STEM-based programmes will also facilitate increased international volumes. We also intend to review our current hospitality delivery to ensure we have a broader range of suitable products for the international market. These programme changes are intended to assist in the diversification of our international student volumes as we seek to grow volumes overall.

2.3 TEC SAC-funded delivery

Level 1-2 Competitive Fund

Following TEC's recent announcement regarding applications for Competitive Funding, Wintec has been allocated 40 EFTS.

EFTS	EFTS Allocated
Certificate in Electrical Engineering	40

Level 1-3 on-plan provision

In conjunction with programmes taught through Youth Guarantee, provision will be delivered in trades and core foundation skills.

Level 1-3 provision is expected to be around 700 EFTS over the period 2014-16 and is expected to remain steady at 15% of total SAC provision. New initiatives, such as fee free education for Under 25's, have shown these programmes to be popular options, providing students with the option of progressing to higher levels of study (both at Wintec and other tertiary providers) and apprenticeships.

Our planned level 1 – 3 provision comprises a broad range of programmes including:

- Pre-trades provision across a range of trades training programmes that facilitate students moving into either higher levels of study or industry training/apprenticeships.
- Foundation and bridging programmes aimed at students who do not meet entry requirements for higher level programmes. Completion of these programmes allows them to enrol in higher level study. The programmes at level 1 and 2 meet TEC's eligibility criteria for SAC funded provision.
- Lower-level programmes that pathway into level 4+ programmes and provide a transition from secondary to tertiary study.
- Maintaining strong programmes in STAR to support secondary-tertiary transitions

	2013	2014	2015	2016	2017
TEC SAC funding Level 1-2 EFTS	236	239	280	280	280
TEC SAC funding Level 3 EFTS	430	392	416	416	416
Total Level 1-3 on-plan EFTS*	666	631	696	696	696

*EFTS have been estimated based on 2015 indicative allocation

Level 4 and above provision

The volume of provision at level 4+ is expected to decline slightly in 2015, predominantly due to the EFTS transfer arrangement with Nelson Marlborough Institute of Technology (NMIT) ceasing. This is offset in part by an expected increase in the Māori and Pasifika Trades Training initiative and an increase in Agritechology. Targeted growth in Priority Engineering, Priority Trades, postgraduate study and STEM programmes are expected to provide additional increases.

We will continue to have an emphasis on degree and postgraduate qualifications that respond to domestic and international market demand, particularly where they extend the business and management skills of engineering, manufacturing and agriculture practitioners.

	2013	2014	2015	2016	2017
Level 4-6 EFTS	1755	1870	1811	1834	1856
Level 7+	2297	2182	2074	2120	2134
Total level 4+ EFTS*	4051	4052	3885	3954	3990

*EFTS have been estimated based on 2015 indicative allocation

Provision at degree level has declined over the previous plan period. For 2015, this is expected to stabilise as the last of the considerable 2011 intake complete their study and first year intakes continue to re-establish themselves. The Bachelor of Engineering (Technology), Bachelor of Technology, Bachelor of Information Technology, Bachelor of Applied Management and the introduction of the 4 year Bachelor of Social Work are all expected to contribute to increased provision.

Level 4-6 certificates and diplomas are expected to remain steady and provide progression opportunities to pathway into degree level, for example, progression from the New Zealand Diploma of Engineering into the Degree programme.

It is intended that postgraduate provision will continue to develop. Growth within current postgraduate programmes is likely, as is some expansion in the range of postgraduate programmes being introduced during the period of this Investment Plan. While much of this will be driven by developments aimed at the international market, it is expected that these programmes will also attract a domestic market from across the wider central North Island region. These include, the introduction of the Master in Applied Management in 2015, primarily aimed at the international market, and Postgraduate Certificate and Diploma programmes in Health and Social Practice (Midwifery), primarily aimed at the domestic market.

Mix of Provision

The Mix of Provision at Level 3 and above is outlined by NZSCED classification category in the following table, and by SAC funding classification and category on page 37. Significant shifts in provision (by NSCED classification category) are:

- Changes in targeted STEM provision are highlighted under *Natural and Physical Sciences* (technology certificates), *Information Technology* (IT diplomas and degree), *Engineering and Related Technologies* (priority engineering diplomas and degree) and *Mixed Field Programmes* (Bachelor of Technology).
- Management and Commerce increase with expected growth in *Agritechnology* and as enrolments in the Bachelor of Applied Management mature. During this plan period, we will expand our offerings under the Bachelor of Applied Management, providing additional opportunities for students.
- The portfolio offered through the Māori & Pasifika Trades Training initiative is expected to diversify as relationships with employers from different industries are strengthened. This would see provision shifting in part, from *Architecture and Building* to *Agriculture, Environmental and Related Sciences*. We are currently exploring options to introduce service sector programmes, which are expected to encourage more female students to engage in MPTT.
- With the EFTS transfer arrangement with Nelson Marlborough Institute of Technology (NMIT) ending there will be a decline in provision delivered within *Society and Culture*.
- Priority Trades will be targeted to increase in construction, engineering, architectural technology, electrical engineering, and infrastructure. Increased enrolments in these areas ensure Wintec continues its contribution towards the Government's economic goals in its Business Growth Agenda.
- The introduction of new postgraduate programmes (for example, the Master in Applied Management), although not substantially increasing our overall numbers, will continue to be a focus during this plan period.

Mix of Provision by NZSCED (L3+)	2013	2014	2015	2016	2017
Natural and Physical Sciences	35	33	39	51	55
Information Technology	327	320	333	338	340
Engineering and Related Technologies	249	256	273	283	297
Architecture and Building	136	162	137	147	150
Agriculture, Environmental and Related Studies	109	84	113	113	113
Health	980	995	997	1006	1002
Education	267	281	222	225	224
Management and Commerce	463	482	516	538	552
Society and Culture	711	723	534	540	550
Creative Arts	504	469	452	439	435
Food, Hospitality and Personal Services	225	211	222	222	220
Mixed Field Programmes	475	428	463	468	468
Total L3+ EFTS*	4481	4444	4301	4370	4406

*EFTS have been estimated based on 2015 indicative allocation

2.4 TEC off-plan funding

Adult and Community Education (ACE)

Provision is expected to be 108 EFTS.

The emphasis of ACE will remain on foundation learning, in particular:

- Language and literacy, including particular attention to the needs of the region's significant migrant and refugee communities, as well as those with no prior success with education.
- We will also continue our relationship with Literacy Waikato to support literacy development of those in employment. This activity will complement the wider literacy and numeracy embedding activity underway across level 1-3 provision.
- Numeracy will be developed in parallel with language and literacy provision.
- Other foundational learning as required.
- Progression - promoting and aligning pathways from ACE to other provision so that students acquire the skills and knowledge to progress into some form of higher, formal study.

ACE provision in the wider region will be reviewed, in order to promote adequate provision across the region.

Delivery to Youth

Wintec will continue to enhance its delivery and capability in the provision of learning packages for youth. This is in response to the Youth Guarantee strategy aims to fulfil the following Better Public Services targets for youth:

- 85% of 18 year olds will have achieved NCEA Level 2 or equivalent qualification in 2017

There are 3 segments of learners that we engage with:

1. Progression: These students are participating well at secondary school, maximising academic curriculum learning, and are actively planning tertiary study or career options.
2. Pathway: These students are at risk of disengaging from secondary school, they prefer hands on learning, and need a clear career pathway to succeed (aim for vocational training pathway)
3. Transition: These students are disengaged from secondary school, not fitting into academic model, and have socioeconomic issues affecting learning. They need an alternative education option.

For each segment our role as education provider is different and the learning packages will be a mix of qualifications or NCEA, delivered via the Waikato Trades Academy, Youth Guarantee or secondary-tertiary partnerships, depending on the needs of the student, school and community. The diagram on page 30 demonstrates the relationship between each segment, and the secondary school system.

Our role with the Pathway segment

We partner with secondary schools across the Waikato region to co-deliver the NCEA Level 2 and 3 qualifications and create a seamless pathway from secondary to tertiary education. This is through our Trades Academy and other Secondary Tertiary partnerships.

We will continue our development of secondary-tertiary partnership (STP) programmes that align with the vocational pathways (<http://youthguarantee.net.nz/vocational-pathways/>).

We have a STP programme in each vocational pathway. Some of these programmes will be national certificate outcomes others will be training scheme certificates. STP's will involve either:

- Students spending between 20-30% of their school year on site studying at a Wintec campus (in Hamilton and regionally)
- Delivery of a Wintec qualification in a secondary school setting
- Partnerships and co-delivery with PTEs with specialist facilities (eg, Taratahi co-delivery, where Wintec is the lead provider, and Taratahi is another provider through the Waikato Trades Academy)
- STP with Taratahi and Te Wānanga o Aotearoa to potentially deliver NCEA, outside of the Waikato Trades Academy.

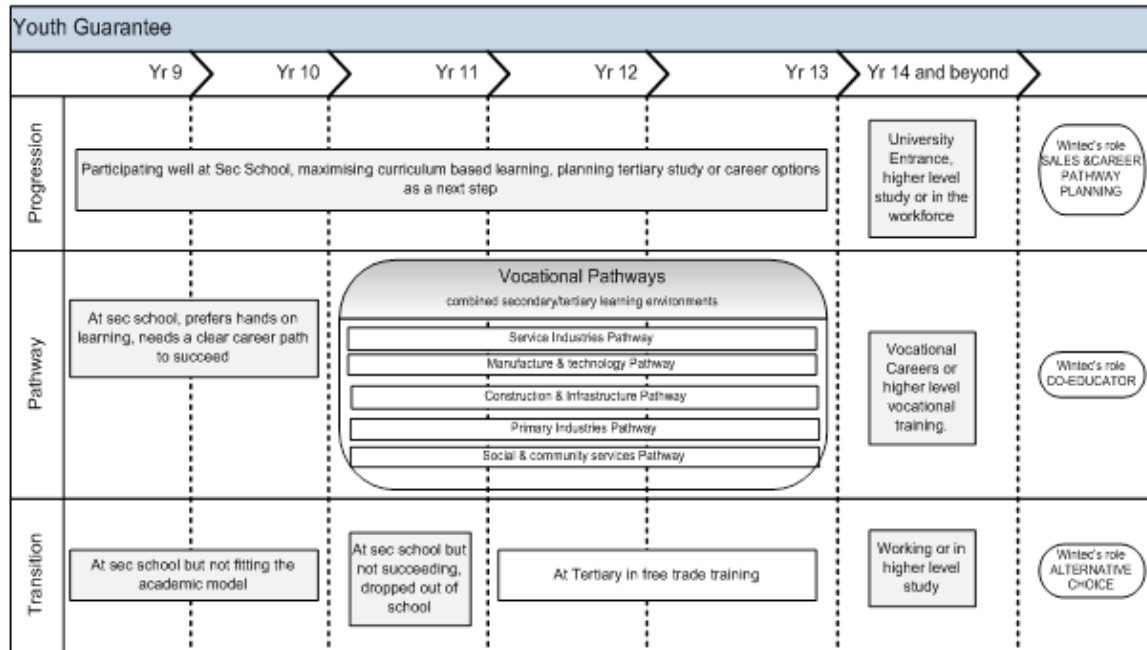
We will have partnerships with PTEs for co-delivery, which showcase Wintec as a pathway tertiary provider for students' post-secondary school.

Our role with the transition segment

- We provide level 1 and 2 programmes or NCEA delivery aligned with the vocational pathways and focussed on progression to higher level study or more skilled employment.
- We will provide fee free level 1 and 2 provision to all students under the age of 25 and these are taught at Wintec
- We provide additional pastoral care support and transport funding to students aged 16 to 19 years old (through Youth Guarantee Fees Free funding).
- We will focus on progression of foundational level students into level 4 and above qualifications.

Our role with the Progression segment

- We have relevant level 4 to 7 programmes available for direct enrolment from secondary school.
- We have STAR programmes available to showcase academic pathways within Wintec (level 4 to 7 programmes).
- We provide opportunities for students to explore career options through a range of recruitment activities. We also provide professional development and engagement opportunities for Faculty staff and School staff.



Waikato Trades Academy

The Waikato Trades Academy currently has 452 students enrolled, 94% funded via Trades Academy funding and 6% through secondary school funding. Of the students enrolled 30% are Māori and 4% Pasifika, 25% female and 75% male. We recently received approval to offer a condensed programme as a mid-year intake (July – November), bringing our Trade Academy funding cap up from 380 to 405 students for 2014.

In 2015 the Waikato Trades Academy (WTA) will be the largest Trades Academy operating in New Zealand. We will have between 550 and 600 students involved in the WTA across four delivery sites (Thames Campus, Kopu workshop, Rotokauri Campus and City Campus), delivering vocational pathway based NCEA programmes in partnership with 26 secondary schools in the Waikato region.

Our NCEA-based programmes will deliver sector-related unit standard credits in each of the vocational pathways, with the exception of the recently launched creative industries, in 2015. We will be teaching out three National Certificate Level 2 programmes, and moving towards a delivery model that supports NCEA Level 2 in year 1 and NCEA Level 3 in year 2. This shift is designed to align our programmes with the expected outcomes of the TRoQ Review, and with Ministry of Education directives on foundation education.

We have recently received an indicative allocation for 2015 of 475 student places via Trades Academy funding. We are anticipating a further 100 students involved (approx. 35 EFTS) through a youth guarantee fees free pilot that we are currently negotiating with the Ministry of Education and TEC. We also expect there will be 30 - 60 students funded by their secondary schools, due to over demand for WTA places from certain partner secondary schools.

In 2015 we will focus on increasing female participation in the WTA by 10%, aiming for 35% females enrolled in the WTA. We expect this increase will be possible due to the establishment of a girls-only manufacturing and technology class, and the creation of more female-friendly courses in service industries and the social and community sector. We also intend to strengthen our partnerships with employers, offering one employer-sponsored class in 2015 and aiming to have at least three of these classes set up in 2016. This includes the initiative currently being discussed between Longveld and WTA, whereby Longveld will contribute funding to enable work experience for 16 female engineering students.

Total TEC funding sought

ON PLAN FUNDS	Funding
Student Achievement Component	
Level 1-2 Competitive*	\$320,000
Level 1-2 On Plan*	\$2,266,400
Level 3+ On Plan*	\$38,156,052
TOTAL SAC	\$40,741,452
Tertiary Education Grant & Other Funding	
Equity Funding	tbc
Other On Plan Funds	
Performance Based Research Fund	tbc
Adult Community Education	tbc
Intensive Literacy & Numeracy	tbc
Intensive Literacy & Numeracy - Targeted	tbc
Refugee English	tbc
Youth Guarantee*	\$2,595,741
Youth Guarantee – Pilot*	\$142,000
Total Other On Plan Funds	tbc
Total On Plan Funding	tbc
OFF PLAN FUNDS	
Trades Academy	\$1,828,750
Total Off Plan Funding	tbc
Total Funding	tbc

*Funding has been entered based on 2015 indicative allocation

2.5 Summary of other non-TEC funded activity

International activity

Internationalisation and international education remain central to Wintec's strategy, as noted earlier.

The focus, with regards volumes and revenue, for this plan is onshore activity:

	2015	2016	2017
EFTS	860	930	1000
Revenue (\$M)	\$11.3	\$11.9	\$12.5

ITO-funded activity

The industry training sector continues to undergo significant change. A number of ITO mergers and acquisitions have occurred and this is likely to take some time to consolidate. Wintec continues to have strong relationships with ITOs generally.

Under the current economic conditions, ITO-funded activity has begun to regrow since 2013. The pattern of this is uneven, with some ITOs affected much more than others. It is difficult to forecast how the various industry sectors, and their associated industry training, will continue to shift, but we are expecting to see some return toward pre-2010 levels across this period.

Planned volumes and revenue for this activity are:

	2015	2016	2017
EFTS	840	880	930
Revenue (\$M)	\$2.6	\$2.8	\$2.9

Other (non-TEC) funded activity

This table aligns with the conservative targets set for this revenue in Wintec's financial modelling. It is planned that the trend of recent years of steady growth in fully-funded or commercial training, consultancy, trading activity and commercialisation activities will continue. Targets reflecting this will be included in Wintec's business plan.

	2015	2016	2017
Revenue (\$M)	\$4.7	\$4.7	\$4.7

TEC funded EFTS transfers

The following EFTS transfers have been agreed to support collaboration within the sector over provision of Wintec's Bachelor of Applied Social Sciences (BAppSocSci) programme

Western Institute of Technology at Taranaki (WITT)*

	2015	2016	2017
Undergraduate EFTS (est.)	60	60	60
SAC funding	\$368,100	\$368,100	\$368,100

*subject to a signed Memorandum of Understanding between Wintec and each institution.

3.0 Investment Plan Commitment – Education Outcomes

The Investment Plan commitments are specified below. In summary the main points to note with regard to these are:

- The actual indicators used are those prescribed by TEC for use in the plan. The targets, for each of the three years of the plan, are subject to agreement between ourselves and TEC.
- These investment plan KPIs will comprise one part of a wider set of annual reporting KPIs. Further KPIs will set out in the Wintec business plan to ensure there is a comprehensive 'organisation-wide' set of KPIs that cover all the significant aspects of operations. This wider set will then form the Statement of Service Performance to be reported in the Annual Report.

Educational outcome KPIs

- Participation – the percentage of total enrolments of various priority groups (Under 25s, Pasifika and Māori)
- Outcomes – using TEC's four sector Education Performance Indicators; successful course completions, qualification completions, progression and retention, plus literacy and numeracy, and employment
- International EFTS – the number of international EFTS, annually, for the plan period
- PBRF-related research – the amount of external income, and the number of research degree completions.

KPI targets, and explanatory comments

Participation

- All of the participation targets are subject to recalculation following confirmation of the current level 1 and 2 competitive funding process. This is because the indicator expresses participation at level 3+ as a percentage of total enrolments (including level 1 and 2 enrolments).
- Notwithstanding the above, while overall enrolments, in an absolute sense, are expected to grow for Māori and Pasifika, they are not expected to grow as a percentage, as the investment plan is targeting overall growth of EFTS over the period. They are expected to remain at roughly their current levels – both of which are above the percentage of the regional populations. There is expected to be some increase in percentage of those under 25, as they will comprise a majority of expected overall growth.

Successful Course Completions

- These are expected to increase slightly over the plan period.

- We will undertake further analysis to identify particular programmes or student cohorts where course completion rates are low, and introduce new processes to support those students, as appropriate.
- Level 1 and 2, foundation programmes – we will continue to embed literacy and numeracy across all programmes, and review our intervention models to ensure we catch students early enough to improve performance and completion.
- Māori and Pasifika – we will complete the implementation of our Māori Achievement Framework, which includes initiatives for improved pastoral care, and embedding Kaiāwhina across all Schools and Centres. We will assess the success of these initiatives during our half-yearly programme reviews.
- In line with the approach of the previous plan, the goal has been set to lift Māori and Pasifika course completion markedly – as we seek to further close the gap between the outcomes achieved by these groups, and the student population as a whole. If achieved, the targets set will result in outcomes for Māori and Pasifika at level 4+ close to within 3% of the overall outcome.
- Outcomes for Pasifika are much more volatile, and also more responsive to intervention, due to the much smaller population involved. Māori outcomes are comparatively more resistant to improvement. Accordingly, at levels 3+ Pasifika outcomes are projected to increase more than those for Māori, though ongoing improvement in both is sought.
- Students aged under 25 comprise a significant population of the student body. Modest improvement is also sought for this group, and this will have the most significant impact on raising overall completions.

Retention

- This is projected to rise slightly, despite already being relatively high compared to the sector as a whole (as reflected in publicly released EPI sector data). The level of retentions has increased markedly over recent years – reflecting significant attention to student retention through Project Connect. The modest ongoing increase is a reflection of the continuation of this work over coming years –as we focus on lifting completions, particularly for Māori and Pasifika, and level 3 course completions (which ought, in turn, also be reflected in increased retention) as well as focus on retention overall.

Progression

- This has been increasing steadily over recent years. This is expected to continue, albeit at a reduced rate, as we continue to focus on ensuring all level 1-3 programmes have suitable pathways into higher level programmes. In addition, the implementation of the vocational pathways developed nationally, is expected to further encourage progression overall.

International EFTS

- International EFTS are targeted to rise to 1,000 over the plan period. This compares with a projected figure of 800 EFTS for this year, and equates to a 25% increase over the three years,

or around 8% per annum – which is in line with that realized in recent years. At 1,000 EFTS international students will represent 20% of relevant domestic enrolments (level 3+ SAC funded enrolments) which is considered an optimal level of international on campus activity.

Research Outcome KPIs

- External (non-PBRF) research income. This has been set to rise to around \$600,000 by 2017 – reflecting the planned development of the various research facilities that have been established. These are expected to build significant capability in coming years, and it is expected this will begin to be reflected in raised external research income.
- Research degree completions. These are not expected to rise significantly over the period due to the time lag between enrolments and completion of qualifications. We will be seeking to grow overall postgraduate enrolments in coming years, including in research degree programmes, but it is unlikely this will translate into completions by 2017. We would, however, expect to see growth reflected in the next investment plan period.

Mix of Provision - Student Achievement Component L3+

Classification & Funding Category	2013	2014	2015	2016	2017
01 - Agriculture, Horticulture					
L1	177	208	267	287	287
M2	3	1	1	2	2
02 - Architecture, Quantity Surveying					
B1	74	60	47	49	49
03 - Arts, Languages, Social Sciences					
A1	758	831	733	730	735
A2	470	431	317	314	312
A3	3	0	1	1	1
04 – Business					
J1	288	301	288	270	274
J2	227	169	178	197	202
J3	2	5	5	5	6
05.2 - General Education					
A1	5	4	4	4	4
06 - Computer Science					
B1	88	77	77	77	77
B2	120	139	150	157	158
B3	1	0	0	0	0
11 - Engineering; Technology					
C1	78	77	78	80	81
C2	6	5	6	7	7
11.1 - Priority Engineering					
N1	136	116	116	117	131
N2	41	54	69	76	79
12 - Fine Arts, Design					
B1	13	16	14	14	14
B2	203	187	179	170	170
B3	6	3	3	3	3
B4	25	21	20	20	20
B5	5	8	8	8	8
13 - Health Sciences					
C2	147	154	156	166	165
16 - Music and Performing Arts					
B2	42	43	41	40	40
17 - Health Related Professions					
B2	32	33	20	20	19
B3	44	43	50	54	55
B4	4	3	3	3	3
18 - Science					
V1	214	209	217	230	235
V2	8	6	6	8	8
V3	5	4	4	4	4
V4	2	1	2	2	2
V5	1	1	1	1	1
19.1 - Teaching: Early Childhood					
I2	179	135	121	119	119
22 - Trades					
P1	305	326	349	359	364
24 - Nursing					
L1	45	43	42	42	42
L2	581	577	584	581	575
L3		0	1	1	1
27 - Midwifery					
C2	145	153	143	152	153
Total EFTS	4,481	4,444	4,301	4,370	4,406

4.0 Performance Commitments

6019			Waikato Institute of Technology						
Performance Commitments SAC Level 3 and Above			Previous Years' Actuals Latest data			Commitment	Planned Commitments		
			2011	2012	2013	2014	2015	2016	2017
			%	%	%	%	%	%	%
Participation									
The proportion of SAC Eligible EFTS who are:	Under 25	Level 3 and above	new	new	new	new	53.0%	55.0%	55.0%
		Level 4 and above	51.1%	50.6%	50.8%	53.0%	51.0%	53.0%	53.0%
	Māori	Level 3 and above	new	new	new	new	23.0%	23.0%	23.0%
		Level 4 and above	18.5%	18.3%	18.6%	20.0%	20.0%	21.0%	21.0%
	Pasifika	Level 3 and above	new	new	new	new	5.0%	5.0%	5.0%
		Level 4 and above	4.3%	4.7%	4.8%	4.0%	5.0%	5.0%	5.0%
Educational Performance									
Course completion									
The successful course completion rate (SAC Eligible EFTS) for:	All students	Level 3 and above	new	new	new	new	80.0%	81.0%	81.0%
		Level 4 and above	82.1%	81.3%	79.6%	82.0%	81.0%	82.0%	82.0%
	Under 25	Level 3 and above	new	new	new	new	77.0%	79.0%	79.0%
		Level 4 and above	79.9%	78.3%	77.0%	81.0%	77.0%	79.0%	79.0%
	Māori	Level 3 and above	new	new	new	new	74.0%	75.0%	75.0%
		Level 4 and above	75.2%	72.8%	72.0%	79.0%	75.0%	76.0%	78.0%
	Pasifika	Level 3 and above	new	new	new	new	73.0%	75.0%	78.0%
		Level 4 and above	68.6%	69.6%	70.3%	81.0%	73.0%	75.0%	78.0%
Qualification completion									
The qualification completion rate (SAC Eligible EFTS) for:	All students	Level 3 and above	new	new	new	new	72.0%	73.0%	75.0%
		Level 4 and above	65.1%	72.6%	81.8%	67.0%	74.0%	75.0%	75.0%
	Under 25	Level 3 and above	new	new	new	new	65.0%	66.0%	67.0%
		Level 4 and above	58.0%	59.9%	71.8%	60.0%	65.0%	66.0%	67.0%
	Māori	Level 3 and above	new	new	new	new	63.0%	64.0%	65.0%
		Level 4 and above	57.8%	59.6%	63.3%	59.0%	63.0%	64.0%	65.0%
	Pasifika	Level 3 and above	new	new	new	new	63.0%	65.0%	65.0%
		Level 4 and above	46.5%	56.0%	60.0%	60.0%	63.0%	65.0%	65.0%
Student Retention									
Retention data is at "All Levels"									
The student retention rate (SAC Eligible student count) for:	All students	Level 3 and above	58.5%	70.6%	69.9%	69.0%	71.0%	72.0%	73.0%
	Māori	Level 3 and above	52.0%	61.3%	61.1%	new	62.0%	63.0%	65.0%
	Pasifika	Level 3 and above	55.1%	65.8%	64.0%	new	64.0%	64.0%	65.0%

Performance Commitments SAC Level 3 and Above			Previous Years' Actuals Latest data			Commitment	Planned Commitments		
			2011	2012	2013	2014	2015	2016	2017
			%	%	%	%	%	%	%
Student Progression									
The student progression rate for students (SAC Eligible student count) at level 1 to 3, to a higher level	All students	Levels 1 to 3, to a higher level	34.4%	43.3%	53.9%	52.0%	56.0%	58.0%	60.0%
	Māori		37.1%	35.6%	48.8%	new	50.0%	52.0%	55.0%
	Pasifika		31.3%	35.6%	41.8%	new	50.0%	52.0%	55.0%
Other Commitments									
The number of international student EFTS	All students	All levels	608	662	707	750	860	930	1,000
PBRF-Participants only									
The amount of external research income earned (\$000)	All students	All levels	\$87	\$233	-	-	\$450	\$500	\$600
The number of Research Degrees completed	All students	All levels	20	26	32	-	30	30	30

Notes

All plan commitment figures have been rounded to 0 decimal places.

These percentages are modelled on the current projected 'Mix of Provision' and assume that provision at Level 1 & 2 is as per current levels. These figures may need to be revised pending confirmation of EFTS allocated through the 2014 SAC Levels 1 and 2 competitive process.

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SAC Levels 1 and 2								
If you have applied for funding under the SAC Levels 1 & 2 competitive process, then the commitments you provide in this template must be The same commitments apply to both Plan and competitive-process allocated provision; parity is required for Māori and Pasifika.								
Performance Commitments SAC Levels 1 and 2			Previous Years' Actuals Latest data			Planned Commitments		
			2011	2012	2013	2015	2016	2017
			%	%	%	%	%	%
Participation								
The proportion of SAC Eligible EFTS who are:	Māori	Levels 1 and 2	3.2%	2.6%	2.8%	3.0%	3.0%	3.0%
	Pasifika	Levels 1 and 2	0.5%	0.7%	0.7%	1.0%	1.0%	1.0%
Educational Performance								
Course completion								
The successful course completion rate (SAC Eligible EFTS) for:	All students	Levels 1 and 2	67.1%	65.1%	69.2%	71.0%	72.0%	73.0%
Qualification completion								
The qualification completion rate (SAC Eligible EFTS) for:	All students	Levels 1 and 2	56.9%	50.3%	54.0%	55.0%	55.0%	55.0%
Student Retention								
The student retention rate for all students (SAC Eligible student count)	All students	Levels 1 and 2	37.1%	52.6%	40.0%	60.0%	62.0%	63.0%
Student Progression								
The student progression rate (SAC Eligible student count) from levels 1 and 2, to a higher level, for:	All students	Levels 1 and 2, to a higher level	34.1%	41.9%	57.6%	58.0%	59.0%	60.0%

Notes

All plan commitment figures have been rounded to 0 decimal places.

These percentages are modelled on the current projected 'Mix of Provision' and assume that provision at Level 1 & 2 is as per current levels. These figures may need to be revised pending confirmation of EFTS allocated through the 2014 SAC Levels 1 and 2 competitive process.