

**Waikato Institute  
of Technology (Wintec)**  
*Te Kuratini o Waikato*

**Investment Plan**  
**2019-2020**

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## Tertiary education organisation (TEO) details

<b>TEO name</b>	<b>Waikato Institute of Technology</b>
<b>EDUMIS number</b>	6019
<b>Lead contact for Plan discussions</b> This person must have a good understanding of the proposed Plan, be able to access Workspace 2 and be able to be contacted by the TEC for at least six weeks from the submission date	Kirstin Harvey – Enterprise Planning Manager (reporting to Warwick Pitts – Director, Products and Planning)
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# 1. Mission and role

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## **Our profile**

Wintec is one of New Zealand's largest and leading ITPs, providing high quality, vocational and professional education in the Waikato region, nationally and internationally. We strive to continue to be identified as an accessible, reputable and high quality ITP with regional and global relevance and reach. We are future-focussed, with over 90 years of providing the skills and knowledge to build stronger communities.

As an Institute of Technology (ITP), 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.

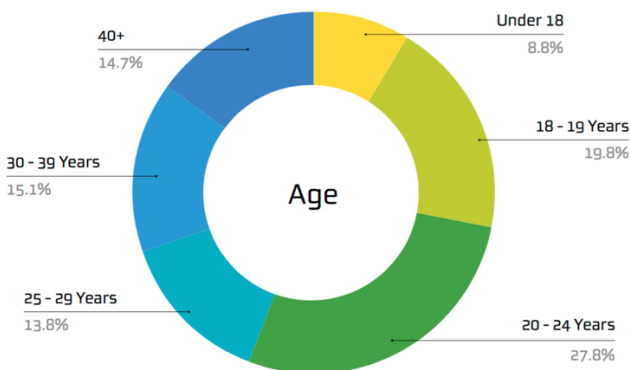
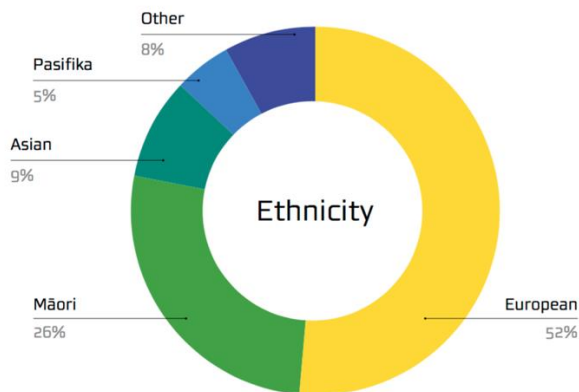
We develop and deliver a range of programmes, from certificate to diploma level, degree and postgraduate, across a range of disciplines including media arts, health and social sciences, business, information technology, and applied science, engineering and trades. We continue to develop and modernise our programmes in response to changing employment needs. The strong practical aspect of our portfolio underpins the successful, long-standing trades and technology reputation of the institute.

Wintec has around 6,900 equivalent full time students (EFTS) enrolled in approximately 130 programmes, across two main campuses (Hamilton City and Rotokauri), and in a number of satellite locations, including Thames and Otorohanga.

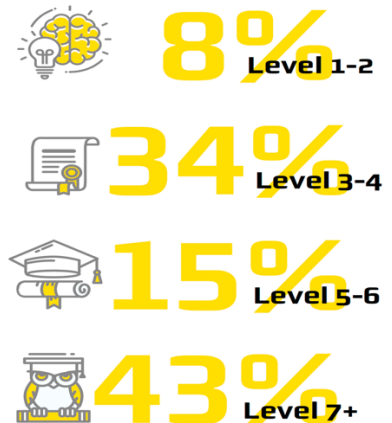
Learning Works and SODA will continue to be Wintec's commercialisation partners. Learning Works is a wholly owned subsidiary of the Wintec Foundation and works with Wintec to undertake activities that are outside of Wintec's core education and research roles. SODA is our incubator and will increasingly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

## Key Statistics (Extracted from our 2017 Annual Report)

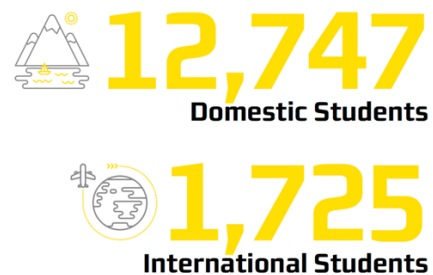
### Our Students:



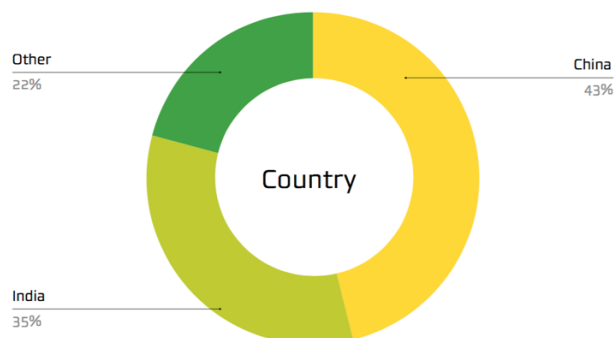
### Our Levels of Study:



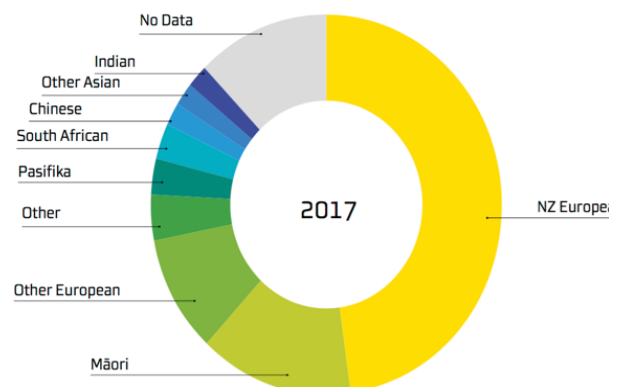
### Our total headcount (not EFTS):



### Our International Student Profile:



### Our Staff:



## What Guides Us

### Our Mission

To build stronger communities through education, research and career development.

### Our 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.

We focus on delivering four major outcomes through our education and training programmes, research and commercial services:

- 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.

We aim to be a great place to work, demonstrating the leadership, flexibility and adaptability needed to respond successfully to the changing needs of students, staff, employers and international customers.

### Our Values

Wintec Values	
 <b>Working Together – Mahi Tahi</b> We work collaboratively within and outside our organisation. We form partnerships, openly communicate, share expertise and try new things.	 <b>Taking Ownership – Kia tika</b> We are all responsible for the overall success of Wintec and are accountable for the actions we take and our results. We make quality decisions based on sound information and we learn from our mistakes in a 'no blame' culture
 <b>Challenge and Innovation – Whakaaro whanui</b> We are leaders, so we challenge ourselves and others to look for ways to do things better and to embrace innovation and achievement.	 <b>Improvement and Opportunity – Kia tupu, kia hua</b> We are committed to setting high standards and continually improving what we do. We are passionate about extending opportunities to students, employers and the wider community.
 <b>Customer Focus – Manaaki tangata</b> Our customers are the people we interact with everyday including our students, our employers and our colleagues. We are driven by the needs of our customers and we act with purpose, creativity and energy to exceed their expectations.	 <b>Valuing People – Whakamana i te tangata</b> We treat everyone with courtesy and respect and value the different perspectives they bring to our team. We involve and listen to others and recognise them for their contribution; always acting with integrity.

### Our Strategic Goals – how we will achieve our vision

Wintec is currently renewing its strategic plan for the period 2019-21, in consultation with Council. It is likely that the high level goals will be consistent with the current 2016-18 strategy, while reinforcing specific areas for investment in the coming years. The five strategic goals are:



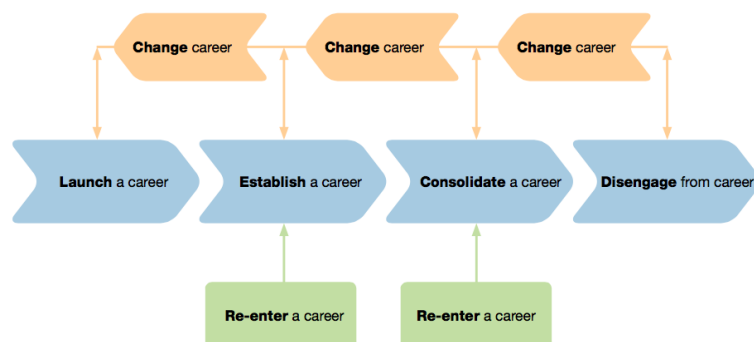
- Our graduates are highly sought after by employers
  - our education is aligned with industry and employer needs
  - we equip our students with the specialised knowledge, and soft skills they require to be successful in their chosen career
- We help build the economy and strengthen communities
  - 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 are a leader in international education, on- and off-shore
  - 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 modern and financially sustainable organisation
  - we are a financially sustainable organisation
  - our facilities, technology, and infrastructure create an environment for leading edge teaching, learning, and research
- Our research and commercialisation deliver real-world solutions
  - our research and commercial activities deliver practical benefits to industry, community, and institutional partners

### ***Our focus areas***

- Agritechnology / primary sector
- High value manufacturing, engineering and trades
- Business and finance
- Health and social services
- Creative, digital and design industries
- Energy (predominantly off-shore)
- Supply chain management and logistics
- Information and communication technology (ICT)

### **Our customers**

We see ourselves as being in the workforce development business; known for our teaching quality, flexible fit-for-purpose spaces, technology enabled learning, and for substantial ‘on the job’ delivery. We recognise that there are touchpoints throughout a person’s working life, where they will connect reconnect with Wintec to further develop the skills they need to be successful. This creates the opportunity for “lifelong learning”, and is a core part of our strategy in terms of product development, and our teaching and learning pedagogy, as learners enter, and re-enter education and training.



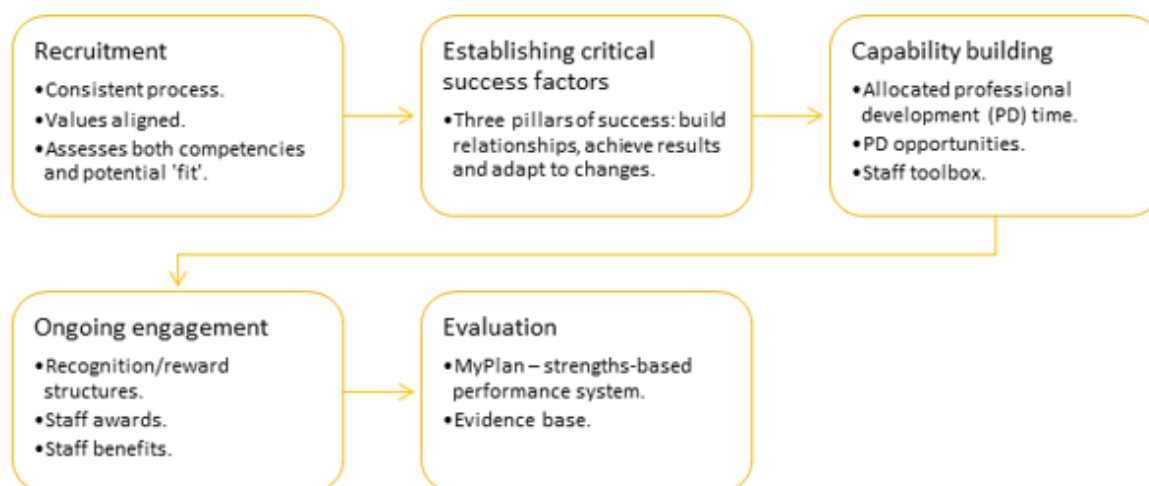
At our heart, we are an international organisation, with many of our students learning in other countries at our campuses. In many cases, we are doing this alongside New Zealand and overseas companies in partnerships which bring expertise to Wintec and skilled staff to their companies.

We have a national and international reputation for multiculturalism, innovative thinking, quality, reliability and commercial acumen.

Our staff are strongly linked with employers, and our researchers work on specific solutions for business and communities. Industry are involved in the design and teaching of our programmes, ensuring we are delivering the right skills for the future workforce.

## **Our staff**

Wintec has a workforce of more than 900 staff, comprising full-time, part-time permanent and fixed term, and casual appointments. The institution's People and Culture department are responsible for workforce management. They provide a clear and documented framework to inform and support the development and retention of a quality workforce who are empowered to deliver quality outcomes. Our Workforce management process is outlined below:



Workforce engagement is positioned as a continuous journey, with particular focus placed on components of the employee journey which act to engage them in their role, their team and with Wintec. A key component of engagement is the working relationships people have with their managers and peers, as well as others in the organisation. High performance is encouraged by recognising and rewarding staff achievement through the Wintec performance system (My Plan | Te Mahere-ā-tau), values recognition programme, staff awards and academic promotion pathway.

## **Regional engagement**

We see ourselves as being at the hub of creating a better future for Waikato, contributing to regional and national economic performance, innovation and capability. At present, approximately 40% of the Waikato population lives outside of Hamilton City; increasing since 2003, with regional towns south of the Bombay Hills such as Te Kauwhata and Pokeno, in particular, experiencing significant population growth. In order to serve that population, Wintec has provided in-community tertiary delivery since 1990, with the establishment of sites in Thames and Te Kuiti (operations were relocated to Otorohanga in 2011) and other programmes being taught “in situ” at various facilities across the region (including marae) as required.



Although there has been an increase in the number of programmes delivered in the region by two of our Centres (the Centre for Science and Primary Industries, and the Centre for Health and Social Practice), the number of students enrolled has declined; from 103 EFTS in 2015, to 121 EFTS in 2016, and 69 EFTS in 2017. Delivery is currently serviced in pockets, is ad hoc, and generally short term in nature.

### ***Future focus***

The world is constantly changing, enabled by disruptive technologies, new business models, changing demographics and increased globalisation. Our customers and their needs are changing, and we need to be responsive. We recognise these challenges, and are currently undertaking a full review of regional engagement and delivery strategy to ensure we can continue to meet emerging regional demands.

Several big-ticket projects are on the horizon for Hamilton and Waikato that will have substantial positive impacts on the economy and workforce to 2020 and beyond. These are:

*The Ruakura Inland Port* – this development will deliver great benefits for the region's exporters and importers as well as opportunities for Waikato-Tainui people. Key points are:

- 480 hectare project on eastern boundary of Hamilton.
- Tainui Group Holdings (TGH), the intergenerational investor for Waikato-Tainui is about to commence foundational earthworks for the first stage of its inland port at Ruakura.
- Staged development likely to span 20-30 years.
- Wintec's existing relationship with Waikato Tainui ensures we are at the forefront of training and development opportunities as this project moves forward.

*The Waikato Expressway* – the direct benefit to the local economy is expected to be \$40 million annually.

- There are two roading projects planning for Waikato; namely the final link in the Hamilton Ring Road, and the Waikato Expressway.
- The Expressway will reduce the length of State Highway 1 by 6km. It will remove 35 minutes off the trip between Auckland and Tirau, which will enhance inter-regional and national economic growth and productivity directly by reducing fuel costs.
- The Hamilton section of the Expressway (to the east of the city) will enable a step-change in the region's economic performance through improved freight movement, benefiting the movement of goods originating in the region and also those transiting to or from the major ports. It will also enable a closer connection to Auckland.

*The Peacocke Development* – bringing strategic advantages with its location; supporting regional growth and improving the transport system for Hamilton's west suburbs.

- Hamilton city has a government loan of \$308 million to get Peacocke ready for about 3,750 houses over the next 10 years.
- The project is not without challenges; it may be too expensive for Hamilton city to undertake without full support from central government.
- The Peacocke development has the potential to provide financial, economic and social benefits to the Waikato region.

*The Fonterra Factory Expansion* – requiring a greater skill set from workers due to increased sophistication of the machinery.

- Fonterra is undertaking a \$20 million expansion at their Te Rapa factory to meet growing demand for butter and cream cheese in Asia.
- The factory employs 500 staff. In the past four years, 35 jobs have been created.
- These new jobs require a greater skill set from workers, who will need to be trained locally.
- Wintec already has a positive relationship with Fonterra, and will seek to expand on this and work together to support training and development of workers.

*Passenger Rail Service* – being more accessible and connected to Auckland has benefits for the Waikato region for population growth and increasing business investment.

- The Labour Government has committed to a \$20 million investment in a passenger rail service that links the “Golden Triangle” of Auckland, Hamilton and Tauranga.
- The commute is expected to match the time it takes to get into Auckland in a car.
- The prospect of travelling between Hamilton and Auckland will become much easier – and the Northern Corridor developments provide further opportunity for improved access.
- This has the potential to open up Wintec to a much wider market, as accessibility to training will become easier.

## **Our international focus**

International education is important to New Zealand. It is the country’s fourth largest export industry worth an estimated \$4.2B p.a. to the national economy. International interconnectedness is vitally important to our future as a nation trading in the global economy. Industry, workplaces and an increasingly globalised workforce reflect dynamic change and the increasing interconnection of globalisation trends. Their impact on international education must be recognised and responded to.

Wintec has a proud record of international engagement and our global operations make us unique amongst New Zealand tertiary institutions. Our future activities will build on the past and current achievements while adapting to the evolving needs of international students and increasingly globalised workforces, and workplaces – both here in New Zealand and elsewhere.

The next three years will see us continue to establish ourselves as a globally connected, and “internationalised” institution, specialising in the provision of international education products and services in New Zealand and in major markets offshore.

This strategy is built around the interconnected twin themes of:

- realising the non-commercial benefits of internationalisation and global interconnectivity, and
- increasing the contribution to Wintec’s overall financial position.

Our expertise in export education and our focus on strengthened local and global alliances enable us to continue to provide internationally-relevant, quality education services wherever they are needed in the world. These include sustained and diversified growth across a range of products, services and markets:

- Onshore students
- Short courses and study tours
- Offshore students

By extending our organisational capability beyond the delivery of internationally quality assured programmes, on-shore and off-shore, to the successful management of off-shore projects and campuses, consultancies and joint venture activities, we will further strengthen our global brand.

The revenue gained from our international activities make a significant contribution to our financial sustainability, and enable us to continue our growth agenda.

# 1.1 Mission-related capability

## Governance

Over the past three years our academic governance structures have been refreshed to maximize oversight and connectivity between the relevance of our programmes, our *Ako: Teaching and Learning Directions*, and the work-readiness of our students and graduates. Understanding and defining the value of Wintec to our stakeholders has been key to this approach.

In 2017, Barry Harris replaced Mary Cave-Palmer as the Chair of Wintec Council.

### Committees of the Council

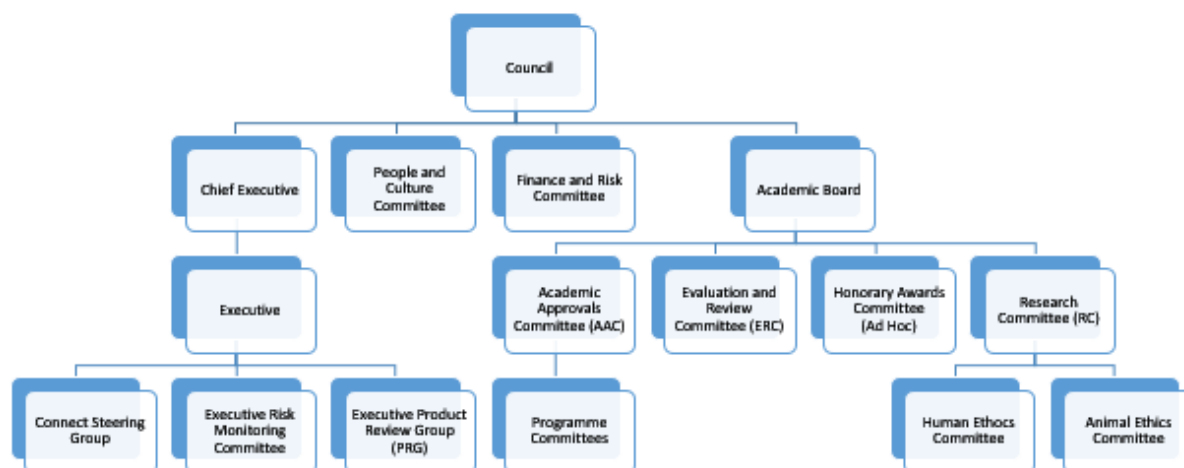
#### People and Culture Committee

Functions include overseeing policies and systems related to people and culture, and health and safety and, monitoring relevant Wintec performance indicators.

#### Finance and Risk Committee

Functions include ensuring that Wintec adopts sound organisational and financial management practices; providing assurance regarding the quality of financial information, the accounting policies adopted, and the financial statements issued by Wintec; overseeing risk management and monitoring, organisational policies; and reviewing the annual budget and budget implementation.

The following diagram provides an overview of our governance and management structure.



### Academic Management Committees

Over the past three years our academic governance structures have been refreshed to maximize oversight and connectivity between our programmes, our *Ako: Teaching and Learning Directions*, and the work-readiness of our students and graduates. Understanding and defining the value of Wintec to our stakeholders has been key to this approach.

The Academic Board and its sub-committees ensure that academic standards and integrity are maintained across Wintec, and that our programmes are relevant and fit for purpose to meet our stakeholder needs. Between 2014 and 2018, our Academic Board oversaw a schedule of development work which was, in part, a response to the Targeted Review of Qualifications (TRoQ), but also most recently, a result of our commitment to offer new and innovative programmes that are work-informed and work-ready, aligned with *Ako: Teaching and Learning Directions*.

The following diagram shows our committee structure, and the role of the sub-committees:



*Our academic committee structure*

#### Academic Approvals Committee (AAC)

The role of the AAC is to ensure the development and maintenance of quality programmes that meet customer expectations and New Zealand Qualifications Authority (NZQA) and Tertiary Education Commission (TEC) requirements. Reporting to the AAC are Programme Committees, situated in each School / Centre.

#### Research Committee (RC)

The RC develops and oversees the strategic direction for research and ensures the maintenance of quality research and supervision that aligns with regulatory requirements and global best practice. Reporting to the RC are the Animal Ethics Group, and the Human Ethics in Research Group.

#### Evaluation and Review Committee (ERC)

The ERC ensures the integrity and effectiveness of self-assessment processes in all academic programmes across Wintec, and monitors outcomes to identify systemic issues, trends or areas critical to the success of Wintec's strategy.

### **Industry and stakeholder engagement**

Industry and stakeholder engagement is embedded throughout our programmes, through the roles of Visiting Fellows and Industry Specialists, as well as continual engagement with employers through the work placement management processes, and Wintec's applied research activities. Industry Forums, Employer Engagement Groups and Employer Partnership Groups are key mechanisms used to gain insights into strategic directions for the sector / industry and practical amendments that can be made to the programme to improve the quality of experience for students, staff and industry.

Training and education at Wintec is continuously evolving and improving to meet the needs of businesses and organisations. Employer Partnership Groups (EPGs), Employer Engagement Groups (EEGs) and Industry Forums are a vital link between Wintec and the communities it serves. The groups all have a similar intent but vary slightly in process and scale.

These groups provide:

- an important and unique opportunity for information exchange on current industry and sector trends, opportunities available to Wintec students and graduates, what attracts students to Wintec and an opportunity to receive feedback in a structured way
- effective feedback from industry on issues which impact on Wintec

- data on graduates' fit with industry, which enhances Wintec's teaching, research and projects by providing input into Programme Committees and programme developments.
- They assist Wintec to review the aims, purposes and priorities of its programmes; relate its teaching, learning and projects to the wider world; and contribute to the dialogue between teachers, researchers and practitioners. Ultimately, close and intentional industry and employer engagement enables Wintec to more effectively contribute to social and economic goals of the community and ensure the institution is responding to customer requirements.

Wintec's Industry Alignment Focus					
Responsibility		in Market	In Product	Internally	Success Factors
Product Managers	Industry Focus (strategy & direction)	Industry Networking for Market Analysis Representing Wintec at Industry level forums Determining Industry needs through Joint visits to industry participants with BD team	Strategising product investment Designing industry pathways & related products by category Prioritising product development Product Idea analysis and conversion	Lead Wintec's Strategy Planning & Product Investment by Industry	Industry Satisfaction Product profitability/relativity Return on Investment Return on Assets
Business Development	Client focus by territory (sales & relationship management)	Key Acc Management by industry segments Customer relationships Call cycles industry participant mapping Annalysing and determining customer needs Sales opportunity identification and management Industry networking to promote Wintec	Making product requests by customer Representing customer in product planning Bringing clients to the planning table Connecting product managers to industry through joint accounts calls Specifying client needs for bespoke courses for development	Lead Wintec's Relationship & opportunity management by Account (account team leadership)	Sales Revenue Customer Satisfaction Average Sales Sales Opportunity Conversion Portfolio size/value Return on Sales
Product Developer (EDH)	X-organisation projects	Co-Design projects with industry Education industry connections to maintain SME	Product specification Product design (learning and capability requirements) Product production Bespoke Course product development for clients	Project Manage to deliver on product plans by priority	Budget Criteria by Project Industry Benchmarks Tutor Satisfaction Product Manager Satisfaction
Cust Promise & Industry Eng Team	Delivery Partnership & Student Placement	Supplier management for internships/projects Two-way secondments Own/Run the EGPs Student Placement – in study and in job	Partnering with employers to create the workplace learning elements of the curriculum	Manage the opportunities for workplace learning opportunities and lead the Customer Promise Delivery	% of Workplace learning by programme # of employers engaged in workplace learning opportunities # of students placed in workplace learning/jobs
Faculty	Staying Connected and keeping current	Industry engagement peer-to-peer Thought Leadership	Subject matter expertise Partnering with industry peers to recruit specialist SME's to product development projects Capability development Product delivery to meet and quality and customer requirements	Lead Wintec's Product Delivery Quality	Operating Margin Cost of Delivery Staff Satisfaction Quality of co-delivery Student Satisfaction EPIs
Research Facilities	Research & Commercialisation partnerships	Research staff and global/national partners assist clients to develop innovative initiatives Provide research outputs	Provide expertise to help industry create products	Lead Wintec's sales and delivery of Research & Innovation	# of research contracts # of Customer products # of research outputs

## Infrastructure

To fulfil our strategic goal of being: 'a modern and financially sustainable organisation' we continue to invest time in researching leading-edge, student-centred designed learning and teaching spaces, and practices across a wide range of tertiary providers nationally and internationally. We have considered, and are trialling, a range of models that align with the needs of our key stakeholders, and the potential impact that physical and digital spaces have both positively and negatively on our key indicators of success: student participation, satisfaction, retention and achievement.

### Rotokauri Campus

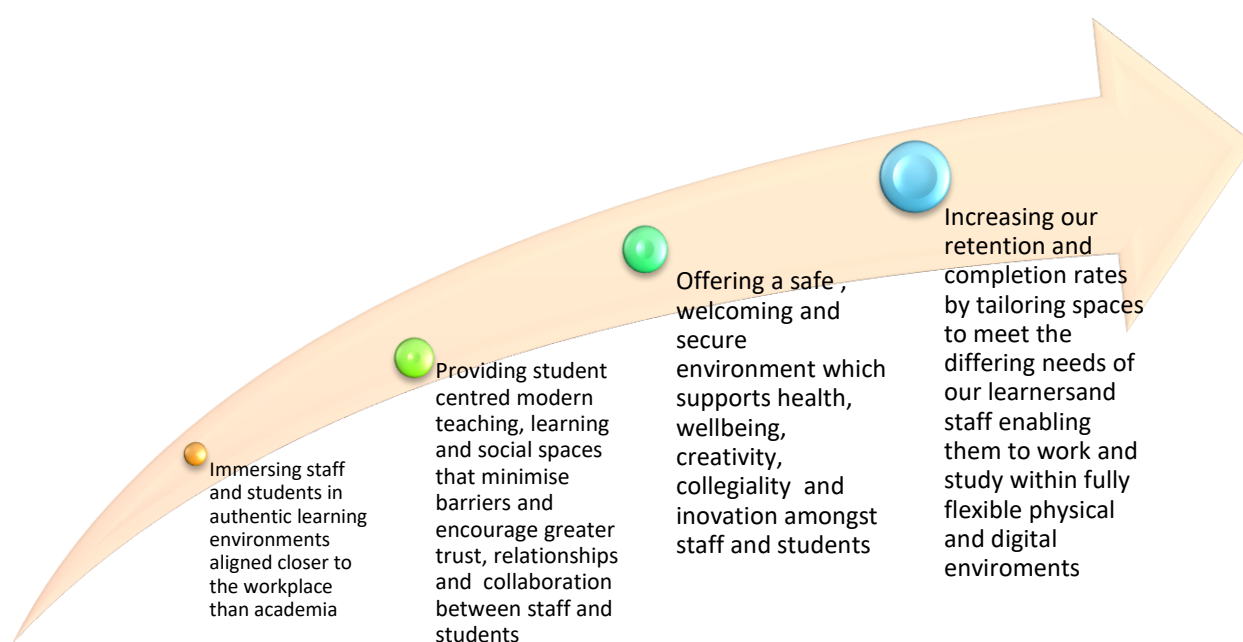
Between 2014 and 2016, significant investment was made into our Rotokauri Campus, including the opening of our new state-of-the-art Engineering and Trades Facility; one of our largest campus

developments to date. The \$25 million flagship facility was launched as the central point to the rejuvenation of the Rotokauri Campus. This was followed in 2016 by the \$3.6 million redevelopment of the Rotokauri Hub, which has resulted in a larger, vibrant, flexible and more-user friendly space for our staff and students. The Hub redesign was undertaken through a co-design project with students in 2015 to ensure the design would create a supportive and welcoming environment that met student academic, cultural and social needs. Designed as a base for our students, the hub provides a “heart” for the Rotokauri campus, supporting students to learn outside of the classroom, and enjoy an enhanced student experience. This is achieved through a number of ways, including:

- Providing spaces for collaborative and individual study.
- Providing spaces for engagement with Wintec Support Services.
- Creating opportunities for recreation and ‘brain breaks’.
- Encouraging connections with other students.
- Providing the tools to allow our students to work and play how they want.

In 2017, and concurrent with the launch of our *Ako: Teaching and Learning Directions*, we initiated a review of our City Campus infrastructure, which led to the development of a business case proposal for capital investment in a new flagship teaching and learning space. Currently in discussion with Council and TEC, if approved and the investment secured, the new building will be a highly flexible and adaptable design, enabling students and staff to collaborate within and across disciplines in spaces configured for active learning. This would likely include large format studios for active and inquiry-based learning, tutorial and meeting spaces, technical and specialist areas, as well as social and informal spaces. Spaces would be configured to integrate with our blended delivery and technology solutions, complementing existing Wintec facilities and in-work professional environments.

Although this proposal is currently under consideration and may be challenging within the present external environment, we are committed to ensuring that, where possible, our existing and proposed physical and digital infrastructure is designed to create an environment suitable for excellence in delivering leading edge, workplace and student centred teaching, learning and research. The key benefits and impact of this long-term investment approach include:



**Figure: Creating a future and student focused digital and physical infrastructure**

While the business case for the new future focused multi-purpose space on the City Campus, is under consideration, we are continuing to make adjustments to our existing buildings, campus and facilities to enhance their contribution to teaching and learning excellence and the overall student experience. In 2017 we relocated and refurbished our School of Hair and Beauty Salon, creating a more effective and accessible space, that has been widely welcomed by our students and their clients. During 2018, dedicated spaces were also used as prototypes of the 'flipped classroom' model that could be used whether or not the new build business case is approved.

## **Support for staff**

Our staff are provided with a variety of mechanisms to contribute to informing how we work and the decisions we make, supporting the following Wintec Values:

- *Valuing People - Whakamana i te tangata.* We treat everyone with courtesy and respect, without prejudice and valuing different perspectives. We involve and listen to others, and recognize them for their contribution, always acting with integrity.
- *Taking Ownership – Kia Tika.* We are all responsible for the overall success of our organization, and are accountable for our actions and results. We make quality decisions based on sound information and we learn from our mistakes in a 'no blame' culture.

We place a high emphasis on supporting staff health and wellbeing; training and development, and allocating time for success with roles and responsibilities. Notwithstanding this, in 2017 increased attention was placed on ensuring staff feel they are able to contribute effectively to decision making, and a review of Programme Committees (PCs) was launched. PCs are the formal mechanism for staff to engage with and influence decision making at a programme, Centre and institutional level.

### **Teaching and Learning Coaches**

In 2018, three Teaching and Learning Coaches were appointed to support the implementation of *Ako: Teaching and Learning Directions*. The coaches work alongside Faculty to develop capability in the new teaching and learning approaches. Staff are also supported by a range of resources (including an enhanced Teacher Toolkit), and targeted capability development in assessment practices. This is a transformative approach, creating excellent teachers, work-ready graduates and better learning experiences and outcomes for students. Staff are also supported through the *EVOLVE*; an e-learning platform delivering modules for tutors on what *Ako* means for them.

### **Wintec Industry Sharing Experience (WISE)**

We are also committed to ensuring that our staff are engaged in maintaining their vocational practices, by ensuring that their knowledge and skills are industry current and that they are aware of future industry trends and developments. Valuable partnerships with employers can be achieved through both industry secondments, where our staff spend time working in industry; and industry teaching partnerships, where industry experts are invited to teach, speak to and/or work alongside our staff and students.

## **Sector Strategy Statements**

Since 2015, Wintec's Product Management team, in consultation with Faculty, have created a suite of sector strategy statements, as a response to key global and national trends. These statements include development plans for new products, and the modernisation of existing products.

The Sector Strategies outline Wintec's intention around focus areas for the key sectors in our region, and have been developed after extensive industry and community engagement. They focus on three phases of work:

- Portfolio alignment
- Portfolio evolution
- Portfolio transformation



## **Employer Expectations are Changing**

There is clear trend emerging towards jobs that require post-secondary education, with some estimates suggesting that 70-80% of all jobs now require a post-secondary qualification.

The “skills gap” has become a popular term to describe a labour market in which job applicants lack the skills that employers demand, leaving graduates without jobs and employers without qualified employees.

Some employers argue that higher education institutions are failing to provide ‘work-ready’ graduates. In particular, employers are looking for graduates with good social skills who demonstrate initiative, can communicate well, and work well with others. Surveys of employers nationally and internationally show that, in general, they believe tertiary education providers do less well at teaching ‘soft-skills’ compared to technical knowledge.

Employers understand their role as the “end customers” in managing talent supply chains. Peak bodies in particular are beginning to lobby and reshape the education and workforce systems as an extended chain of talent providers that prepare learners for careers in the most responsive and efficient way possible.

Similarly, there is an emergence of employers working to establish a value network of education and workforce partners - this offers a well-coordinated talent pipeline reducing lead times to fill positions and improve response rates to changing job requirements. The result is better employment opportunities for learners, and more qualified workers for employers.

The core structure of how labour is being accessed is also changing, with the growth of the gig economy and crowdsourcing being two prevalent examples. Efficiencies are increasing in some areas as people with common, low-level skills compete for work in a more efficient marketplace as a result of the gig economy.

As organisations strive to remain competitive, employers are increasingly:

- contracting staff for specific tasks;
- ensuring workers and the work they do can be switched and/or changed quickly;
- allowing workers to communicate with each other rather than through supervisors and managers, and
- giving workers autonomy and giving them the opportunity to take responsibility for the work that they do.

Career structures and expectations are adapting to this change also. In the US, for example, the average worker holds 10 jobs before 40, and likely to have 15 jobs in their lifetime. This is leading to a change in perceptions of what a career is. Growing trends include:

- increasing part-time employment;
- later entry to the workforce;
- ongoing training and/or retraining;
- less upward promotion, and more horizontal career development;
- more self-employment and small businesses, and
- a stronger emphasis on work-life balance.

Lifelong education is becoming more and more important – and the continued adaptation and acquisition of skills (not necessarily qualifications) is fundamental in order to remain current in an ever-changing workforce.

## **The skills we teach:**

With the nature of jobs changing, through the disruption of new technology and innovation, Wintec provides a blend of craft and new work skills that are required for successful employment. These “new work skills” include<sup>1</sup>:

- *sense-making* – ability to determine the deeper meaning or significance of what is being expressed;
- *social intelligence* – ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions;
- *novel and adaptive thinking* – proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based;
- *cross-cultural competency* – ability to operate in different cultural settings;
- *computational thinking* – ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning;
- *new-media literacy* – ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication;
- *transdisciplinarity* – literacy in and ability to understand concepts across multiple disciplines;
- *design mindset* – ability to represent and develop tasks and work processes for desired outcomes;
- *cognitive load management* – ability to discriminate and filter information for importance, and to understand how to maximise cognitive functioning using a variety of tools and techniques, and
- *virtual collaboration* – ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

## **Our products:**

Wintec offers a wide range of programmes, at all levels of the New Zealand Qualifications Framework (NZQF), from foundation level (Levels 1-2) through to certificates and diplomas (Levels 3-6), degrees and postgraduate programmes (Levels 7-9). Delivery of our programmes are centred on the three principles and five approaches outlined in our *Ako: Teaching and Learning Directions 2017-20*.

Customers, and industry, across segments still require formal, accredited qualifications, especially as entry points into certain professions. Having followed international trends these qualifications tend to be at a higher level. This is especially true for the Launch my Career segment, and requires clear qualification pathways from secondary school provision, stair-casing students up into, and advancing through higher level qualifications.

Our product portfolio has significantly altered though, to reflect the skills needs of the growing markets in the Establish and Consolidate Career segments. These customers and industries require bite-sized packages of skill development. These are not necessarily qualifications, but micro-credentials, or badging, so as to provide the skills required. These skills packages are disaggregated from our formal qualifications, and repackaged for delivery.

Discipline content is no longer king, in our connected global world access to content has been democratised and access to it no longer offers differentiation.

Enhancements in technology and digital platforms have meant there is greater consumer choice, and broader access to free content, anywhere, any time. We access the best content through licensing and partnerships with higher education providers, which is a mix of domestic and international organisations, depending on which best fits our need.

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<sup>1</sup> [http://www.iftf.org/uploads/media/SR-1382A\\_UPRI\\_future\\_work\\_skills\\_sm.pdf](http://www.iftf.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf)

Our product portfolio differentiates on how we combine core professional skills, with interdisciplinary experiences.

We provide:

- CORE: set of skills within a discipline
- INTERDISCIPLINARY: ability to think between disciplines
- TRANSDISCIPLINARY: moving beyond disciplines

These are through a mix of:

- Professional practice projects, or
- International practice projects, or
- Interdisciplinary practice projects

These practice projects are embedded across our qualifications.

Our disciplines overlap, reflecting the modern work environment, and our products cross faculty constructs, forming cross and inter-disciplinary packages of learning.

These, alongside teaching pedagogy which provides greater engagement, relevance and flexibility for learners, and different teaching roles, is the Wintec experience point of difference.

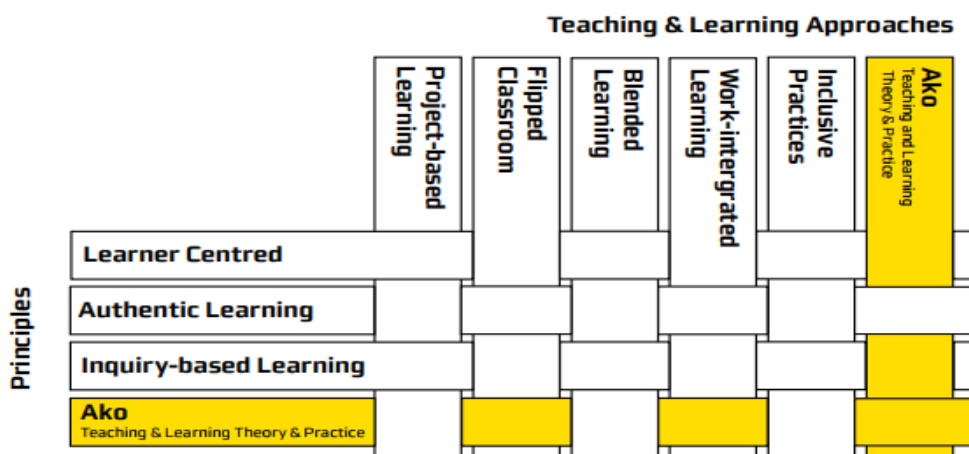
## Our delivery:

In 2017 we launched *Ako: Teaching and Learning Directions 2017-2020*, building on *Ngāwhā Whakatupu – Māori Capability Framework* and the 2015 Teaching and Learning Directions document. Ako provides staff with an overview of our core principles, teaching and learning approaches and a refreshed delivery framework. The approach informs what, how, where and why we teach our students.

Ako also ensures that our programmes are relevant and meet the needs of our students and stakeholders now and in the future, and is centred around three principles, and five approaches. Specifically, all Wintec programmes will contain each of the five approaches outlined below, as an integral part of the teaching and learning processes:

- Three principles
  - Learner centred
  - Authentic learning
  - Inquiry-based learning
- Five approaches
  - Project-based learning
  - Flipped classroom
  - Blended learning
  - Work-integrated learning
  - Inclusive practices

Together they aim to ensure teaching and learning is a holistic and integrated process. Inherent in these principles is the concept of *ako* which is broadly described as “Māori teaching and learning theory and practice”. Ako is determined by and dependent on Māori epistemologies, values, knowledge and views of the world. Ako - as it relates to an educational framework - is in the teaching and learning relationships and the interconnections that fuse Māori cultural concepts together. Ako refers to facilitating positive learning relationships through shared leadership between learner and facilitator. The following image, visually presented in a whāriki (woven mat), represents the interconnectedness of the teaching and learning approaches with the underpinning principles as they relate to Ako.



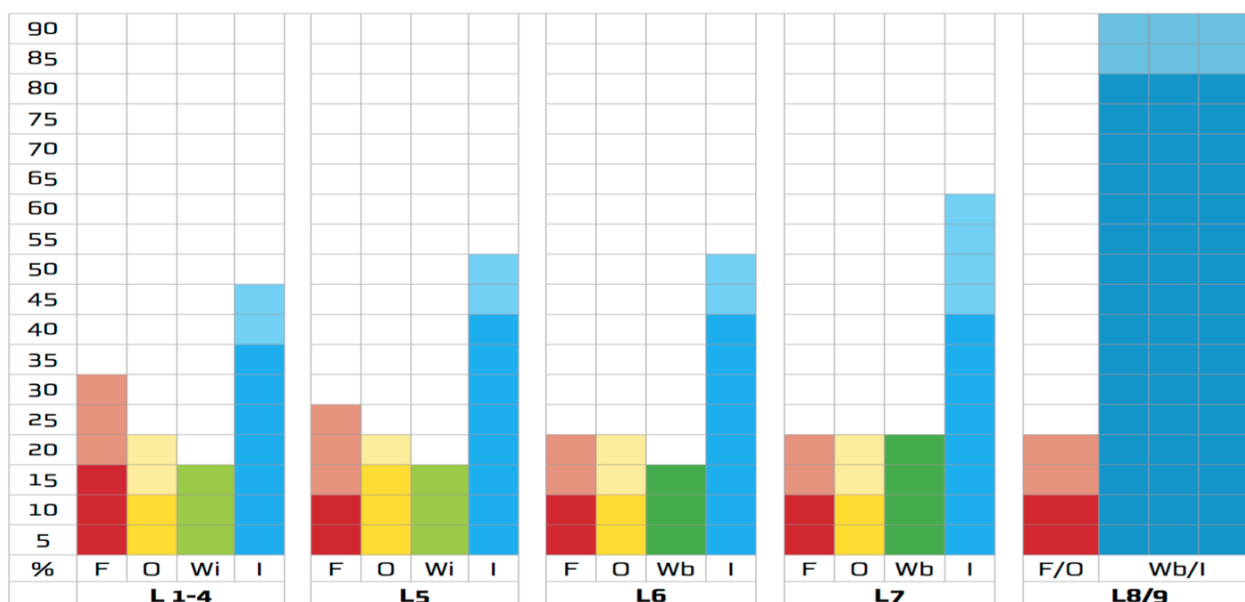
### *Ako Teaching and Learning Directions*

The framework for delivering Ako (as outlined below) is based on programme components and not module components. The percentages therefore represent total programme hours. Each colour (other than green) has a bold and a shaded section. The **bold** is the minimum requirement and the shaded section is the maximum. This is based on the mix that suits the level, learners and discipline. There are no maximums

prescribed for work-integrated or work-based learning, in keeping with the goal of work-ready graduates. However, if the work-based component increases, the independent learning component will decrease accordingly.

Both the (F) section and the (O) section involve the teacher and contribute to the blended 'taught' component. Learners may engage in other online learning in their own time as part of the independent learning. Work-based learning (in-work) is prescribed from Level 6. Prior to this, learning may be work-integrated and could be part of the 'taught' component. It may also be work-based in certain programmes. At post-graduate level, there is no distinction between work-based and independent (reflective of the reality of post-graduate contexts)

- The four key components of the delivery framework are:
- Face-to-face (F) which is presented in red
- Online (O) which is presented in yellow
- Work-integrated (Wi) and work-based (Wb) which are presented in light and dark green respectively
- Learning which is independent of the teacher (I) which is presented in blue



*Ako Teaching and Learning Directions Delivery Framework*

## 2. Addressing the needs of our stakeholders

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### **A snapshot of Waikato**

Waikato sits within 'The Golden Triangle' that is bound by Tauranga, Auckland and Hamilton. The area contains half of New Zealand's (NZ) population and half of its economy, equating to 2.46 million people, with a \$117 billion GDP in 2015. Over 50 per cent of all filled jobs in NZ are also split up between the three cities<sup>2</sup>. The area thus creates a triangle of wealth in the upper North Island that will continue to dominate the NZ economy.

An expected increase of 800,000 people is expected in this triangle over the next 25 years, which is about three-quarters of the national population growth<sup>3</sup>. This will lead to a growth in the workforce, projected to be from 1.24 million in 2013 to 1.53 million in 2033. However, this growth rate in the workforce of 1.1 percent per annum is lower than the 1.9 percent per annum growth rate the area has experienced since 2000. This suggests that labour supply could impose a constraint on growth in the future<sup>4</sup>.

### **The Waikato economy**

Only modest economic growth is expected over the next 40 years diminishing any step change across many sectors;

- Waikato makes the fourth largest contribution to the NZ economy;
  - Their gross domestic product (GDP) is valued at \$22.7 billion in 2017, representing a per capita GDP of \$50,068.
  - The change in GDP in the period from 2012 to 2017 was an increase of 22.7%<sup>5</sup>.
- Waikato benefits from a strong construction pipeline; services and primary industries make up half region's employment;
- Approximately 26% of the collective Māori asset base of NZ is within the Waikato Region, and most of this asset base is within the primary sector and property development<sup>6</sup>;
- Current regional development includes inland port at Ruakura; roading and rail projects; and the Peacocke housing development.

### **The Waikato Population**

- Urban Hamilton has a younger population compared to rural Waikato that has a faster aging population.
- Waikato represents around 9% of the NZ population;
- The Māori population in Waikato is larger than the national average, of which:

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<sup>2</sup> Work Here NZ, "Tauranga in NZ's 'Golden Triangle'," [Online]. Available: <https://www.workhere.co.nz/news/details/tauranga-in-nzs-goldentriangle> [Accessed 20 April 2018].

<sup>3</sup> Stuff, "Labour to spend \$20m on commuter rail between Auckland, Hamilton and Tauranga," August 2017. [Online]. Available: <https://www.stuff.co.nz/national/politics/95985999/labour-to-spend-20m-on-commuter-rail-between-auckland-hamilton-and-tauranga> [Accessed 13 April 2018].

<sup>4</sup> Martin Jenkins, "Upper North Island Key Industry Sector Trends and Future Labour Force Demand 2014 to 2019," 2016.

<sup>5</sup> Waikato Means Business, "Waikato International Education Strategy," Hamilton, 2017.

<sup>6</sup> "Economic Action Plan and Agenda for Māori in Waikato," Ministry for Māori Development, Wellington, 2017.

- 22% of Waikato population identify as Māori, compared to 19% nationally;
- One-third of the region's Māori population resides in Hamilton;
- The demographic profile is young compared to non-Māori where just over one third of the Māori population is under 15 years old; and 58% younger than 30 years);
- The Māori population is growing. The number of persons reporting Māori ethnic affiliation is projected to rise by 82 percent over the 2006-2041 period.

## **The Waikato Workforce**

The largest job growth seen over the last 10 years in the Waikato region was services and health, and this is projected to continue.

- The 2017 Waikato workforce contains about 240,000 workers, providing an untapped opportunity;
- Areas such as retraining, upskilling and accreditation of experience are areas of likely demand as more of the older age cohort (>65 years) remain in employment;
- The services sector is largest employer in Waikato; the health sector employs almost as many people as the manufacturing sector;
- The annual job turnover is relatively stable, and typically sits between 10% and 20%; the only exception is the more unstable primary sector, at 25% turnover;
- More than 20,000 workers in total are hired each quarter (in key industries); This includes 10,000 in the services sector and 5,000 in the primary sector;
- Most sectors require all types of qualifications, but the services, health and ICT sectors seek a greater proportion of tertiary qualifications (professionals, sales and community and personal services workers), whilst the primary, manufacturing and construction sectors seek largely managers, technician and trade workers, and labourers.

## **Stakeholder engagement**

Wintec's mission – to build stronger communities through education, research and career development – clearly speaks to the foundational role of relationships within Wintec's business model. Stakeholder engagement is an interconnected flow of information and influence to and from the institution, facilitated through building strong and trusting relationships short and long-term relationships at an individual and institutional level. They lead to outcomes which show Wintec genuinely understands and meets the needs of its students, industry/employers and the wider community.



### ***Managing Relationships***

Wintec holds a broad and complex network of relationships with people and organisations, both within New Zealand and internationally. At the highest level; stakeholder engagement is usually assessed and reported via four broad categories.

1. Student engagement.
2. Industry/employer engagement.
3. Community engagement.
4. International engagement.

### ***Evidencing Connections and Impact***

Our Customer Records Management System (CRM) is used to capture a variety of stakeholder engagement activities in a single location. We also capture engagement in a variety of formal and informal meetings, reports and analysis documents. This allows us to ensure that evidence based decision making is demonstrably informed by stakeholder views and experiences. The strategies employed in stakeholder engagement at Wintec are varied and aimed at developing a network of relationships that will both:

- benefit the business and wider community
- inform Wintec of the relevance and quality of its outcomes.

### **We work with industry and iwi, as a:**

#### ***Customer:***

Industry and iwi act as a broker and purchaser for some education services. Talent acquisition and management strategies for large industries and iwi have been invested in by TEC, where arrangements have been put place between higher education providers industry/iwi, and where there is a discernible link to employment. This is especially so, when employment is aligned with specific regional needs or projects. We have been active in establishing arrangements with Tainui, and they purchase educational services from us to ensure a pipeline of skills for tribal infrastructure and housing projects.

#### ***Partner:***

Alongside our subsidiaries, SODA and Learning Works, we are heart of entrepreneurship and innovation in the Waikato. Our three organisations offer training, incubation and commercialisation services to Waikato businesses.

We combine these with our research facilities provide real solutions specifically for industry and iwi– this sees our staff and students engaging on joint projects that help make them succeed.

We engage in a true partnership with industry and iwi to align the content, skills and the way we teach to best reflect industry needs; so that employers can access graduates that can add real value to their organisations. We also design programmes that supply targeted workforce development, to increase existing staff capability and capacity.

We partner also partner on joint venture opportunities, which includes co-locating organisations on our campuses, and utilising the skills of students to assist in industry development.

#### ***Co-teacher:***

Our Industry Teaching Partnerships, sees industry co-teach with us, in a variety of different roles. In one, they are practising professionals engaged on semester contracts to work alongside students, offering industry relevancy and up-to-date feedback on trends. Other roles sees them as in residence 'hero' roles where they use the strength of their own brand to lead Wintec engagement in key sectors, building profile for our developments; or as co-researchers, working alongside Wintec researchers on a solution for their industry.



### **River Restoration, Taiao Waikato Tainui**

River Restoration (Waikato Tainui) will plant 1,000,000 trees over the next five years in 68 marae – 32 of which directly border the river. A long term view is planned regarding sites, training and future outcomes for members and their land.

The geography is roughly grouped into four areas (Karapiro, Waipa, Mercer and Port Waikato), with an expectation that:

- a single delivery site will be selected within each area
- a forecast delivery across two areas, with a full year in each site
- Year 1 Areas 1 & 3,
- Year 2 Areas 2 & 4,
- Year 3 will be coastal and
- Year 4 will be Project Management and business skills

#### ***Current Scoping***

- investigate the co- development of tailor made Level 3 “Environmental Landscape Construction” and “General Horticulture” focused on the River Restoration projects
- co-design practical project schedule and possible project sites
- L3 programmes for February 2019 delivery
- L4 pathway programmes for 2020
- Schedule of Works (5 year plan) to include Master Plans for selected sites (approvals in consultation with Facilities and QAU); Communications, Recruitment Strategy (including co-branding), within partnership agreement
- Student scholarship options/opportunities

This work has the potential for combined funding applications.

### **Training site development, Ngati Haua**

#### ***Long term Vision***

- to set up a learning hub at Mangateparu (former school site)
- Whānau trust land to be developed in horticulture (berry farming to start) possible future pathway for employment
- pathway tribal members (including owners of the land) into future teachers/leaders and employment
- Long term training to consider includes possibility of Applied Science, logistics/other areas
- Work has started on the co-design of a site Master Plan for 2019 and beyond

We are currently planning to co-develop a recruitment strategy for a cohort in Matamata – student projects will involve infrastructure work on the Mangateparu site.

## **Our educational partnerships**

We are a broker for education and training, and employment, connecting people with products, services and industry. In some areas, this sees Wintec offer a full education pathway, across levels of study. In others, we work with other institutions, offering a networked approach to provision of education for some industries and disciplines.

This pick and mix model is based on:

- What is best for the learner
- How to best meet the needs of industry and employers
- Where Wintec expertise lies
- The best use of Wintec resources

In some sectors, this will see us not actually delivering education, but instead offering accreditation and moderation services to other providers. However, in others, we will establish competitive products, where industry has told us that the existing provision is not servicing their needs, and the quality of outcomes questionable.

Our educational partnerships include:

- Private Training Providers
- Industry Training Organisations
- Secondary Schools
- Universities and ITPs
- Iwi
- Government agencies
- Industry in house trainers

This recognises the importance of a whole of system view, where we understand that New Zealand's business growth agenda is only achievable through integration across primary, secondary, tertiary sectors into employment

This has seen us:

- expand our secondary/tertiary partnerships
- establish collaboration delivery agreements with other providers in which both theirs and Wintec staff teach on the same qualification
- co-share facilities and services
- establish new models of in-work training, including cadetships with employers
- Combine teaching and research solutions to meet the needs of specific regional communities.

## **Our international reach**

We are one of New Zealand's leading offshore and professional and vocational education provider, and we are sought after by partners and policy makers.

We offer consultancy and other services in a range of off-shore markets, supplying commercial solutions for competency assessment, workforce planning and skills development, project and campus management, quality assurance and curriculum development.

Our international delivery reflects that skills and experience needed in each of the markets we operate in. We have done this by customising products and delivery to ensure they reflect the needs of local markets, thereby increasing the number of contracts won in China and the Kingdom of Saudi Arabia.

We have increased the number of Wintec staff engaged in delivery in our off-shore markets, though an expanded programme of secondments and placements.

We have grown the number of students in pathways that start their study at their home institution and then complete at Wintec. This has been achieved by increasing our partnerships with institutions in China, South East Asia and India.

Our growth has also been the result of expanded postgraduate provision, which has seen us develop higher level qualifications, across a wider range of Wintec disciplines. We expect to continue to develop in this area, as the demand for higher level qualifications becomes greater in the international market.

### 3. Giving effect to the Tertiary Education Strategy 2014–2019

Describe how your organisation will give effect to the Government's current and medium-term priorities as described in the Tertiary Education Strategy (TES) 2014–2019.

**Note** please complete a response for all TES priorities that are relevant to your organisation.

#### 3.1 Delivering skills for industry

##### Regional demographics, economy – growth and decline

Waikato sits within 'The Golden Triangle' that is bound by Tauranga, Auckland and Hamilton. The area contains half of New Zealand's population and half of its economy, equating to 2.46 million people, with a \$117 billion GDP in 2015. Over 50% of all filled jobs in New Zealand are split between the three cities<sup>7</sup>, creating a triangle of wealth in the upper North Island that will continue to dominate the New Zealand economy.

The region makes the fourth largest contribution to the national economy, with our gross domestic product (GDP) in 2017 valued at \$22.7 billion, representing a per capita GDP of \$50,068; an increase of 22.7% since 2012.

A strong construction pipeline; and services and primary industries sectors make up half of the region's employment, and approximately 26% of the collective Māori asset base of NZ is within the Waikato Region (predominantly within the primary sector and property development).

An increase of 800,000 people is expected in this triangle over the next 25 years, representing approximately three-quarters of the projected national population growth.<sup>8</sup> This will lead to a growth in the workforce (projected to be from 1.24 million in 2013 to 1.53 million in 2033), however this growth rate will be lower than the 1.9% per annum growth rate the region has experienced since 2000.

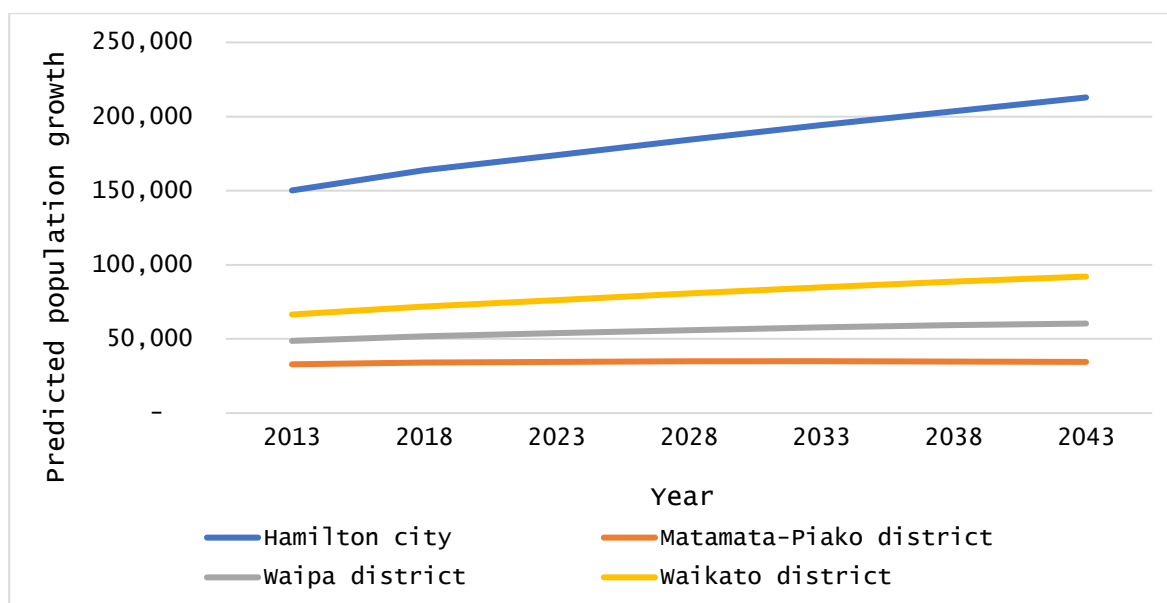
Steady regional population growth is expected over the next 30 years, from the current population of 420,000 people to 520,000, largely from migration into the area. But this growth trend will be followed by a decline to 500,000 by 2063.

In 25 years' time, there will be two defining cohorts in the Waikato:

- A significant proportion of older non-Māori, and
- A large cohort of young Māori aged 39 and under.

<sup>7</sup> Work Here NZ, "Tauranga in NZ's Golden Triangle". [Online]. Available: <https://www.workhere.co.nz/news/details/tauranga-in-nzs-golden-triangle>. [Accessed 20 April 2018].

<sup>8</sup> Stuff, "Labour to spend \$20m on commuter rail between Auckland, Hamilton and Tauranga." August 2017. [Online]. Available: <https://www.stuff.co.nz/national/politics/95985999/labour-to-spend-20m-on-commuter-rail-between-auckland-hamilton-and-tauranga>. [Accessed 13 April 2018].



Projected population growth in Wintec's area of interest 2013 to 2043.<sup>9</sup>

## **What does this mean for Wintec?<sup>10</sup>**

### **Population separation**

Waikato's population will remain steady, with any growth driven by net migration instead of the birth rate. Within this picture of steadfastness, there will be two defining cohorts: retired non-Māori in rural areas, and young Māori in urban areas. This means the real demand will be in replacing those workers ageing out of key economic sectors.

### **Focus on caring and farming**

As ever, primary industries and tertiary service industries dominate Waikato employment (especially dairy and its support network). Allied health is a key growth industry, driven largely by the ageing society. While the Māori economy focuses on other growth areas, especially tourism, this is a driver of the overall economy and not something to be treated separately.

### **Understand the need for skills versus labour**

Technology is the buzzword for economic growth and development. But technological advancement relies on a few highly specialised skillsets – it does not create mass employment. While Waikato faces a labour shortage in some sectors (especially allied health), the **skills** shortage is much more important and is about enabling skill growth in the current workforce.

### **Delivery is still a challenge**

This means Wintec faces the challenge of delivering skills-based education to both employees and employers. This may involve shorter courses or micro-credentials structured in a building block approach, small chunks of learning with direct application and with on-demand enrolment. And while the emphasis on 'work-ready' graduates is all but universal, we are conscious of the need to navigate competing ideas of what this means and who should be responsible.

### **Domination from the north**

<sup>9</sup> NZ Statistics, "Stats NZ", [Online]. Available: <https://www.stats.govt.nz/>. [Accessed 12 April 2018].

<sup>10</sup> Waikato Regional Projections Research [April 2018]. Research conducted by Research First: [www.researchfirst.co.nz](http://www.researchfirst.co.nz).

While the main focus is on the changing demography of Waikato, this needs to be considered relative to our closest neighbour, Auckland. The downstream effects of growth in Auckland, and the establishment of “bedroom communities” in northern Waikato, present challenges and opportunities for Wintec, in determining how we can best service those demands.

These shifts in the demography and economic growth (and decline in some areas) of the region, pose several questions for Wintec going forward:

- How do we respond to the scale and pace of the shift to in-work training;
- What is our role in supplying rural communities’ access to education for a declining population base in some parts of Waikato;
- What changes or shifts should we make with regards to our focus sectors;
- What should our response be to servicing the burgeoning Auckland market;
- How do we Increase access and success for young Māori while enabling continued business growth, and
- How important is the role of international education in meeting the skills and employment needs of the Waikato?

While Waikato faces labour shortages in some sectors, the skills shortage is much more important. This is about enabling skill growth in the current workforce. For Wintec, opportunities around in work training approaches, such as cadetships, enabling skills specific to shortages to be offered at secondary schools, and shorter blocks of learning, and micro-credentials are important.

It is not just about training, but wider educational services. For some districts, higher value is placed on research and environmental sustainability. For others, their focus is new business development, innovation and entrepreneurship. They see Wintec as a possible collaboration broker in their community, utilising existing infrastructure where possible.

## **Our focus sectors**

Wintec’s current Strategic Plan (2016-18) identifies 8 sectors with particular regional or national importance, as priority areas of concentrated investment. These are:

1. Agritechnology / primary
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)

While the Strategic Plan is being reviewed at the time of writing this Plan, we do not anticipate any significant shift away from these focus sectors, and consider them to be current for the period of this Plan.

### **Agritechnology / primary sector**

#### **BASELINE**

Across New Zealand, the primary sector accounts for nearly one in every six jobs, and provides the raw materials needed for one of New Zealand’s economic development priorities; strong export markets.

Waikato's primary sector is particularly important to the national economy, but its share of services is lower than the New Zealand average<sup>11</sup>:

- About a quarter of New Zealand's dairy industry is located in the Waikato<sup>12</sup>;
- Services and Primary Industries together make up 50% of employment in the region;
- Annual turnover is highest in the primary sector, at 25%;

Waikato is the epicentre of the dairy industry nationally. Sector growth is being driven by dairy product manufacturing and support services, as GDP and employment in dairy cattle farming has declined over the last ten and five-year periods<sup>13</sup>.

#### PROJECTED GROWTH

Within the primary industry, the strongest employment growth will be from:

- Support services, arable, horticulture and forestry industries; and
- Support and sales, factory, management and driver workers.

Agritechnology is the sector description defining the new opportunities for technology and products that will assist feeding a predicted global population of 10 billion by 2050.<sup>14</sup> The primary production areas are:

- agriculture
- horticulture
- apiculture
- forestry
- pip-fruit
- viticulture, and
- aquaculture

Global megatrends including demographic shifts, climate change and greater value chain integration will intensify disruption in the industry, while new customer preferences and the development of agricultural technologies are accelerating the speed of disruption.<sup>15</sup>

#### OUR POSITION

Wintec currently offers a comprehensive range of subjects in the agritechnology / primary sector space. These include:

- agribusiness (dairy focused)
- amenity horticulture
- animal care
- arboriculture
- dairy processing
- dairy technology
- environmental management
- landscape construction and design
- nursery production
- production horticulture

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<sup>11</sup> NZIER, "Regional labour market: NZIER report to Waikato Regional Council," NZIER, Wellington, 2016.

<sup>12</sup> NZIER, "Regional labour market: NZIER report to Waikato Regional Council," NZIER, Wellington, 2016.

<sup>13</sup> Martins Jenkins, "Upper North Island Key Industry Sector Trends and Future Labour Force Demand 2014 to 2019," 2016.

<sup>14</sup> Sprout, "Sprout," 2018. [Online]. Available: <https://www.sproutagritech.com/what-is-agritech/>. [Accessed 12 April 2018].

<sup>15</sup> Martins Jenkins, "Upper North Island Key Industry Sector Trends and Future Labour Force Demand 2014 to 2019," 2016.

- production animal technology, and
- veterinary nursing

Modelling suggests there is an increasing demand for more people in occupations with higher qualifications, especially for professional degrees in specialised fields aligned with the value chain (including areas such as integrated farms systems). It is also clear there is a need to increase skill levels so that even those roles that have traditionally not required formal qualifications will increasingly need higher skills development and an increased demand for on-the-job and professional training.

We will deliver specialised provision across the value chain of pre-farm, on farm and post farm production services.

In pre-farm, our focus is on environmental management, with an emphasis on the Waikato River. This involves partner organisations such as Waikato Tainui and the Department of Conservation, with programme developments at certificate and diploma level.

Beginning in 2016, Wintec and Dairy Training Limited (DTL), in conjunction with Primary ITO have collaborated to provide the New Zealand Certificate in Agriculture (Level 4), strand in Dairy Management, and the New Zealand Diploma in Agribusiness Management (Level 5). These programmes are offered at multiple sites in Waikato, Bay of Plenty, Taranaki and the Central Plateau regions. It is our intention to continue this collaboration in 2019- 2020 and beyond, consistent with our strategy for agritechnology and primary sector programme delivery.

### **High value manufacturing, engineering and trades**

#### **BASELINE**

A substantial proportion of New Zealand's manufacturing workforce is located in Waikato. There is a distribution hub in Hamilton and exports tend to go out of Port of Tauranga<sup>16</sup>. The manufacturing sector in Hamilton is mature, grown out of the dairy industry in the Waikato region, and characterised by closed networks. As a sector, it is reactive to change, due to global influencers<sup>17</sup>.

#### **PROJECTED GROWTH**

Simulation, automation and technology-enabled trades, manufacturing and engineering processes are requiring increasing levels of technical and technological capability in employees<sup>18</sup>.

Availability of skilled technical staff is critical to the success of engineering based businesses and economic growth. With national skill shortages at Level 7, the National Engineering Education Plan (NEEP) outlines a need for 2000 – 2750 new engineers per year across Level 6 (Engineering Technicians), Level 7 (Engineering Technologists), and Level 8 (Professional Engineers).<sup>19</sup>

#### **OUR POSITION**

Wintec continues to work to build a sustainable pathway from schools into higher study, with integrated engineering programmes, co-taught with schools that contextualise maths and physics using engineering examples.

There is also strong interest from international markets, particularly China, for contextualised engineering courses, which will utilise elements of our programmes to enhance delivery off-shore.

<sup>16</sup> Martins Jenkins, "Upper North Island Key Industry Sector Trends and Future Labour Force Demand 2014 to 2019," 2016.

<sup>17</sup> Hamilton City Council and Versus Research, "Assessment of Key Business Sectors in Hamilton," Hamilton, 2017.

<sup>18</sup> Wintec Strategic Plan 2016-2018, Wintec, Hamilton, 2016.

<sup>19</sup> <https://engineeringe2e.org.nz/assets/e2e/oldwebsite-images/Documents/NEEP-Report.pdf> [Accessed June 2018].



## **Business and finance**

### **BASELINE**

The Waikato economy comprises a large number of small and medium-sized enterprises (SMEs), iwi businesses, and emerging new businesses. Hamilton is the biggest employer in this sector in the Waikato region.

### **PROJECTED GROWTH**

Business and professional service firms are likely to favour establishing themselves in the upper North Island region due to a growing customer base, the benefits of being sited close to similar businesses, and ongoing investment in physical and communications infrastructure.

Highly skilled workers (managers and professionals) will be in most demand over the medium to long-term, reflecting strong growth in the business services sector<sup>20</sup>.

While there is a growing global demand for business skills, employers are also telling us that they require business graduates with better soft skills.

These soft-skills occupy what is known as ‘the third space’, and have been identified as:

- Adaptability
- Cultural-competency
- Empathy
- Intellectual curiosity
- 360-degree thinking

An important driver of the demand for ‘third space thinking’ is the increasingly complex and fast moving nature of business environments (VUCA – volatile, uncertain, complex and ambiguous). Companies are faced with constant challenges to operate more efficiently, with greater speed, and to expand into new markets.

### **OUR POSITION**

Our position is to provide business education that is infused with ‘third space thinking’ and the soft skills required for business. Common themes across our programmes include innovation, collaboration, international business and cultural awareness, and our students are exposed to project based learning, and international, transdisciplinary or work-based projects.

Our pathways cover business fundamentals, people and leadership, innovation management, and product and service design. Within these pathways, we intend to provide new offerings in electronic commerce, product design, digital marketing, international business and entrepreneurship, indigenous business models, freelancing, organisational development, coaching & facilitation and business change.

Our business offerings also extend into professional programmes, with a range of short courses currently being delivered in conjunction with our subsidiary, LearningWorks, with a focus on the needs of small to medium enterprises (SMEs). We expect to grow this provision in the coming years, and expand into the Waikato region.

## **Health and social services**

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<sup>20</sup> MBIE, “Medium to long-term employment projections: Looking ahead to 2026,” MBIE, Wellington, 2018.

## BASELINE

Over the past ten years, employment growth has been fastest in the health care services and they are making strong contributions to regional employment growth. Most employment in this sector is concentrated in Hamilton. Projected long-term shortages of trained medical professionals and the need for cost and value efficiencies within the health sector are issues receiving national attention.

Waikato's Health sector employs almost as many people as Waikato's manufacturing sector. The healthcare and social assistance occupations made the largest contribution to overall growth in the Waikato region over the last year. The industry grew by 7.5% during 2016-7 and contributed 0.5% to the region's total growth (of 2.4%).

## PROJECTED GROWTH

Waikato has an increasing aging population that will require health care in the future thus creating demand in this sector. New models of health care are encouraging people to be cared for in the community, thus allied health care occupations will become more prevalent. However, although demand is increasing, health providers are constrained by funding so are constantly looking at employment efficiencies, with employment being the key cost area<sup>21</sup>.

## OUR POSITION

We are the hub of health and social care workforce training and professional development in Waikato, in partnership with District Health Boards, primary health care providers, iwi, and private providers.

Our programmes are grouped into key segments for:

- Professional Practitioners; such as nurses, midwives, social workers and counsellors.
- Support Workers; for example, certificate-qualified mental health support workers and assistants.
- Management and Logistics; for example, health care business management and logistics in a health care setting.

We continue to expand our delivery through our regional hubs, growing education access already offered to nursing and midwifery students, through an ever-increasing number of dedicated education units which involve Wintec students, and staff from our partner organisations.

Inter-professional education is a point of difference for health and social service delivery at Wintec as we extend the breadth of programmes into physiotherapy (to be delivered from 2019), health promotion and diversional therapies.

Our Master of Professional Practice also extends development opportunities for health practitioners offering an 'in work' qualification for management, education and research career advancement.

Wintec is also in the business of creating a *connected health and wellbeing community*, which brings our Centre for Sport Science and Human Performance and the Centre for Health and Social Practice together. Key elements of our strategy in this area include:

1. being widely recognised as the leading inter-professional education provider in the Midland region for health, wellness and social practice education and continuing professional development, working in partnership with service providers to support the development of work-ready practitioners;
2. prioritising strategic partnerships that allow students to experience the diversity of health, wellness and social care available in the region; and advance research that translates into change that matters to our communities, and

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<sup>21</sup> Martin Jenkins, "Waikato Regional Innovation System Review," Hamilton, 2017.

3. inter-weaving thought leadership and innovation to advance health, wellness and social care education, practice, and research to improve outcomes, eliminate inequities and tackle other societal challenges.

### **Creative, digital and design industries**

#### **BASELINE**

As we are becoming a society that connects and communicates on a variety of digital devices, we are seeing a rise in the need for digital skills in almost all workplaces.

Waikato's economy and society are increasingly reliant on people who have capability in the areas of creativity, innovation and design. Digital technologies are implicit in many industry sectors and are propelling innovation. The creative industries centre on visual, musical and written media. Many innovative businesses use integrated components of media arts technologies and thinking<sup>22</sup>.

#### **PROJECTED GROWTH**

Arts professionals are likely to see their occupation stagnate or decline in Waikato in the near future. The Ministry of Business, Innovation and Employment's (MBIE) Occupational Outlook data<sup>23</sup> shows all creative industries to have low job prospects going forward.

Digital technologies however are an emerging sector, with the internet impacting on most peoples' lives. First, less than 10 years ago, jobs such as data scientists, digital marketing specialists, iOS developers and cloud services specialists did not exist. Now, they are in hot demand.

The soaring demand for digital skills has led to two trends:

- new jobs that have never existed before, and
- the transformation of traditional, non-IT job sectors<sup>24</sup>.

Machines, products and people are interacting more with each other and we are now seeing new job roles that did not exist a few years ago. We are also seeing digital skills moving into areas that traditionally have not had an IT component, such as medicine, agriculture and retail.

Hamilton holds a 6% share of the digital talent in New Zealand. It is an industry where its workers are well paid with salaries averaging \$65,000 in Hamilton<sup>25</sup>.

#### **OUR POSITION**

We are in the business of teaching creatives for the global workplace – focussing on a partner-centred teaching and delivery model, working with industry and educational partners around the world.

Our students learn the core technical skills required to operate in the creative industries, and are also exposed to new work skills valued by employers (story telling; ruckus making; sense making; computational thinking; innovation under constraint; craft; collaboration).

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<sup>22</sup> Wintec, "Strategic Plan 2016-2018," Wintec, Hamilton, 2016.

<sup>23</sup> MBIE, "Occupational Outlook," 2018. [Online]. Available: <http://occupationoutlook.mbie.govt.nz/>. [Accessed 24 4 2018].

<sup>24</sup> Idealog, "New Zealand's first digital salaries report: Who's making the big bucks?" 2018. [Online]. Available: <https://idealogue.co.nz/tech/2017/08/new-zealand-digital-salaries-report-2017-whos-making-big-bucks> . [Accessed 24 April 2018].

<sup>25</sup> Idealog, "New Zealand's first digital salaries report: Who's making the big bucks?" 2018. [Online]. Available: <https://idealogue.co.nz/tech/2017/08/new-zealand-digital-salaries-report-2017-whos-making-big-bucks> . [Accessed 24 April 2018].

This leads to the deployment of co-teaching and co-moderation models with industry, and the creation of an on-campus Design Lab in conjunction with one or more commercial partners, allowing students to apply their creative problem solving skills in multiple professional domains. Our Design Lab, part of a global network and the first of its kind in New Zealand, is a dedicated learning space within Wintec that supports students to solve “Wicked Problems”: that is, problems that are difficult to identify solutions for, may be completely unstructured, and can be comprised of multiple smaller problems that interact in some initially undefined way.

We also work closely with SODA as an incubator for creative graduates looking to launch their own start-up enterprises to respond to local and international market needs.

### **Energy (predominantly off-shore)**

#### **BASELINE**

The Waikato region’s energy supply network is diversifying to include new and emerging forms of generation (including wind and bioenergy), while other forms continue to change and develop (hydroelectric, geothermal, solar)<sup>26</sup>.

#### **PROJECTED GROWTH**

Major investment in land transport and energy infrastructure as well as ‘value-add’ activities related to Waikato’s primary industries mean this sector is regionally significant and predicted to grow significantly over the next three years.

Although the sector is small compared to other regional employment sectors, growth is expected in the long term, and demand is steady for energy workers.

#### **OUR POSITION**

This is an ageing workforce, and demand for training at a national level is currently being met by industry. Wintec’s focus is to build our capability and expertise in training off-shore operators, particularly in Indonesia.

### **Supply chain management and logistics**

#### **BASELINE**

By global standards the New Zealand Supply Chain Management market could be defined as relatively immature and underdeveloped, however the functions within are stable and effective. Geographically the sector tends to cluster around transport routes and freight distribution hubs (seaports and airports), areas with good access to the main road networks and major domestic markets<sup>27</sup>.

Supply Chain Management plays a pivotal role in the economic and business development of Waikato as the region is:

- emerging as a transport hub (almost a quarter of total national freight movements by land either travel within, to, from, or through the Waikato region);
- a dairy industry powerhouse (accounting for more than a quarter of the milk supply of the country’s largest export sector, the vast majority of which is processed and exported), and
- a centre of minerals, forestry and meat industry processing.

<sup>26</sup> Wintec “Strategic Plan 2016-2018,” Wintec, Hamilton, 2016.

<sup>27</sup> Martins Jenkins, “Upper North Island Key Industry Sector Trends and Future Labour Force Demand 2014 to 2019,” 2016.

Although the sector is dominated by Auckland, Hamilton has comparative advantages arising from its proximity to ports, rail and road arterials. This combined with anticipated demographic and economic growth and intended investment by Tainui will increase the demand for skills in this sector<sup>28</sup>. Hamilton accounts for 11% of the sector in the upper North Island.

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<sup>28</sup> Wintec "Strategic Plan 2016-2018," Wintec, Hamilton, 2016.

## PROJECTED GROWTH

Taking into consideration the importance of logistics and supply chain management to Waikato, and the dominant position of Waikato in the nationwide logistics and supply chain sector, we can expect to see some growth in the sector in Waikato in coming years.

In the long term, logistics sector growth in Hamilton is mainly facilitated by improved roading infrastructure but currently, there are very limited transport modes to rely on. However, the proposed inland ports in the region will improve the opportunities for this sector. This sector currently has to cope with considerable increase in the online purchases by consumers and the study indicates that this sector is the least connected with knowledge developers<sup>29</sup>.

In the next 20 years, freight volumes across the upper North Island are forecast to double. The inland port at Ruakura (to be opened in 2021) will be a key freight hub and provide an important economic multiplier to the region. By 2030 the so called 'Golden Triangle' of Auckland, Hamilton and Tauranga is forecast to produce 50 percent of New Zealand's GDP.

## OUR POSITION

Waikato regional workforce within the logistics and supply chain sector has an ageing profile. However, industry is presently reliant on training from within and see no real need for outside training providers. This represents a student market that is presently dominated by those in employment.

In the wider international context, Supply Chain Management is predicted to evolve faster than ever before in response to accelerating technology developments. Consequently, expertise in supply chain management is now required to support activities as diverse as demand forecasting, business planning, additive manufacturing, analytics and visualisation and advanced delivery systems.

Our position for delivery is to expand the current technical competencies required (compliance, sourcing and procurement practice, scheduling and planning, distribution and logistics) to include the converging disciplines of analytics, product development process redesign and operations procedures.

## **Information and communication technology (ICT)**

### BASELINE

New Zealand's ICT sector is diverse, encompassing wireless infrastructure, health IT, digital content, payments, geospatial, telecommunications and agricultural technology. ICT captures three important activities in the economy:

- ICT manufacturing;
- telecommunications;
- and information technology (IT) services.

The third of these, IT services, is the main activity, and can be divided into two broad types:

- those delivering IT services, and
- those developing IT products.

The IT industry is in a relatively early stage of development, with a large number of start-up companies in the sector. The sector has more of a future-focused mind-set compared to other sectors, with a key emphasis on Hamilton becoming the tech hub of New Zealand.

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<sup>29</sup> Hamilton City Council and Versus Research, "Assessment of Key Business Sectors in Hamilton," Hamilton, 2017.

## PROJECTED DEMAND

While IT is a strong and progressive industry, the biggest challenge faced by this sector is the ability to sell new concepts and products to other businesses. Uptake of new products can be challenging due to a lack of awareness of new products and risk aversion amongst clients.

## OUR POSITION

We see our role as being both in the business of preparing IT graduates to thrive in the dynamic marketplace they will find themselves in, while also ensuring all Wintec graduates have sufficient mastery of IT skills to enable them to do their jobs, whether they will work in the IT sector or not.

Our Bachelor of Applied IT (launched in 2016), with pathways in network engineering, software engineering, database architecture and multimedia and web development, incorporates Cloud Computing; Big Data and Analytics/Business Intelligence; Mobile Applications Development; Security (Cyber Security and Network Security) and Social Media. Further developments to our postgraduate programmes, ensure we continue to attract both domestic and international students, seeking the skills to participate in, and contribute to, an increasingly technological world.

## **Other sectors**

### **Sport and Exercise Science**

Our position is in the combination of expertise in high performance sport and sports clinical health excellence.

The Waikato Human Performance Hub, based at our Rotokauri Campus provides exercise science services to amateur, competitive and professional athletes and teams, as well as those looking to improve their health and wellbeing. The Hub is run by expert staff within Wintec's Centre for Sport Science and Human Performance, and provides students the opportunity to gain on-the-job experience. The Hub provides a number of services including:

- Exercise physiology;
- Nutrition;
- Mental Skills Training;
- Biomechanics;
- Strength and Conditioning, and
- Biokinetic Clinic – providing specialised exercise prescriptions for people living with chronic health conditions. This is further enhanced through partnerships with international thought leaders such as the Biokinetics Centre in the Department of Sport Science at Stellenbosch University.

At the clinical end, our focus is on wellbeing among the elderly (aged care support), clinical support and workplace wellbeing, support for people living with diabetes, and support for the growing Māori population. We are becoming a national leader in 'exercise as medicine' for these populations. This will require the development of graduate diplomas in health and rehabilitation, with a focus on 'exercise as medicine' for people in the health system who have seen a health professional and need an exercise programme for their rehabilitation (a "green prescription").

We have established partnerships with Secondary Centre Sports Academies, as the trend for specialist academies for younger sports people becomes increasingly important.

The Rotokauri campus will also become a hub for peak sporting bodies in the region (athletics, football and hockey) focusing on the development of athletes, before they hit the elite level.

### **Applied Science**

In recent years, STEM subjects (Science, Technology, Engineering and Mathematics) have been highlighted by the Government as a priority and science graduates at all levels are required by manufacturing and regulatory industries, field work, research and development. At the same time, science and innovation funding is being directed towards business-led research, and collaboration is expected between researchers in tertiary education organisations, the private sector and Crown Research Institutes.

We see science as the subject that activates careers in a range of other sectors, for example:

- Agribusiness
- Environmental studies
- Food technology

During the Plan period we will redevelop our existing Bachelor of Technology into a Bachelor of Applied Science as a response to changing industry need. This will involve pathways from entry level to degree, and a series of graduate and postgraduate qualifications, including a Graduate Diploma in Applied Science with specialisations in food technology, environmental sciences and agribusiness.

This sector continues to generate strong interest from international partners (eg, Beijing Polytechnic) and will require us to build 2+1 pathways where students will complete the first two years of the degree in China, and pathway to Wintec complete their final year.

### **Construction and Manufacturing**

Employment outlooks in Construction and Manufacturing continue to be positive, with many on the national skills shortage list. An aging workforce in the trades sector is also contributing to this demand. While this benefits graduates, the positive employment market reduces tertiary enrolments, as there is a high ease of entry into these industries.

Within the construction industries, ongoing expenditure on the Waikato Expressway, ultrafast fibre network, Ruakura Inland Port, Peacocke Urban Development, as well as population growth, and our nationally important energy assets, continue to drive demand.

Strength in local high value manufacturing and services, as well as continued growing exports are also driving demand for skilled staff. Automation, robotics and smart systems are expected to increase demand for technical staff in manufacturing.

Our Trades Academy provision will continue to expand, with additional sites built on the success of provision in the Franklin region. Growth will also be pursued in Maori and Pasifika Trade Training, due to the strength of the consortium and the quality of the education outcomes achieved to date.

### ***Creating an education to employment value chain***

<b>Institution objective</b>	<b><i>Our graduates are highly sought after by employers</i></b>
<b>Description of related activities (if required)</b>	In our vision of the future, we will have education-to-employment value networks with employers with much closer collaboration between employers and tertiary education. Employers will be involved in our teaching and learning. Our staff will be involved in industry and in communities. Together, we will provide work-integrated learning and on-the-job-experience for all our students. Together we will create opportunities for students and graduates and we will help employers find, develop and retain the staff they need for their future challenges.



	<p>Wintec Faculty is using a multi-faceted approach towards that vision.</p> <p>Firstly, we are implementing a strategy to embed work-ready skills in all our programmes by 2020. Secondly, we are implementing a strategy to achieve specific ratios of work-integrated and work-based learning in all our programmes by 2020.</p> <p>Thirdly, we are supporting faculty staff to be more active in their industries. Our goal is 45% of all faculty staff being actively involved in their industries by YE 2018.</p> <p>Fourthly, we are increasing the participation of industry in our teaching. We aim at having industry teaching partnerships in 80% of our programmes by YE 2018.</p> <p>These moves are supported by a professional development programme, a central pool of teaching and learning coaches and a new industry engagement director guiding and supporting faculty-wide engagement with employers.</p>
<b>Performance indicator</b>	<p>Embedded work-ready skills in all our programmes (40% by YE 2018, 60% by YE 2019 and 100% by YE 2020)</p> <p>By 2020, total learning hours at level 1-4 will include 15% work-integrated learning.</p> <p>By 2020, total learning hours at level 5 will include 15% work-integrated learning.</p> <p>By 2020, total learning hours at level 6 will include 15% work-based learning.</p> <p>By 2020, total learning hours at level 7 will include 20% work-based learning.</p> <p>By YE 2018 45% of faculty staff will be industry-active.</p> <p>By YE 2018 80% of programmes will have industry teaching partnerships.</p>
<b>Baseline, 2017</b>	<p>Curriculum is discipline-focused and work-ready skills are taught without a distinct strategy.</p> <p>Work-integrated learning has been applied but has not been consistently planned throughout curriculum.</p> <p>Work-based learning has been very effective in apprenticeships and in some degrees, but percentages vary widely.</p> <p>About 30% of faculty staff are industry-active.</p> <p>Industry teaching partnerships exist in approximately 47% of programmes.</p>
<b>Interim targets</b>	(See performance indicators above)
<b>Final target, 2020</b>	<p>By 2020, Wintec will be renowned for its integration with industry. Work-integrated learning and work-based learning will have reached the percentages stated above. Most faculty staff will be active in their industries. Industry teaching partnerships will be the norm.</p>

<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments</b>	Work-ready skills will be embedded in all programmes by 2020.
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### **Case Study - Primary Industries**

#### **1. Collaboration to pilot innovative approaches to meet the needs of the Dairy Sector**

Wintec is working with PrimaryITO, DairyNZ and Dairy Training Limited on a TEC funded Joint Ventures and Amalgamations Project with the purpose of exploring options for micro-credentials and recognition of prior learning to grow management capability in the dairy industry and left students taking part in the New Zealand Diploma in Agribusiness Management.

#### **2. Collaboration and innovative approaches to programme delivery to meet the needs of learners in the Dairy Sector**

Wintec has collaborated with Primary ITO and Dairy Training Limited to pilot a new delivery approach for the New Zealand Certificate in Agriculture (Dairy) Level 4. The approach to programme delivery was developed through consultation with learners and other stakeholders to create a seasonally based modular approach, delivered through a combination of workshops and farm-based assessments. The programme has been delivered since October 2016, and pilot evaluation has shown great results for both learners and the employers they are working for.

#### **3. Partnering with Industry Experts and delivering directly applicable innovation back into Dairy Processing**

The Wintec New Zealand Diploma in Dairy Processing has been developed with close industry involvement for learners who are currently in the workforce, to build technical leadership. This is further supported by many industry experts who are involved in programme delivery, tutoring the students. Through the final Dairy Manufacturing Systems project, students have developed new innovative solutions which are being implemented back within their workplace.

#### **4. Applying skills in the workplace**

Students enrolled in the Bachelor of Technology complete an industry based project – focussed in the areas of food science, environmental science and biotechnology.

#### **5. Developing pathways to meet learner and sector needs - Arboriculture & Landscape Construction**

Wintec has been providing programmes to develop skills in the region through horticulture-based Level 3 programmes for a number of years. These programmes are focussed on developing the basic skills needed for learners to be safe and employable, as well as introducing individuals to Tertiary study. In the fields of Arboriculture and Landscape Construction there are very high employment outcomes, so to enable students to continue their learning journey at Level 4 and higher, Wintec have and are developing various pathway options to make this possible. Students have the option of continuing on with their study at the Hamilton Gardens as full-time students, or if they enter the workforce, there are options to study through Primary ITO – returning to Wintec through the delivery of off-job skills, and Wintec is also developing blended and distance learning models, utilising workshop-based learning supported by online learning. Through all options, this will also open further opportunities to pathway on to higher level learning.

#### **6. Developing skills for future success**

*Wintec have strong relationships with the Department of Corrections, delivering predominantly Level 3 Horticulture, Arboriculture and Landscape Construction programmes. These programmes are focussed on developing the basic skills needed for learners to be safe and employable, as well as introducing individuals to Tertiary study. The skills which are gained through these programmes create real employment opportunities when learners transition back into society.*

*7. Enabling unique student experience through distinguished partnerships*

*Wintec have had a campus located at the Hamilton Gardens for over 30 years and have a very strong relationship with the internationally renowned and award-winning gardens. Students study amongst the unique gardens and have opportunities to work alongside Hamilton Gardens staff – building their skills and knowledge through hands-on learning experiences.*

*8. Partnering for regional success*

*Wintec continues to work with regional partners on collaborative initiatives to drive regional development. Exploring opportunities of working with partners such as Waikato Tainui, Ngati Haua and other iwi and community groups as well as initiatives such as, Department of Conservation (DOC) Predator Free 2050, DOC War on Weeds, 1 Billion trees; Water Quality and River Restoration.*

## 3.2 Getting at-risk young people into a career

### Context

To drive improvement, wellbeing and possibilities for Waikato's youth, Wintec have a passion to bring inspiration and innovation to every young person to make an impact.

We achieve this by creating innovative, engaging, relevant solutions to pathway young people into better futures, and we take a lead in forming **cross-sector** collaborations in order to make meaningful and sustainable progress on societal needs and social issues.

We are building our capability to attract and retain young learners, increasing the number of students transitioning successfully from secondary education and progressing to higher levels. This approach is reflected in our new Youth Strategy, the key points of which are outlined below.

### Wintec's Youth Strategy

Wintec's Youth Strategy (2018-21) is designed to support the New Zealand Government's Better Public Service targets for lifting NCEA achievement, and focusses on the development and delivery of products that primarily fall into one of two categories:

1. Secondary Tertiary Partnership (STP) programmes that support practical learners from the senior secondary school system including those with a history of limited achievement and/or engagement; and
2. Foundation education that supports the transitions from school and/or unemployment to tertiary education, which, for some, is made difficult by the number of multiple qualifications on offer and the lack of understanding of pre-requisites for entry.

### Youth Engagement Framework

Youth are at varying levels of educational engagement, and Wintec has developed a framework of strategies for engagement with each category.

CATEGORY DESCRIPTION	APPROACH	MECHANISM
Participating well at secondary School, maximising academic curriculum learning, planning tertiary study or career options. Aiming for university entrance, academic pathway.	Progression	<ul style="list-style-type: none"> <li>▷ Short-term secondary tertiary partnership (STP) programmes to show case academic pathways within Wintec (level 4 - 7 programmes).</li> <li>▷ In-school contextualised, achievement standard-based projects delivered by the secondary school teacher, with resources and support provided by Wintec (focus on STEM subjects).</li> <li>▷ Opportunities to explore career options through Science/Engineering in Action days</li> </ul>

		<p>with Huge Day Out and other recruitment activities.</p> <p>▷ Facilitate direct enrolment from secondary school relevant for level 4 – 7 programmes.</p>
At risk of disengaging from secondary School, prefers hands on learning, needs a clear career pathway to succeed. Aiming for vocational training pathway.	Pathway	<p>▷ 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.</p> <p>▷ Develop secondary-tertiary partnership (STP) programmes aligned with the vocational pathways (<a href="http://youthguarantee.net.nz/vocational-pathways/">http://youthguarantee.net.nz/vocational-pathways/</a>).</p> <p>▷ Have a STP programme in each vocational pathway.</p> <p>▷ Use STP to showcase our practical industry-relevant facilities, teachers and programmes.</p> <p>▷ Partnerships with PTEs for co-delivery, which promotes Wintec as a pathway tertiary provider for students' post-secondary School.</p> <p>▷ Create integrated programmes (3+1, 4+1 models) to provide curriculum level change within secondary Schools</p>
Disengaged from secondary School, not fitting into academic model, socioeconomic issues affecting learning, needs alternative education option. Foundational learning required before pathway possible.	Transition	<p>▷ Provide level 1 and 2 programmes aligned with the vocational pathways and focussed on progression to higher level study or more skilled employment.</p> <p>▷ Provide fee level 1 and 2 provision to all students under the age of 25.</p> <p>▷ Provide additional pastoral care support and transport funding to students aged 16 to 19 years old.</p> <p>▷ Focus on progression of foundational level students into level 4 and above qualifications.</p>

Critical to the success of the above is the building of staff capability. The Youth Capability Matrix provides a structure and tools for guiding staff capability development and self-reflection. The Matrix focuses on three core capabilities:

- Communicate
- Adapt and Flex

- Hauora (Holistic wellbeing)

Each capability has a series of key focuses and outcome statements which measure ‘successful when’ and ‘exceptional when’, assuming that exceptional behaviours built on successful ones. The key focuses are as follows:

### **1. Communicate**

- Engages students through meaningful communication
- Uses language that is age appropriate at youth level
- Actively listens and identifies where support or pastoral care may be needed
- Establishes clear expectations and establishing boundaries
- Collaborates with youth tutor networks

### **2. Adapt and Flex**

- Tailors teaching and learning experiences to individual and group needs
- Ability to flex and adapt lessons and learning objectives
- Manages adolescent behaviour
- Engages in reflective practice

### **3. Hauora (Holistic wellbeing)**

- Establishes relationships with student services
- Friendly and approachable, fostering whanau approach
- Supports students holistically

## **New initiatives for youth during 2019-20**

### **STE(A)M PRODUCT RANGE**

Increase workplace based experiences for youth, building on the success of our Longveld Engineering partnership model. We will also bring on new industry partners, and offer workplace experiences across two of our WTA / Youth programmes.

Re-ignite the Camembert in the Classroom initiative, with a more school integrated focus, and, where possible, engaging current Wintec students to support the programme.

Design a suite of STP Applied Science L3 programmes in health, engineering, environment and processing. Programmes will also include Māori pedagogy.

Create an innovation and entrepreneurship bootcamp for youth, targeting year 11-13 students with an interest in understanding contemporary employment environments.

### **NON-STE(A)M PRODUCT RANGE**

Design a new L3 foundation programme with a work-ready / simulation focus, or an academic focus.

Continue to develop the Minded profiling tool, with a subset of youth. This may lead to the development of a Life and Career Designs Lab.

In addition, we will further develop our existing partnerships, and look to broaden partnerships with Kahui Ako and our Communities of Learning.

### **Current partnerships**

*Wintec have a proven track record delivering Secondary Tertiary partnerships (STPs) under the Youth Pathways delivery model. Approximately 570 students from 34 Waikato region partner schools participate in these programmes, predominantly funded through Waikato Trades Academy (WTA), with an additional 20 students funded through Dual Pathways pilot funding.*

*Key partnerships exist with Fairfield College and Fraser High school as the first schools to participate in a 3/2 day integrated engineering programme. This programme currently involves 24 students from these two partner schools, and is funded from the Dual Pathways pilot.*

*Wintec has also teamed up with Hamilton based manufacturer Longveld Engineering (a leading engineering and stainless steel manufacturing business) to offer a unique training course for young women interested in pursuing a career in fabrication and engineering. Young women in years 11 and 12 from WTA partnership schools, attend Wintec's Trades and Engineering workshops one day a week where they work on a project to build a fuel powered mini-bike. During their studies, while gaining credits towards NCEA Level 2, these students also spend a week (36 hours) gaining on-the-job work experience at Longveld.*

*We also have memorandums of understanding with approximately 40 Waikato secondary schools to offer youth short courses, providing an important first touchpoint with potential future Wintec students.*

### 3.3 Boosting achievement of Māori

#### **Profile**

The Waikato region has a significant Māori population (20.0%) compared to the national average (14.6%) at the last census. In 2017, 26% of our overall student body identified as Māori (1,174 students). One of Wintec's key goal is to improve Māori student outcomes and success, with a particular focus on improving Educational Performance Indicator outcomes (participation, retention, progression, course and qualification completion). For this reason, Wintec takes a whole of organisation approach to Māori achievement and cultural integration, and has adopted strategies to ensure that this occurs.

#### **Supporting Māori Student Success**

With 26% of our learners identifying as Māori, we have created a supportive environment that nurtures Māori ways of knowing and being in order to see successful outcomes. Through the establishment of the Māori Achievement Unit (MAU), we have embarked upon a new and unique journey, creating opportunities to realise a whole-of-organisation approach that focuses on Māori success, ngā āhuatanga Māori - Māori cultural identity, me he mātauranga Māori; and kaupapa Māori and Māori world view. The MAU, overseen by our Executive Director, Māori also builds strong relationships and connectivity with Māori communities within Waikato / Tainui. Dedicated activities supporting Māori learners include:

- *Te Ngāwhā Whakatupu - the capability framework* – launched in 2014 and designed to guide staff to build Māori cultural competency. The Te Taihū staff development programme is a key feature of the framework.
- *Kaiāwhina Network* – our network of Māori Achievement Advisors/Kaiāwhina are front-line Māori student support roles. This Network provides support and guidance to Māori students; assists them to understand issues that may be affecting their learning and ensures they connect with the most appropriate support at Wintec or within the community. Kaiāwhina work within Centres and across the institution.
- *Te Kete Kōnae (TKK)* - utilises Māori best practice to engage with students on their journey of learning at Wintec. Typically, this focuses not only on the mental (academic) aspects, but also acknowledges the physical, spiritual and whānau dynamics of the student or staff member. This unique approach provides students with a more holistic spectrum of support that can aid their journey of learning towards successful completion. Academic and learning support includes: assignment writing, managing time, learning strategies, note taking, reading and researching, APA referencing. TKK also supports the establishment of peer support structures within the Māori student community.

#### **Te Ngāwhā Whakatupu – Māori Capability Development Framework**

'Te Ngāwhā Whakatupu' ('flourishing growth') is an expression used by the second Māori King Tāwhiao to describe 'Te Kōpu Mānia o Kirikiriroa', the hill on which Wintec's city campus now stands, and the name of our marae. It refers to the fullness and abundance of the food gardens for which the hill was once renowned. This analogy of growth and enhancement is of particular relevance.

In 2010, the move away from a localised, specialised Māori unit created opportunity to realise a whole-of organisation approach to our commitment to Māori success, ngā huatanga Māori - Māori cultural identity, mātauranga Māori - Māori world view and kaupapa Māori.

This led to the creation of *Te Ngāwhā Whakatupu* – The Māori Capability Development Framework.



## MĀORI STRATEGIC FRAMEWORK

There are five elements to the framework documented in Māori Directions:

ELEMENT	FOCUS	MECHANISM
Manaakitanga (taking care)	Māori student participation, retention and improving student outcomes.	<ul style="list-style-type: none"> <li>▷ Te Kete Kōnae (TKK) - Wintec's Māori and Pasifika Learning and Support Centre, includes academic, pastoral and cultural support</li> <li>▷ Kaiāwhina network of support includes central support via TKK and support in most Schools and Centres</li> <li>▷ The Māori Achievement Team provides support, advocacy and guidance for students and staff to embed Māori across the organisation</li> </ul>
Ako (focus on student)	Staff capability development to improve student engagement	<ul style="list-style-type: none"> <li>▷ Māori Capability Development Framework includes these competencies; <ul style="list-style-type: none"> <li>▶ Te Reo – Māori language and pronunciation</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>▶ Tikanga – Māori cultural practises and etiquette</li> <li>▶ Te Tiriti – Understanding the Treaty of Waitangi and how it applies at Wintec</li> <li>▶ Ako – Māori teaching and learning pedagogies</li> <li>Ahurea – Māori culture and society.</li> <li>▷ In 2016 Te Tauihu professional development has increased offerings to build staff capability with engaging with Māori students, targeting those programmes with 20% or more Māori students.</li> </ul>

Wānanga (Māori learning methodology)	Integrating āhuatanga and mātauranga Māori	<ul style="list-style-type: none"> <li>▷ Māori Capability Development Framework application of Te Reo – Māori language and pronunciation, tikanga – Māori cultural practises and protocols in action demonstrating of key values of manaakitanga, mahi tahi, whanaungatanga and tino rangatiratanga.</li> <li>▷ Ahurea – Māori culture and society includes understanding of the Māori world view and perspective</li> </ul>
Whanaungatanga (relationships)	Developing external relationships	<ul style="list-style-type: none"> <li>▷ MOU with Tainui – includes representation on the Māori and Pasifika Trades Training (MPTT) industry and community governance consortium. Projects implemented 2016 to be set up which aligns with Wintec and Waikato Tainui education priorities aligned with their new education strategy. This includes He Reo Aratau Certificate in te reo me ngā tikanga Waikato Tainui and STEM pathways for secondary schools.</li> </ul>
Taiao (environment)	Institutional support is critical	<ul style="list-style-type: none"> <li>▷ Representation at Executive level – Director Māori Implementation and KPI reporting. Also developing high level goals for Māori and KPI's in the Wintec Business Plans. Includes developing new products or programmes themed around Māori economic development in partnership with other agencies.</li> </ul>

**During the previous Plan period we have:**

- Continued support for, and implementation of our Māori Achievement Framework – *Te Ngāwhā Whakatupu* (outlined above).
- Focussed on building our capability in teaching Māori students by implementing compulsory professional development for staff who teach classes with a high proportion of Māori students.
- Extended our kaiawhina network across Schools and Centres, providing specific and targeted pastoral care for Māori and Pasifika students
- In 2017, we introduced 'My Career Pathway' (a replacement programme for the Common Level 2 Foundation programme) - providing enhanced pathways into L3 programmes. The programme is based around student-centred, inquiry-based learning, embedding core foundation skills, including literacy and numeracy. Whanau tutors provide support and early intervention for students at risk.
- Maintained our Maori Pasifika Trades Training (MPTT) volumes – delivering a minimum of 200 EFTS, expanding the number of cohorts across the region, and diversifying the programmes offered.
- Continued our delivery in Thames, Otorohanga and other regional sites (including on marae delivery).
- Expanded our marae-based horticulture delivery across the Waikato region, and pathways from Level 2-3 to Level 4 and above.

- Continued to explore partnership opportunities with Waikato Tainui to support the implementation of their Education Plan.
- Established rangahau (research) collaborations with iwi organisations to drive enhanced economic performance, workforce capability and innovation capacity.
- Embedded our Te Whanaketanga strategy.
- Delivered a second annual rangahau forum in 2017.

## **Supporting our students to be successful**

During late 2017 and early 2018, Wintec undertook a project to assess our student support models, and recommend improvements to ensure our students will be successful. Using a human centred design approach, more than 90 Wintec students, staff and community groups researched, co-designed, prototyped and tested different approaches to student support. Key themes emerged, identifying the elements of any support model that students want and need to be successful:

*Flexible and responsive online support* so they can self-manage and be self-sufficient as much as possible. Access to online pastoral and academic tools so that whatever support is available face to face, is also available online. Proactive online support offered that is right for them if we know they are struggling.

*To be part of a likeminded group formed around a common learning need or goal* so they can feel connected, be motivated, be affirmed and build on their knowledge. Students want these groups to be student-led, but Wintec facilitated, through the provision of resources such as space, kai and facilitation if required.

*Support that is embedded within the learning experience*, where relationships are developed, trust is built, individual needs are identified and the most relevant support is offered. This will help students feel comfortable, remove barriers, gain a sense of belonging, and build confidence early in their learning.

*Specialist support* either in small groups or 1:1 if needs are complex and students are feeling vulnerable.

*Frequent whakawhanaungatanga opportunities* to get to know each other and their tutor. Students are looking for opportunities to build connections, to build trust and to build confidence. It is vital that the relational aspect of learning is valued, where students feel known, valued and believed in by their peers and Wintec staff and identify with Wintec as their place of study, not only while they study, but also when they graduate.

## **Features of the student support model**

1. *Online support* encompassed in a digital strategy which uses AI to offer flexible, personalised and responsive digital support, connecting students with academic and pastoral tools to support self-sufficiency. Student analytics to identify at risk students, with proactive communication to connect to online tools and support to succeed. Examples of online tools include pastoral tools for self-management (wellbeing, job seeking, financial, transition to study and disability) and academic learning resources (writing, researching, presentations, digital literacy support along with other resources to support Ako: Teaching and Learning Directions).
2. *Students supporting students through interest/cultural/personal and learning groups* with a common goal, student peer tutor groups for defined and specific goals and tuakana-teina based model of mentoring for ongoing relationships and support from an experienced peer. In all instances groups are student-led and Wintec supported through booking spaces, facilitation and some provision of kai.
3. All Wintec programmes below the ITP sector average include *1 hour each week of embedded support*, at a consistent time, timetabled into programme and with compulsory student

attendance. Tutor and support person/team develop a plan for the workshops together, based on student needs, then iterate the plan as further needs are identified.

4. *Specialised workshops* for groups of students identified as needing additional support (learning, pastoral, community) to achieve a determined goal. In specific instances, a centralised coordinator can arrange 1:1 specialised support with an on-call specialist or make an appointment/referral if required.
5. A schedule of *frequent whakawhanaungatanga activities* targeted at the majority of students, with additional whakawhanaungatanga activities occurring at every level of the support model.
6. Every layer of the *model supports Ako: Teaching and Learning Directions (2017 – 2020)* through student-centred support of learning, inclusive practices, soft skill development and tools to support approaches such as project-based learning, enquiry-based learning, flipped classroom and blended learning. Whakawhanaungatanga activities between student and tutors further provides for opportunities for Ako.

### **Measures of success**

In addition to regular self-review throughout the semester by teaching and support staff, including the collection of anecdotal evidence, the following measurements of success will be used:

- Average increase of 10% in successful course completion rates for programmes with embedded support by the end of 2022 (3% increase year 1 embedded building each year from that)
- Increase in net promoter score in relation to support
- Decrease in customer effort in relation to getting support
- Consistent satisfaction rates in relation to support
- Increase in course retention for programmes with embedded support and for students proactively targeted through AI
- Increase use of online tools

### ***Te Tūāpapa Hauora***

In the Certificate Introduction to Study (Health) Level 4 programme, a Māori and Pasifika values-based stream was created in 2015. Called Te Tūāpapa Hauora (TTH), it incorporates embedded support by centralised support staff.

Prior to TTH, Māori students were completing the course at a consistently lower rate than non-Māori. As the programme has been refined over time, the SCCR of the students in this stream have been consistently better than the Māori students in other streams. In 2016 and 2017 respectively, TTH students have successfully completed the course at rates 10% higher compared to Māori not in the stream.

In 2017, TTH increased to 2 streams a semester, with students completing 1% below general students and 11% higher comparative to other Māori students enrolled in the Certificate.

#### ***Key features include:***

- Tutor and support person/team develop a plan for weekly, 1-hour workshops together based on student needs, then iterate the plan as further needs are identified. Workshops include understanding learning style, managing stress, using Wintec systems such as Moodle, reading academic text for learning;
- Consistent room timetabled reinforcing it as part of the students' programme of study;
- Culturally aware teaching and support staff – matched to the student cohort;
- Students needing specialist support are identified and proactively connected at their appropriate point of need and;

- Whakawhanaungatanga activities including:
  - Induction week activities to get to know tutor and peers;
  - Week 4 wānanga to recap key learnings and hear from success graduates of the programme;
  - Activities throughout the semester to foster whanaungatanga and;
  - Opportunities to celebrate successes such as end of semester/course activities

### ***Tuakana Teina-based model***

During the support services review, the co-design process with students identified that some want to have an ongoing relationship with a role model or tuakana. The value for the student is having someone to learn from who has walked in their shoes and can help them by role modelling success, guiding and inspiring, not only with their learning, but also in their general life decisions.

This relationship is reciprocal in nature. Students see value in matching themselves to a tuakana, being part of a group who are learning from each other and could then progress to becoming a tuakana themselves. The value is in networking with a more experienced student or graduate, understanding impending challenges and learning how to manage these challenges as they arise. There is value also in the authenticity of this experience, where the relationship is built up over time and is meaningful.

#### ***Key features include:***

- Students will be in the first year of a degree and above, given the length of time required to build and develop the trusted relationship, and the maturity required by participants.
- Groups of between 6 – 10 students matched to two Tuakana
  - Tuakana are selected, trained, paid, provided ongoing support and recognized for their contribution by centralised coordination role;
  - Teina match themselves to tuakana, and after time can become a Tuakana themselves;
  - Support with booking of spaces and provision of kai to be managed through the coordination role.
- Success measured through Net Promotor Score biannually, and course completion and retention rates annually, as well as qualitative wānanga with participants;
- Whakawhanaungatanga includes coordinated tuakana training and joint celebration opportunities.

<b>Institution objective</b>	Waikato-Tainui and Wintec Pilot 2018
<b>Description of related activities (if required)</b>	<p>In support of the Triple iii funding in 2019, Wintec proposed a pilot Level 3 programme (TC1801 – Construction Trade Skills) to be delivered in Semester 2 in 2018. The overall purpose is to learn how we can work collaboratively with Waikato-Tainui in delivering programme qualification to Iwi members as good practice for 2019.</p> <p>There are two main reasons for the pilot:</p> <ol style="list-style-type: none"> <li>1. Provide a qualification opportunity for specific Waikato-Tainui Iwi members</li> <li>2. Provide a platform for Wintec and Waikato-Tainui to work collaboratively in preparation for the Triple I funding in 2019</li> </ol>
<b>Performance indicator</b>	<p>Wintec will provide the following in pilot:</p> <ul style="list-style-type: none"> <li>• the recruitment and enrolment of all students (25-30 students, or 0.5 EFT per student)</li> <li>• deliver the qualification and all resources attributed to any normal qualification delivery</li> <li>• provide the pastoral care support through the current MPTT Student Advisor model</li> <li>• provide the work broker support through the current MPTT Work Broker model</li> <li>• meet regularly with Waikato-Tainui to discuss the progress of the pilot</li> </ul> <p>Waikato-Tainui (WT) will provide the following in this pilot:</p> <ul style="list-style-type: none"> <li>• support the recruitment and marketing within existing marketing channels</li> <li>• support the pastoral care approach for the pilot through collaboration with the MPTT Student Advisor</li> <li>• support the work broker approach for the pilot through collaboration between the Career Centre and our existing MPTT Work Brokers</li> <li>• a letter of support for the pilot to both Wintec and TEC</li> </ul>
<b>Baseline, 2018</b>	Pilot Construction Trades Skills Level 3 (10 EFTS) – MPTT / Wintec
<b>Interim target, 2019</b>	<p>Extend the pilot in 2019 :</p> <ul style="list-style-type: none"> <li>• NZ Certificate in Construction Trade Skills Level 3 (25 EFTS – mix of MPTT and Triple iii)</li> <li>• New Zealand Certificate in Distribution Level 3 (40 EFTS, 2 intakes – Triple iii)</li> </ul>
<b>Final target, 2020</b>	<p>Subject to 2019 delivery, our learnings, and subsequent agreement with Waikato-Tainui, we would be interested in extending the pilot further into:</p> <ul style="list-style-type: none"> <li>• Certificates: Trades, Health and Wellbeing</li> <li>• Degrees: Engineering, Nursing, Midwifery</li> <li>• Graduate: Innovation and Entrepreneurship, Informatics</li> </ul>

<p><b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments</b></p>	<p>This programme sits under MPTT and will be measured as any other MPTT programme.</p> <p><b>The EFTS are currently not included in the MOP.</b></p>
<p><b>Additional information (e.g. where is this taking place – region, industry sector etc.)</b></p>	<p>This programme will be delivered at Modern Transport, Foreman Road, Hamilton.</p>

## 3.4 Boosting achievement of Pasifika

### Strategic direction

Lifting the achievement of Pasifika learners and increasing engagement of educational providers with Pasifika communities is a clear government focus. “Boosting achievement of Māori and Pasifika,” is Priority 3 of the Tertiary Education Strategy 2014-19. In discussing Pasifika, the Strategy specifically mentions student support while in study, qualification completions and formal engagement with Pasifika communities.

TEC’s Pasifika Education Plan (2016-18) also sets clear targets for improvements in Pasifika achievement across the entire education sector. The target for tertiary education is that, “Pasifika learners participate and achieve at all levels at least on a par with other learners in tertiary education”.

Wintec’s current Strategic Plan (2016-2018) does not mention Pasifika learners. However it states under the section, “We help build the economy and strengthen communities,” that, “We build regional networks of provision and community partnerships that improve social outcomes and greater equity of access to education,” (p.5).

### Wintec demographics and statistics

On average Wintec enrolls 1000 Pasifika students per year, equating to almost 400Efts.

If we refer to Successful Course Completion Rate data we see that although Pasifika are on a par with Māori learners (and inch slightly ahead in 2017), they are on average at least 7% behind the overall rates.

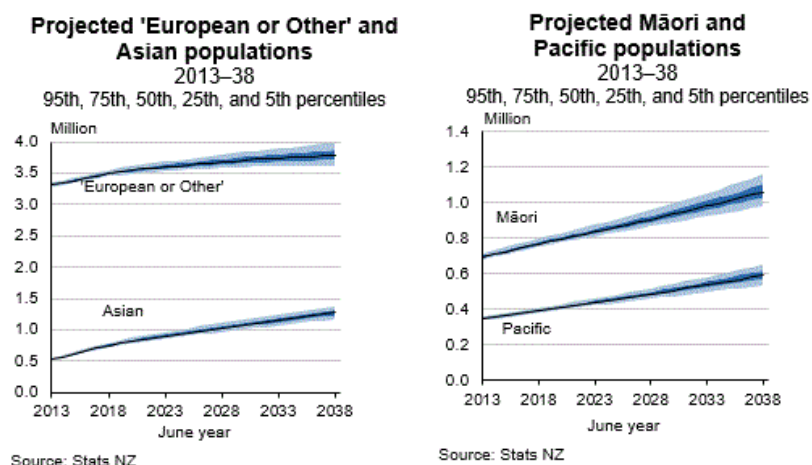
#### **Key Area: Educational Performance Indicators (EPIs).**

Table 1: SCCR by strategic group and year

Year	Overall	Māori	Pasifika	Youth (U25)
2013	78 %	70 %	70 %	75 %
2014	79 %	72 %	69 %	76 %
2015	77 %	70 %	69 %	75 %
2016	78 %	69 %	69 %	76 %
2017	78 %	69 %	71 %	76 %

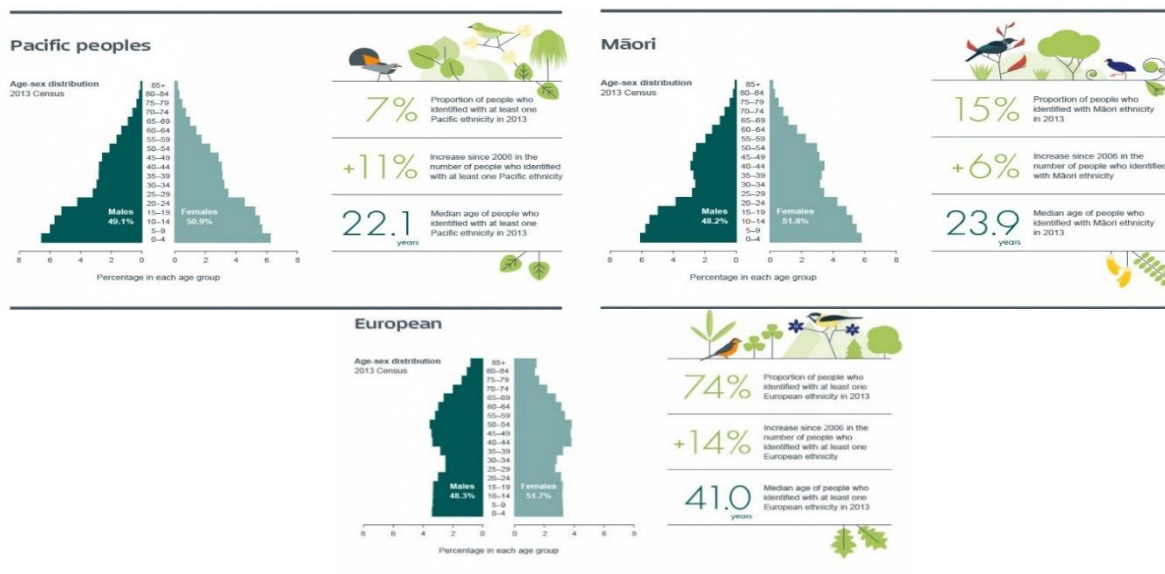
### Future demographics

According to Statistics New Zealand, While the national population “European or Other” ethnicities is predicted to plateau in the next 5-10 years, Pasifika (along with Māori) continue to rise.





Nationally, there are more proportionally more children in the Pacific peoples ethnic group than any other grouping.



By 2026 it is projected that Pacific Peoples will be 10% of the population, compare to 7.4% in 2013. New Zealand's Pacific population is projected to reach 480,000 by 2026, an increase of 180,000 (2.4 percent a year).

The Ministry for Pacific Peoples (2018) describes New Zealand's Pacific peoples as a diverse and dynamic group with the fastest growing young population. A little under half (46.1%) are less than 20 years old, compared with 27.4% for the total population.

The seven largest Pacific ethnic groups are: Samoan, Cook Islands Maori, Tongan, Niuean, Fijian, Tokelauan and Tuvaluan.

### **Pasifika at Wintec**

Currently responsibility for Pasifika at Wintec sits under Māori Achievement. Support for and recruitment of Pasifika learners spans across many areas within Wintec. This includes:

- Māori and Pasifika Trades Training
- Network of Pasifika staff
- Te Kete Konae
- Links with PTEs and external stakeholders (e.g. the PowerUp programme)

In preparation for the increasing Pasifika cohort the Pasifika Engagement Strategy has been developed. In its own words it is "a gentle, exploratory means to measure the Pasifika community's expectations and ideas around student support".

### **Pasifika Student Success**

5% of Wintec learners are categorized as Pasifika. While operating a 'soft strategy' for Pasifika success, following the last EER, Pasifika support and oversight is integrated currently into the Maori learner support structures identified above. Within 2018, a business case has been prepared outlining the benefits and opportunities that could be realized through the establishment of an independent Pasifika support structure. As such, the following additional activities are offered:

*Te Kete Kōnae (TKK)* - Utilises Pasifika best practice to engage with students on their journey. The TKK Team includes a dedicated Pasifika Learning Adviser.

*Pasifika Club* – led by the Pasifika Learning Adviser, the Pasifika Club provides a valuable networking and support structure for Pasifika learners on campus, including regular lunch clubs and social events. It also is proactive in recruitment and retention practices directed at Pasifika learner needs. Pasifika Club members have been active in representing Wintec at Polyfest and Pasifika by Nature events annually.

### ***Pasifika Engagement Strategy – Strategic Advisory Group (Collective)***

In response to the Tertiary Education Commission's *Pasifika Operational Strategy 2017–2020*, and in preparation for EER 2018, Wintec has assessed the impact of the informal/soft strategy approach to Pasifika success that has operated since 2015, and to consider next steps.

A “Temperature Check” has been undertaken, involving cross-organisational consultation with Pasifika staff and other interested parties, to recommend strategies to lift Pasifika student performance. Key recommendations from that assessment, supported by the Wintec Pasifika Strategic Advisory Group (Collective) include:

- Develop a business case to support the appointment a Pasifika Achievement Manager/Director to drive Wintec's strategic, academic, cultural and organisational support for internal and external Pasifika community success;
- Develop, launch and implement a new Pasifika Achievement Strategy, in close collaboration with wider Wintec and the Pasifika community, to reinforce Wintec's commitment, relevance and impact on the internal and external Pasifika community;
- Establish a proportionate Pasifika Strategy Delivery Framework, that offers a ‘Pasifika-orientated approach’ to identifying and supporting the needs of the Pasifika community;
- Develop a repository and promote the role and impact of Wintec in Pasifika community internally and externally;
- Ensure Pasifika student satisfaction, retention and achievement data is regularly and consistently analysed at a programme, centre and institutional level to implement improvements across Wintec.

These recommendations are yet to be approved, however a first step is to invite staff, students and members of the wider Pasifika community to a fono, to discuss how Wintec can best lift performance in this space.

### **K'aute Pasifika Trust and Wintec - A partnership view**

The long established partnership between Wintec and K'aute Pasifika has resulted in secondary Pasifika students increasingly recognising the value of studying at Wintec.

K'aute Pasifika is a charitable trust incorporated in 1999 with its mission to improve the holistic wellbeing of Pasifika Communities. They achieve this through a holistic approach to wellbeing and a wrap-around service for the families with whom they work. There are three service delivery arms: health, social services and education services provided free of charge and are not exclusive to Pasifika.

K'aute Pasifika is staffed with registered nurses, social workers, community support workers, project specific staff, an educator and vital administration/finance arm. The staff represent a range of Pasifika background with the majority of staff bilingual.

K'aute Pasifika is the lead provider for the *Aere Tai Midlands Collective* – a collective of Pasifika providers spanning the Midlands Region. As such, K'aute Pasifika not only has strong links within Hamilton and the Waikato community but it has strong, meaningful and collaborative partnerships with providers in the broader Midlands Region. The *Aere Tai Midlands Collective* provides Pacific focused health, education and social services to over 33,703 people in the broader Midland Region.

More recently K'aute Pasifika took the lead for the Ministry of Education *Power Up* programme, delivered at Wintec's City campus on Monday nights during the school term. The location of *Power Up* provides first-hand experience for students to experience Wintec as a place of tertiary study. Parents and students from ECE to secondary level meet for approximately two hours every Monday night, so that the students can make use of the facilities and free mentoring services made available to them by qualified teachers. Parents, who also attend to support their children, are given information which outlines the higher learning opportunities and careers available for their children.

In an external review, the Ministry of Education recognised K'aute Pasifika's role in leading *Power Up* as extremely effective and a model of 'best practice'.

A significant element of the *Power Up* success the Pasifika community attribute to Wintec and the use of their city campus facilities. A greater percentage of Year 13 students enrolled at Wintec from *Power Up* in 2018 compared to 2017, demonstrating the benefits to Wintec of such a strong partnership.

The overall effect of the close connection between Wintec and K'aute Pasifika is the measurable growth in Pasifika students at Wintec. Pasifika enrolments at Wintec in 2013 accounted for 4.15 per cent of the total student numbers to over 5.75 percent in 2017. Each year from 2013 to 2017 has continued to show continued percentage growth in Pasifika numbers.

### 3.5 Improving adult literacy and numeracy

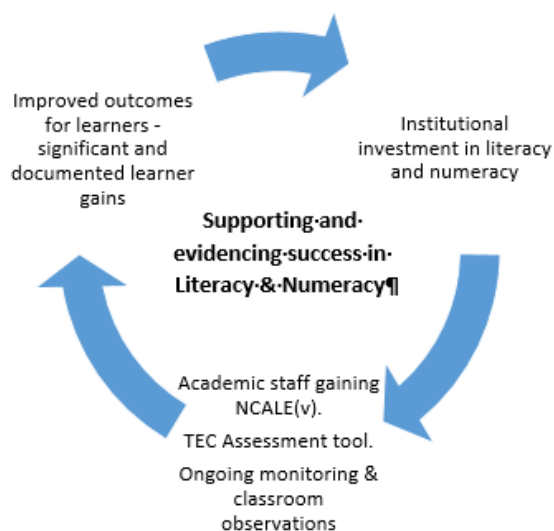
#### **Literacy and Numeracy at Wintec**<sup>30</sup>

Wintec has a clearly demonstrated return on our institutional investment in literacy and numeracy, staff capability development, and improved outcomes for learners.

Basic skills in language, literacy and numeracy are essential to participate fully in the modern world. We recognise literacy and numeracy as integral parts of vocational training. This is particularly important as workplaces become more dynamic and the need to upskill is essential to sustainable careers.

At Wintec, we take an evidence-based approach to embedding and enhancing literacy and numeracy, as set out in the TEC guidelines for the sector. This includes taking action to improve outcomes for students and support the Tertiary Education Strategy. The actions are grouped into three areas of organisational practice:

- teaching, learning and assessment
- human resources and professional learning
- whole-of-organisation vision, aims and outcomes.



Several key initiatives have been undertaken during the previous Plan period, and will continue to be embedded across Wintec in the current Plan period.

#### **Literacy and Numeracy capability development**

We are reaching a ‘critical mass’ in terms of the overall capability building of the academic workforce in the area of literacy and numeracy (due to NCALE(v) completions and ongoing involvement with the Literacy and Numeracy [LN] Embedding team). This means that for programmes where there are lower level learners not only is there an assumption by academic staff that literacy and numeracy support must be embedded in classroom teaching, but there is also the ability for this to be achieved.

<sup>30</sup> Wintec Literacy and Numeracy Policy, approved 2018.

Our specific objectives are to:

- ensure that 80% or more of staff who teach on level-1 to level-3 programmes complete the New Zealand Certificate in Adult Literacy and Numeracy Education (NZCALNE) (Level 5) within the first two years of employment at Wintec, and
- strengthen NZCALNE (Level 5) training as a workplace-integrated opportunity for tutors to improve their practices.

#### **LN assessment tool funding requirements: Participation rates and LN progress**

We continue to pursue TEC funding requirements as they relate to participation rates in initial and progress assessments, as well as LN progress. More specifically, the following background is relevant for the specific objectives we have selected for the next two years (see par. 1 under *Plans for the next two years*):

- Participation rates and LN progress have been tracked from 2014 to the present, with several reports lodged in the Wintec Research Archive and/or with the Tertiary Education Commission.
- Although outcomes have been tracked since the inception of the LN assessment tool, Wintec has been required to address internally a number of issues that relate to managing and processing data effectively and efficiently. These include the following:
  - Using Tableau Software to address the limitations of the LNAT data extraction file that does not follow a multivariate layout. This impedes easy processing and the institute's responsiveness to emerging trends.
  - Performing time-consuming data-matching across institutional and TEC LNAT data sets so that repeated measures of LN for targeted students may be performed with ease, and still meet TEC requirements.
- In two reports submitted to the Tertiary Education Commission and the New Zealand Centre for Education Research we have shown that the current LNAT algorithm has a disparate impact on providers who have the majority of their students at a step level just below exemption. We have proposed that the algorithm be tweaked also to capture the proportion of students who, on retesting, have achieved exemption level scores. Our analyses have shown that between 35% and 41% of students who had to be re-tested achieved exemption level scores for the period 2015-2017. See the 2018 Wintec report in the *References Section*.

#### **Alignment with other frameworks and capability development options within Wintec**

Strong alignment between Wintec's NCALE (Level 5) programme and:

- ATP5 (Adult & Tertiary Teaching in Practice) programme
- Ako: Teaching & Learning Directions document and its underpinning principles
- Wintec frameworks such as Te Ngāwhā Whakatupu (Māori and Pasifika Education Success)
- the Wintec International Capability Framework

Lesson observations undertaken as part of the ongoing monitoring of classroom embedding by the Literacy and Numeracy team, provide a valuable opportunity for a lens to be placed on the teaching practice of academic staff members as a whole. The following principles and practices are well-established:

- Staff who teach on level-1 to level-3 programmes are observed at least once in three years. Detailed observations are conducted and reported on, following a standard Wintec process of pre-observation discussion, observation and post-observation feedback and reflective dialogue. The process is tracked and improvements identified for follow up.

- All observations, lodged in a data-base, are placed in a data set, analysed and reported on. The reports track the trends in LN-embedding practices across Wintec, specifically the techniques, activities and interactional strategies used by tutors. See the relevant section on *Classroom Observation reports* in the *References section*.

### **Revised LN Policy (2018-2020)**

A revised Literacy and Numeracy Policy (2018-2020) has been approved after consultation with key stakeholders at the institution. The policy captures the roles and responsibilities of stakeholders, including team managers, programme coordinators, tutors, and support staff.

Over the next two years, we intend to:

1. Develop an inter-face between our LMS (Arion) and the TEC Literacy and Numeracy website in collaboration with TEC/NZCER to achieve the following objectives:
  - a. Improve the accuracy of LNAT data processing that relate to participation rates and LN progress.
  - b. Improve the data extraction file layout to be more user-friendly, specifically to advocate for a multivariate layout of the LNAT data-extraction file.
  - c. Advocate for the LNAT algorithm for calculating LN progress to include category shifts to exemption-level steps on the LN Progressions as a measure of statistically significant LN progress.
2. Thirty percent of programmes with a high proportion of learners who are identified as being at-risk (with literacy and numeracy) will have their students actively engaged in Pathways Awarua. The specific target is that 50% of students targeted for re-assessment, and enrolled on Pathways Awarua, will achieve exemption-level scores.
3. Funding from Ako Aotearoa (either through the National Project Fund or Regional Hub Project Fund) will be sought in order to undertake research into learner gains achieved through engagement with Pathways Awarua. The specific focus will be to use a multi-method approach to capture learner voice as we track learner progress and completions.

## 3.6 Strengthening research-based institutions

### Our research profile

Wintec's research, innovation and entrepreneurship (RIE) landscape is diverse, underpinning our core education offerings by:

- Supporting our *Ako: Teaching and Learning Directions* – delivering excellence in project and enquiry-based learning, and embedding real-world experiences through teacher and student collaborations with industry and communities, and
- Profiling Wintec as an innovative tertiary entity with a growing national and international reputation as a provider and partner in applied business and community innovation.

In 2018 we launched a new Strategy for Research, Innovation and Entrepreneurship (RIE), providing a strong framework for building institutional capacity. Capacity development in future focussed skills will support the delivery of our educational goals and enhance our connection with industries, communities and the economy in the Waikato region and beyond.

RIE fulfils three key functions at Wintec, providing the foundation for our educational goals and outcomes. These functions are:

1. Directly supporting economic growth; building communities, providing real-world learning environments for students and embedded opportunities for staff.
2. Through our research clusters, RIE delivers financially positive, contract-based, high impact outcomes to external customers.
3. RIE supports the development of Wintec's international innovation profile, enabling diverse global connections and collaborations for both students and staff – raising the value of the Wintec brand.

Internally funded research outputs are clustered around five themes:

1. Inclusive culture, language and indigenous people
2. Innovation, creativity and design
3. Human and societal health, wellness and performance
4. Transformative technologies, and the future of learning, workplaces and careers
5. Regeneration, revitalisation and transformation

In addition, Wintec has a total of eight collaborative research groups, focussed on delivering research outputs at a national and / or international level. These are:

HIVE	Hub for Internationalisation of Vocational Education. This research group researches and develops insights into the dynamics of export education of vocational education.
EduLab	Investigating new global approaches to tertiary education and learning and trial a selection in the New Zealand context to inform Wintec.
Rangahau Group	Develop capability in Kaupapa Māori Research methodologies and practice, and partner with others internally and externally to add value for external stakeholders.
Inter-professional Practice Group	Doing research in collaboration with a number of regional partners to advance inter-professional practice in health and social practice.
YAD	Young Athlete Development: A collaboration with secondary schools to research and develop the athletes of the future.

Human Wellbeing	Using exercise as medicine, providing a service to external stakeholders for a variety of health-related outcomes.
Bio Medical Technology Group	Develop solutions, devices and technology for biomedical applications.
Design Factory NZ	A research group functioning in the DFNZ and in collaboration with the global DF network to grow the practice and impact of co-creation activities and services.

Although some of these groups have only been in existence for less than 12 months, they are an exciting development in Wintec's RDI landscape, and provide a mechanism to:

1. Have more substantial impact externally with our RDI activities;
2. Grow our RDI profile;
3. Become a rich learning environment for postgraduate student research (with a particular focus on PBRF research degrees), and
4. Grow more substantial research careers for Wintec staff.

**Wintec also has research connections with the following places around the world:**

- Swinburne Design Factory, Melbourne, Australia
- University of Technology Sydney, Institute for Sustainable Futures, Sydney, Australia
- Leeds Metropolitan University, Leeds, UK
- Kyungpook University, Department of Chemical Engineering, South Korea
- Mid Sweden University, Sweden
- Design Swarm (IoT), London, UK
- Ministry of Public Health Thailand
- Ministry of Agriculture, Ecuador (part of a project team)
- Nanjing Institute of Geography and Limnology, Nanjing, China
- Chengdu University, Chengdu, China
- Technical University of Liberec, Liberec, Czech Republic
- University of Seville, Department of Industrial Management, Seville, Spain
- Inje University, Inje, South Korea
- Malmö University, Malmö, Sweden
- Innovation Skåne AB, Lund, Sweden
- Halmstad University of Applied Sciences, Sweden

#### ***Research that delivers***

<b>Institution objective 1</b>	Wintec's RIE clusters provide high quality applied research to external stakeholders and customers both in New Zealand and off-shore. High impact outcomes result from applied innovations, solution development and social/behavioural change initiatives.
<b>Description of related activities (if required)</b>	100% of internal research funding uses external impact as at least 30% weight for funding approval.
<b>Performance indicator</b>	Levels of external impact: <ul style="list-style-type: none"> <li>• application endorsed by Employer Engagement Group</li> </ul>



	(EEG); <ul style="list-style-type: none"> <li>• results of research commented on positively from an end user perspective independently;</li> <li>• research requested by stakeholder/customer and results delivered to them, with implementation envisaged by end user, and</li> <li>• research commissioned/contracted and funded by external stakeholder/customer.</li> </ul>
<b>Baseline, [2019]</b>	<ol style="list-style-type: none"> <li>1. All internally funded research endorsed prior to approval internally by EEG.</li> <li>2. Establish an internal research fund that can only be accessed if the research is requested and/or co-funded by an external stakeholder/customer as part of a long-term partnership with them.</li> <li>3. Raise \$600k in external research income.</li> </ol>
<b>Interim target, [2020]</b>	<ol style="list-style-type: none"> <li>1. Raise \$800k external research income.</li> <li>2. Establish at least two new multi-year research partnerships with external stakeholders having behavioural change as defined outcomes.</li> </ol>
<b>Final target, [2021]</b>	<ol style="list-style-type: none"> <li>1. Raise \$1M external research income.</li> <li>2. Complete at least two milestones where high impact outcomes are visible and embedded in the context of external stakeholders/customers.</li> </ol>
<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments</b>	This outcome focuses on improved and deeper external embedding of research staff, and the development of project-based and inquiry-based learning in context-specific applications.
<b>Additional information (e.g. where is this taking place – region, industry sector etc.)</b>	Research projects in regional and international contexts are pursued.  All five of the Wintec Research Themes will participate in this.  All approved research groups will participate in this.

### ***Postgraduate programmes***

<b>Institution objective 2</b>	Wintec is known for context-embedded, postgraduate applied research programmes. These provide real-world, impact-focused learning that delivers the skills and competencies learners need.
<b>Description of related activities (if required)</b>	Development of research-rich postgraduate programmes and partnerships with external stakeholders for context-embedded research internships for postgraduate students.
<b>Performance indicator</b>	<ol style="list-style-type: none"> <li>1. Diverse range of postgraduate offerings where students are working in the contexts of their (future) careers on research projects and initiatives that are relevant to, and requested by, the employers in the context.</li> </ol>

	2. Growth in student numbers studying in postgraduate programmes with industry/community research internships and scholarships.
<b>Baseline, [2019]</b>	<ol style="list-style-type: none"> <li>1. Deliver at least 3 postgraduate programmes where such context-embedded student research projects are embedded in the programme.</li> <li>2. Have at least 3 multi-year agreements with external stakeholders making use of student interns of such postgraduate programmes on an annual basis.</li> <li>3. Internally approve the development of at least 2 new postgraduate programmes that will expand this offering to a wider portfolio of external stakeholders.</li> </ol>
<b>Interim target, [2020]</b>	<ol style="list-style-type: none"> <li>1. Deliver at least 5 postgraduate programmes where such context-embedded student research projects are embedded in the programme</li> <li>2. Have at least 7 multi-year agreements with external stakeholders making use of student interns of such postgraduate programmes on an annual basis.</li> <li>3. Have at least 15 programme completions from these programmes.</li> </ol>
<b>Final target, [2021]</b>	<ol style="list-style-type: none"> <li>1. Have at least 10 multi-year agreements with external stakeholders making use of student interns of such postgraduate programmes on an annual basis.</li> <li>2. Have at least 20 programme completions from these programmes.</li> </ol>
<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments</b>	Having this focus does not only add value for external stakeholders, but also prepares students to be innovative and relevant to their future work environments.
<b>Additional information (e.g. where is this taking place – region, industry sector etc.)</b>	Research projects in regional, national and international contexts are pursued. Students can work embedded in the work environment, work-based, or primarily on campus, but with regular interaction with industry partners in the context they are doing the research for.

### ***Performance Based Research Fund (PBRF)***

<b>Institution objective 3</b>	Wintec performs well in the Performance Based Research Fund (PBRF) environment through its high quality applied research outcomes.
<b>Description of related activities (if required)</b>	Refine the research performance measure parameters and internal research funding approval criteria to incentivise growth in more substantial, high impact and volume of the research outputs Wintec generates.
<b>Performance indicator</b>	<ol style="list-style-type: none"> <li>1. Output Value Indicator (OVI).</li> <li>2. Growth in the number of researchers pursuing the</li> </ol>

	submission of PBRF portfolios in the next assessment round.
<b>Baseline, [2019]</b>	<ol style="list-style-type: none"> <li>1. Achieve an institutional OVI of 0.6.</li> <li>2. Identify and proactively performance manage 85 researchers to pursue PBRF portfolio submission in the next assessment round.</li> </ol>
<b>Interim target, [2020]</b>	<ol style="list-style-type: none"> <li>1. Achieve an institutional OVI of 0.7.</li> <li>2. Review progress and confirm 90 researchers are on track to submit a PBRF portfolio at the next assessment round.</li> </ol>
<b>Final target, [2021]</b>	<ol style="list-style-type: none"> <li>1. Achieve an institutional OVI of 0.8.</li> <li>2. Conduct a mock PBRF assessment internally and confirm at least 95 researchers are on track to submit a PBRF portfolio in the next assessment round.</li> </ol>
<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments</b>	Participating in a national benchmarking fund like PBRF is important for Wintec to build its profile.
<b>Additional information (e.g. where is this taking place – region, industry sector etc.)</b>	Wintec will also actively participate in the review of PBRF after the 2018 assessment round, and implement the outcomes as soon as they are available internally.

## 3.7 Growing international linkages

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### **Context**

Internationalisation is the process through which we ensure we are a key part of New Zealand's diverse, internationally-connected education system, and further strengthen our capability in, and capacity for, export education. It is also the process through which we transform our organisation – making it a truly global operator, offering high quality international programmes and services, and preparing our graduates for employment in increasingly globalised workplaces.

Our internationalisation activities provide opportunities for Wintec to challenge the status quo, building relationships between organisations that go beyond a financial transaction, and build collegial partnerships and exchange of ideas.

### **Internationalisation Strategy 2018-2020**

Wintec's refreshed Internationalisation Strategy sets out six goals for the next 3 years. These are:

- We achieve sustained, diversified growth across our range of products, services and markets
  - Onshore students
  - Short courses and study tours
  - Offshore students
- Internationalisation activities make a significant contribution to our financial sustainability
- We continue to have a strong international presence offshore as we build our international profile and reputation, and seek business opportunities in major international markets
  - Capability development – offshore delivery of short courses
  - Academic delivery of programmes / courses (China and Saudi Arabia)
  - Consultancy-based projects
- We maintain high levels of outcomes, quality and compliance to enhance our reputation and profile and build sustainable international activities
  - Across our institution – enhanced student experience, improved education outcomes, health and wellbeing, accommodation options
- Our students, programmes, processes, and staffing capability are 'internationalised' ensuring we are preparing our graduates for a globalised workplace, wherever their career may take them
  - Continuing to pursue growth in international activities
  - *Ako: Teaching and Learning Directions* implementation
  - Capability development and cultural competence
  - Programme development
  - Internships and placements
  - Promotion of international mobility
  - Transition to employment for international graduates
- We maintain and develop international connectivity and relationships to drive quality, innovation, and research
  - Innovation and entrepreneurship
  - Research connections and opportunities
  - Real world 'benchmarking through practice' to drive quality and innovation

### **Supporting International Student Success**

Our International Centre Team supports our International student population who span 60 different countries with China and India our key international markets. The International Centre Team provides a dedicated service overseeing the quality of the International Student experience, before and during their time studying on-shore with us. The Team ensures Wintec's ongoing alignment with the Education (Pastoral Care of International Students) Code of Practice 2016. International Centre activities include:

- Academic, social, personal and cultural support
- Accommodation placements
- Tourist activities and social events
- Under 18 care and Homestay
- Pre and post arrival support
- Orientation and induction
- Get Started Programme - information sessions on study skills, and CV/interview preparation.

### **Overview of targeted international education consultancy opportunities.**

Over the past several years, Wintec has successfully expanded its internationalisation business from student attraction, through to articulated pathways, offshore delivery, campus management and increasingly a range of business activity that has its genesis in core consultancy. This latter activity leverages off the knowledge and knowhow that is either unique to, or well developed in Wintec, and matched to specific targeted private sector markets that have arisen as global manufacturing capacity has moved to lower cost-structure countries. A subsequent recognition of the paucity of "trade skills" and VET structures in these countries has prompted a focus on filling this gap - both from companies, as they seek to secure their production, and increasingly from governments and finance agencies (both aid and private) as they seek to solve complex structural and social challenges.

The development of the private sector markets has, in turn, lead to the identification of additional opportunities with in-market institutions, and with governments to address underlying issues.

The New Zealand government has ambitious goals for international education:

#### **"Leadership Statement for International Education**

*Doubling the economic value of international education to New Zealand is at the heart of the Government's new strategy for the sector. The Government has prepared the first version of a Leadership Statement for International Education, which sets bold aspirations for the growth that we want to achieve over the next 15 years and beyond.*

The statement, which aims to double the economic value of international education to \$5 billion over the next 15 years, includes targets to:

- develop and sustain mutually beneficial education relationships with key partner countries as a leading part of New Zealand Inc. strategies in Asia, the Pacific, the Middle East, Europe and the Americas
- increase annual revenues from providing education services offshore to at least \$0.5 billion"

It is unlikely that these targets can be reached without significant investment in pursuing non-traditional opportunities, and in developing and expanding both capability and capacity. Education New Zealand has identified a small core of NZ entities – a mix of state institutions, private entities and industry organisations with some abilities to contribute to this growth. These are not short term pieces of business, but with a targeted approach offer the opportunity to secure significant multi-year contracts, and develop replicable models, that effectively "embed" NZ mechanisms in both countries and companies.

We consider Wintec well placed to assist Education New Zealand to leverage the knowhow in this small group and to expand both capability and capacity in these markets.

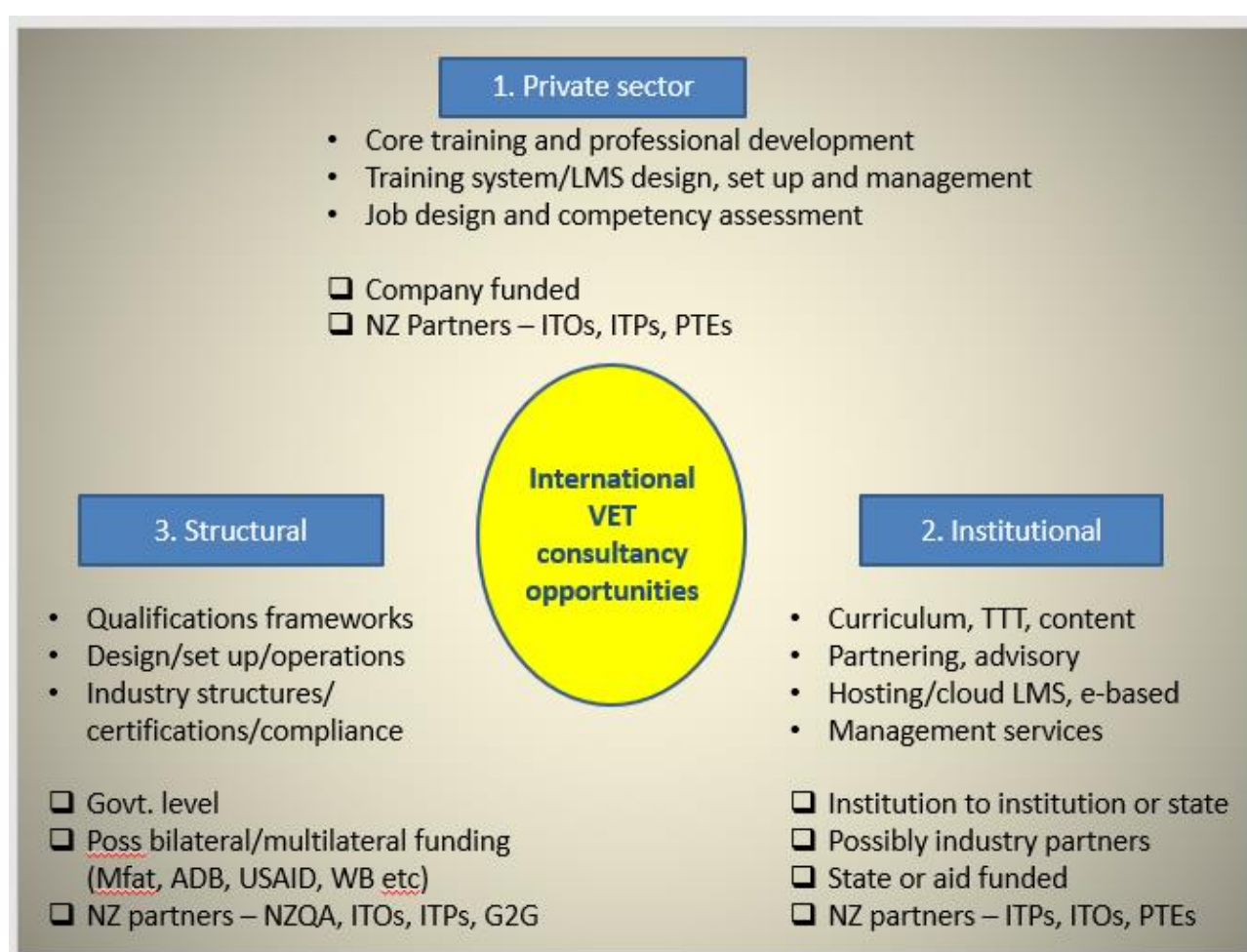
### The conceptual framework

These markets all have similar characteristics relating to vocational education and training (VET), including:

- Fast developing economies – with massive growth in key sectors.
- High numbers of multinational companies setting up.
- Simple didactic vocational training – if any.
- Non-existent or rudimentary industry certification.
- Minimal industrial compliance requirements or structures.

The market entry point (1) - Refer Figure 1 below - is private sector multinational companies who need staff a) with sufficient technical competence to enable normal operations within acceptable risk profiles, and b) who can meet parent company compliance requirements. Local VET training systems do not deliver work-ready graduates – even where sector based VET is available. Often local graduates have no practical experience and many exit the system with only theoretical knowledge.

Figure 1



The risk factor is compounded for the company by the general absence of industry practicing certificates and compliance mechanisms. Hence the initial purchase driver for the company is to understand what competencies it has in its current workforce, to identify priority gaps and to provide competency based development and training so that it can operate its core business safely and effectively.

In the medium term, the companies begin to work with local technical schools/polytechnics to improve the core skills of their worker pipeline. This offers significant opportunities (2) to assist these institutions with curriculum, technology, learning pedagogy and professional development for their staff.

In the longer term the company expects the host country VET system to develop appropriate qualifications, curricula and certifications. This is the subsequent opportunity (3) to work at a structural level with state/country governments and industry bodies to assist in the design, implementation and management of whole VET systems.

Each of these potential opportunities has different business models and in particular, different “money men”. The “private sector” opportunity is clear and the business model (beyond the partnering, taxation and repatriation requirements) is not complex – target the company, form the relationship, define the need, shape the offering, price it to the market.

The “institutional” opportunities are more complex and often require significant time to identify funding mechanisms and partnership models.

The “structural” opportunities are likely long term and also require significant investment to find the right partners, to identify and connect with potential funders – often multi-lateral, and to shape our scope of work and income stream. Current changes in approach to education and training in agencies such as World Bank and Asian Development Bank are providing opportunities to scope projects for presentation to potential funders in ways that have not been available in the past. Wintec’s relationships with key individuals within these institutions are providing entry points that will potentially negate the normal competitive process.

These opportunities currently exist across numerous sectors and geographies and can be developed to give significant potential revenue streams for New Zealand; however, to do so requires the convergence of a number of skill sets that are not common across the New Zealand VET sector.

Wintec, with its own internationalisation growth, and with the acquisition of the PINZ knowledge and relationships, has positioned itself to pursue this type of opportunity and believes it is well placed to lead and develop this strand of international business.

With this in mind, we have moved to secure partners – through MOUs and joint programmes of work - in the ITO and PTE sectors whom we consider have the capacity to operate in these markets. Whilst there are many sector based opportunities Wintec’s contention is that to minimise the risk (and the investment scale and timeframe) it is critical to identify a point of natural competitive advantage – an entry point. This could be a consequence of, for example, unique sector knowledge, or partnership with a New Zealand company offshore, or key influential individuals, or identifying an in-country partner with a strong motivator.

The tables below outline key initiatives to be delivered during this Plan period.

**International on-shore EFTS recruitment**

<b>Institution objective</b>	We are a leader in international education, on- and off-shore.			
<b>Description of related activities (if required)</b>	<p><b>Onshore students.</b> Our aim is to grow overall volumes consistently across the next three years:</p> <ul style="list-style-type: none"> <li>• We will maintain and grow our two main markets, China and India. Growth in agent-driven enrolments from China will be a focus.</li> <li>• We will target accelerated growth over the next three years from countries other than India and China to mitigate the potential risk of downturns in either of those two markets</li> <li>• We will develop more pathways with partnership institutions (institution to institution) in China (as opposed to agent-driven activity), first; as a further risk mitigation strategy and second; to support our wider strategy of growing short courses, innovation connections and other related benefits that arise from such I2I relationships</li> <li>• Further attention to online/social media marketing will be used to supplement existing marketing channels and activity.</li> </ul>			
<b>Performance indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	1,080 EFTS	1,150 EFTS	1,200 EFTS	1,250 EFTS
<b>Baseline, [year]</b>	2017: 1,080 EFTS			
<b>Interim target, [year]</b>	2019: 1,200 EFTS			
<b>Final target, [year]</b>	2020: 1,250 EFTS			
<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments</b>	<p>The 2017 breakdown of international enrolments was as follows:</p> <ul style="list-style-type: none"> <li>• Bachelor degrees 28.5%</li> <li>• English language 25.5%</li> <li>• Sub-degree qualifications 22%</li> <li>• Graduate diplomas 18.9%</li> <li>• Postgraduate diplomas 4.6%</li> <li>• Masters 0.6%</li> </ul> <p>In 2017, over 60% of enrolments were in business, IT and English. Overall, 86% of international enrolments were in business, IT, English, engineering, health and science disciplines.</p> <p>From 2018 onwards, international products will continue to be developed at the graduate and postgraduate levels especially in business and IT programmes.</p>			
<b>Additional information (e.g. where is this taking place – region, industry sector etc.)</b>	Delivery to international students is centred mainly at the Hamilton City campus with engineering and hospitality school provision at the Rotokauri Campus.			



### Short course revenue generation

<b>Institution objective</b>	We are a leader in international education, on- and off-shore.			
<b>Description of related activities (if required)</b>	<p>We have set clear revenue goals for this activity. It makes a significant contribution to our financial position. We intend to:</p> <ul style="list-style-type: none"> <li>• Achieve volume growth</li> <li>• Achieve increased margins through scale</li> <li>• Broaden our customer base in China due to financial and policy constraints upon institutions. We believe further growth will mainly be through additional customers rather than increased business with existing customers. We will remain responsive to any emerging opportunities that arise from our presence in the market.</li> <li>• Seek to diversify our source countries to reduce dependence upon China over time. Target countries will include Thailand and other ASEAN nations that we believe offer similar opportunities and market conditions to China.</li> </ul>			
<b>Performance indicator</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
	\$1.7M (ex GST)	\$2M (ex GST)	\$2.5M (ex GST)	\$3M (ex GST)
<b>Baseline, [year]</b>	2017: \$1.7M (ex GST)			
<b>Interim target, [year]</b>	2018: \$2M (ex GST)			
<b>Final target, [year]</b>	2020: \$3M (ex GST)			
<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments</b>	<p>Short course and train the trainer programmes are delivered in the following areas:</p> <ul style="list-style-type: none"> <li>• Innovation and entrepreneurship</li> <li>• English language training</li> <li>• English as the medium of instruction</li> <li>• Health and social practise</li> <li>• Engineering</li> <li>• Curriculum design</li> </ul>			
<b>Additional information (e.g. where is this taking place – region, industry sector etc.)</b>	Short course delivery is centred mainly at the Hamilton City campus, with engineering delivered at the Rotokauri Campus. For health programmes, Wintec also works closely with the local District Health Board (DHB).			

### Short Course Case Study

<b>Project Name:</b> <i>Teacher training development programme for Rajamangala University of Technology, Thailand</i>	<b>Country:</b>  Thailand and New Zealand
<b>Project Location within Country:</b> <i>Bangkok</i>	<b>Professional Staff Provided by your Company: 3</b> <b>No. of Person Months: 6</b>
<b>Name of Client:</b> <i>Rajamangala University of Technology</i>	
<b>Project dates</b> <i>Phase I - 12 March 2018 – 23 March 2018</i> <i>Phase II – 09 April – 2018 – 04 May 2018</i> <i>Phase III – 14 May – 25 May 2018</i>	<b>Approx. Value of Services:</b> NZ\$150,000

<b>Name of Associated Firm(s) if any:</b> Knowledge Plus	<b>No. of Person-Months of Professional Staff Provided By Associate Firm(s):</b> 1 week
<b>Name of Senior Staff (Project Director/Coordinator, Team Leader) Involved and Functions Performed:</b> Project Leader: Girish Nair Project Team: Centre For Languages staff	
<b>Detailed Narrative Description of Project:</b> Wintec produced an English development programme in three stages for academic staff from Rajamangala University of Technology. <b>Stage 1</b> Two academic staff from Wintec travelled to Thailand and based themselves in Bangkok to teach and assess RMUT staff in their English language instruction. They assessed the staff's core strengths and approaches to teaching. They also reviewed current teaching resources, student levels and assessment approaches. A report was compiled detailing current practices, strengths, and opportunities for improvements with a link through to Phase 2 (Ongoing mentorship). <b>Stage 2</b> RMUT staff who participated in the programme had the opportunity to continue to gain support from Wintec staff using the social platform Yammer or the LMS system Moodle. The goal was to allow the RMUT staff an opportunity to reflect and consider ways to improve their teaching practice through case studies, teaching reflection and discussion with peers and Wintec mentors. At the end of Phase 2, staff were selected to undertake further training on Phase 3 in New Zealand. <b>Stage 3</b> This was a two-week intensive "flagship" English Language Training programme delivered in New Zealand by Wintec's Centre for Languages. Focusing in on the skills necessary to influence and develop language training it looked at teaching leadership and wider management skills necessary to consolidate and create sustained changes in teaching practice. Staff also had the opportunity to attend mainstream classes to look at how teaching delivery in mainstream subjects is undertaken.	

<b>Case Study: Sino NZ model programme</b> In April 2018, a new two year work plan (2018/19) was agreed between the Ministries of Education of both China and New Zealand, under the Sino NZ model programme. Key activities under the work plan include: <ul style="list-style-type: none"> <li>• Information Sharing and Action Research Projects including:             <ul style="list-style-type: none"> <li>○ Assessment of Current Joint-Programmes and Development Trends;</li> <li>○ Modern Apprenticeship Information sharing and Action Research, and</li> <li>○ Pilot Model Programme in Engineering (Action Research).</li> </ul> </li> <li>• Teacher Training Cooperation including:             <ul style="list-style-type: none"> <li>○ Teacher Training in NZ, and</li> <li>○ Teacher Training Centres in China (Hub and Spoke Model).</li> </ul> </li> <li>• Professional Development Programme for Leaders.</li> <li>• Cooperation and Cultivation of Innovation and Enterprise Skills. Feasibility of development of a "Zhongchuang" Centre of Excellence.</li> <li>• Working Committee on "Going Green", i.e. Sustainability Education Programmes.</li> <li>• Cooperative Education Programmes to encourage joint programme development between Chinese</li> </ul>
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### **Case Study – Solomon Islands**

*Wintec has established recognised knowledge and knowhow around sustainable skills development in Solomon Islands. These projects are funded both bi-laterally and multi-laterally. They develop strong in-country networks of trained and supported tutors, whilst growing the international connections and context for Wintec's tutor cohort in international/different culture teaching and international research collaborations.*

*Solomons Trades Training - Twice yearly delivery of two week trades training for Rural Training Centres (RTCs) in Solomon's in carpentry and mechanical engineering. Component of a larger partnerships fund programme upskilling RTCs.*

*Solomons Strengthening Tilapia Farming - MFAT partnerships activity design and implementation for fishpond management app development – providing technical expertise to research and develop app. Wintec brings in-country experience/ networks, development perspectives and approaches, reducing dependency on the in-country partner and strengthening proposed development outcomes. Activity works with RTC's in-country to support app development, provide hands-on training and support to disseminate the app to farmers.*

*Solomons Design and Introduction of TVET/RTC Financial Education Curriculum - Project requires development of learning outcomes, curriculum, resources, training of teachers and a 6-month Pilot for a basic level financial literacy course for 3 specific RTCs. We are working with GROW HR International, who have significant expertise with large education projects in Solomon Islands and wider in the Asia-Pacific region, and Dr Alice Pollard, a leading Solomon Islands expert in financial literacy and inclusion.*

*ICT teaching support concept - This project would work with specific RTCs, training all their staff on basic ICT use, and establishing training programmes for ICT/ TTT, as well as basic eLearning. Small-scale technology hardware would be provided to enable access, subcontracted component to outsourced IT services firm. Partnerships created with Solomon Telekom to provide these educational institutions with subsidized data.*

## 4. Programmes and activities

### Mix of Provision

We will continue to offer programmes from foundation level to postgraduate level, across a range of portfolios, aligned to industry and employer need.

### Department of Corrections Delivery

The Department of Corrections understands that part of the rehabilitation process for prisoners includes training for employment upon release and can significantly reduce the risk of re-offending. Training in areas that currently have labour shortages such as building, painting and plumbing provides inmates with a good chance to move into a job upon release.

Inmates and the former inmates upon release can gain trade skills that align to ITO apprenticeship models and therefore allow them in time to become qualified tradespeople, or continue to work in the trade and apply their skills learned.

The following tables summarise key delivery at Springhill, Waikeria and Tongariro Correctional Facilities in 2019 onwards. Details are still being finalised between the parties, and will be notified in the final Plan to be submitted to TEC in August.

### ***Waikeria Prison***

<b>Institution objective</b>	Provide foundation training in Level 2 programme to improve numeracy and literacy through project based activities with sports context. Provide training in Level 3 trade skills, to enable inmates to find meaningful employment upon release.
<b>Description of related activities</b>	Provide inmates with lower levels of literacy and numeracy the opportunity to pathway into higher level programmes. Connection with industry who are desperately short of qualified and experienced Arborists, to provide pathway to work upon release. Possibility to deliver Carpentry programme to inmates and help address industry shortages in construction.
<b>Performance indicators</b>	New course so increase in EFTS delivery at this site.
<b>Baseline 2018</b>	n/a
<b>Interim Target (2019)</b>	<ul style="list-style-type: none"> <li>• Introduction to Carpentry L3 (13.3 EFTS)</li> <li>• Introduction to Plumbing and Gas-fitting L3 (13.65 EFTS)</li> <li>• Introduction to Trade Painting and Decorating L3 (13.3 EFTS)</li> </ul>
<b>Final Target (2020)</b>	<ul style="list-style-type: none"> <li>• Introduction to Carpentry L3 (13.3 EFTS)</li> <li>• Introduction to Plumbing and Gas-fitting L3 (13.65 EFTS)</li> <li>• Introduction to Trade Painting and Decorating L3 (13.3 EFTS)</li> <li>• New Zealand Certificate in Horticulture General L3 (12 EFTS)</li> <li>• New Zealand Certificate in Horticulture (L3) with Strands in Landscape Construction L3 (6.25 EFTS)</li> <li>• New Zealand Certificate in Foundation Skills (Sport and</li> </ul>

	Exercise Science) L2 (10 EFTS)
<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MOP) and/or educational performance indicators (EPI) commitments</b>	The Centre for Applied Science and Primary Industries have budgeted to deliver some of the EFTs behind the wire, and have allocated tutor time accordingly.
<b>Additional information (eg. Where this is taking place – region industry, sector etc)</b>	Waikeria Prison - Waikato Region - Horticulture, Arboriculture, Carpentry

### *Springhill Prison*

<b>Institution objective</b>	Provide foundation training in Level 2 programme to improve numeracy and literacy through project based activities with sports context. Provide training in Level 3 trade skills, to enable inmates to find meaningful employment upon release.
<b>Description of related activities</b>	Provide inmates with lower levels of literacy and numeracy the opportunity to pathway into higher level programmes. Training schemes are linked to ITO apprentice models to allow for student pathway should that be their desire.
<b>Performance indicators</b>	tbc
<b>Baseline 2018</b>	n/a
<b>Interim Target (2019)</b>	<ul style="list-style-type: none"> <li>• Introduction to Carpentry L3 (7.6 EFTS)</li> <li>• New Zealand Certificate in Foundation Skills (Sport and exercise science) L2 (10 EFTS)</li> </ul>
<b>Final Target (2020)</b>	<ul style="list-style-type: none"> <li>• Introduction to Carpentry L3 (7.6 EFTS)</li> <li>• New Zealand Certificate in Foundation Skills (Sport and exercise science) L2 (10 EFTS)</li> </ul>
<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MOP) and/or educational performance indicators (EPI) commitments</b>	The Kick for the Seagulls programme provides the foundation numeracy and literacy skills in a specific sporting context. Through the development of these new training schemes Centre for Trades would have budgeted for some of the provision to be delivered behind the wire at Spring Hill.
<b>Additional information (eg. Where this is taking place – region industry, sector etc)</b>	Spring Hill Prison – Waikato Region - Construction, Carpentry, Plumbing/Gasfitting, Painting, Horticulture.

### *Tongariro Prison*

<b>Institution objective</b>	Provide foundation training in Level 2 programme to improve numeracy and literacy through project based activities with sports context. Provide training in Level 3 trade skills, to enable inmates to find meaningful employment upon release.
<b>Description of related activities</b>	Provide inmates with lower levels of literacy and numeracy the opportunity to pathway into higher level programmes. Connection with industry who are desperately short of qualified and experienced Landscapers, to provide pathway to work upon release.
<b>Performance indicators</b>	tbc

<b>Baseline 2018</b>	n/a
<b>Interim Target (2019)</b>	<ul style="list-style-type: none"> <li>• New Zealand Certificate in Horticulture (Level 3) with Strands in Landscape Construction (6.25 EFTS)</li> <li>• New Zealand Certificate in Foundation Skills (Sport and exercise science) L2 (10 EFTS)</li> </ul>
<b>Final Target (2020)</b>	<ul style="list-style-type: none"> <li>• New Zealand Certificate in Horticulture (Level 3) with Strands in Landscape Construction (6.25 EFTS)</li> <li>• New Zealand Certificate in Foundation Skills (Sport and exercise science) L2 (10 EFTS)</li> </ul>
<b>Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MOP) and/or educational performance indicators (EPI) commitments</b>	This is potentially new provision for CSPI in 2019, so therefore have not yet budgeted to deliver some of the EFTS in this location.
<b>Additional information (eg. Where this is taking place – region industry, sector etc)</b>	Waikeria Prison – Waikato Region - Horticulture, Landscape Construction.

## **EPIs and poor performing provision**

This section of the Plan describes the relationship between poor performing provision, and associated impact on educational performance outcomes.

For the most part, Wintec's EPI performance has remained consistent over the period of the previous Plan. However, we recognise that parity of outcomes for Māori and Pasifika, relative to non-Māori and Pasifika, is below target, and have applied considerable resources across the organisation to focus on improving those outcomes. Over the duration of this Plan, we will further consolidate the initiatives in place, to the academic and pastoral support required to enable these cohorts to achieve. This is a key priority for Wintec, driven by our governance and management, supported through our academic processes.

A key lesson from our progress to date, is that building relationships plays the most significant part in lifting student achievement. That includes the relationships between student support staff, teaching staff, and student to student, and we have implemented a number of initiatives to strengthen that approach.

It should be noted, however, that the level and nature of support that can be provided is largely dependent on resources available. At present, we have 2 FTE general student advisors, 2 FTE Māori and Pasifika Trade Training student advisors, 1.8FTE My Career Pathway Kaiwhakamanawa and 2.6 FTE school-based Kaiāwhina to service our student population's pastoral needs. At the staff capability development level, 3 Teaching and Learning Coaches, and 2 Capability Development Advisors are available. And, to support the assessment of the success of our Māori Capability Development initiatives, the number of kaitirotiro available, is dependent on those staff being able to release their time from existing full-time workloads. Notwithstanding this, we are committed to improving outcomes for all students, and will further consolidate the work already being undertaken, with the intention to extend and expand our student support model. An explanation of our support model is included in this Plan (from page 92).

## **How Wintec is improving outcomes**

### **Process**

The performance of each student cohort in 2017 was analysed in terms of Educational Performance Indicators (EPIs), the number of EFTS delivered by subject area (as per broad NZSCED codes). These results were assessed against both the average EPIs for the ITP sector and Wintec average for that cohort.

The tables below summarises this analysis and identifies key qualifications; those with the biggest contribution to the outcomes, that require particular focus.

Tables are colour-coded to indicate whether performance is above or below Wintec and / or sector averages, as indicated by the following key:

	Below Sector Average and Wintec Average
	Above Wintec Average, but below Sector Average
	Above Sector and Wintec Average

Participation is defined by TEC as the ratio of EFTS delivered for a particular ethnic group to total EFTS delivered. In 2017, participation rates were as follows:

Cohort Group	Ethnicity	Proportion of EFTS delivered within each cohort group
Level 1 to 3	Māori	29.7%
Level 1 to 3	Pasifika	7.0%
Level 1 to 3	Non Māori and non-Pasifika	65.0%
Cohort total		100%

Level 4 to 7 (non degree)	Māori	27.0%
Level 4 to 7 (non degree)	Pasifika	8.0%
Level 4 to 7 (non degree)	Non Māori and non-Pasifika	67.3%
Cohort total		100%
Level 7 degree	Māori	22.4%
Level 7 degree	Pasifika	5.4%
Level 7 degree	Non Māori and non-Pasifika	73.5%
Cohort total		100%
Level 8 to 10	Māori	15.3%
Level 8 to 10	Participation Pasifika	5.8%
Level 8 to 10	Non Māori and non-Pasifika	80.6%
Cohort total		100%

*Please note: The sum of percentages per ethnic group may exceed 100% as students may identify as being of more than one ethnicity.*

### **Level 1-3**

Learners in this cohort include second chance learners, and learners enrolled in foundation level programmes who did not achieve NCEA at school. We also provide some English language provision at this level (EL1503 New Zealand Certificate in English Language (General) (Level 3)). By their very nature, these cohorts of students require very holistic support, and we have a range of ways to provide this. In 2017, learners in this cohort accounted for approximately 19% (18% in 2016) of our overall student population.

Cohort - Māori Level 1-3	Year -2017			
	EFTS	SCCR	Progression	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		68.3%	39.2%	52.6%
Wintec average (SDR - My performance)	201.19	57.0%	43.4%	46.3%
Broad Subject Area				
08 - Management and Commerce	24.00	40.1%	31.8%	42.9%
03 - Engineering and Related Technologies	47.85	30.7%	48.3%	38.6%

Notes:

The ITP sector average was derived from the Tertiary Performance – SDR app via Nga Kete.

The Wintec average was derived from the My Performance – SDR app via Nga Kete.

The EPIs are abbreviated as follows:

SCCR: Successful Course Completion

Cohort-based QCR: Cohort-Based Qualification Completion Rate

First-year Retention: Cohort-Based First-Year Retention Rate.

### **Commentary:**

Māori are over-represented in this cohort, relative to other levels within Wintec, with 29.7% (201.19 EFTS) of the total EFTS in Levels 1 to 3.



SCCR and QCR are below the sector average, while Progression is above. **Management and Commerce** is below both the sector average across all EPIs. The highest EFTS contributor, **Engineering and Related Technologies**, needs to improve in both SCCR and QCR.

In this cohort, key contributing programmes, and the nature of the support available during 2017, were:

- BI1603 Business 3 (NZ2452 New Zealand Certificate in Business (Administration and Technology) (Level 3)) – Embedded support including Ako Café, peer tutors, tuakana-teina based mentoring initiative.
  - In 2018, we have continued to have embedded support, with a dedicated learning advisor for this group. Having one point of contact for tutors and students around academic support has been well received, and we expect to see this in the outcomes for this programme. In semester 2 we have also initiated a weekly Ako Cafe, where generalist learning and pastoral support staff, alongside a business Peer Tutor, work with students to help solidify their learning. We are also trialling a tuakana-teina based mentoring initiative in Business 3.
- TC1702 Electrical Engineering 3 (NZ2387 New Zealand Certificate in Electrical Engineering Theory (Level 3)) – General support due to low Māori or Pasifika student numbers within the programme.
  - Students can access specialist Learning Advisor to help with general engineering concepts, and a Student Advisor is available. Both Advisors have regular times scheduled for drop-ins within the student Hub and are also available by appointment.
- TE1008 Certificate Electrical Engineering (Level 2) (WK2563 Certificate in Electrical Engineering (Level 2)) – General support due to low Māori or Pasifika student numbers within the programme.
  - Students can access specialist Learning Advisor to help with general engineering concepts, and a Student Advisor is available. Both Advisors have regular times scheduled for drop-ins within the student Hub and are also available by appointment. Note: from 2018 this programme is no longer offered.

Cohort - Pasifika Level 1-3	Year -2017			
	EFTS	SCCR	Progression	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		69.0%	37.6%	56.9%
Wintec average (SDR - My performance)	47.13	47.1%	40.9%	52.3%
Broad Subject Area				
03 - Engineering and Related Technologies	11.14	13.8%	33.3%	27.8%
12 - Mixed Field Programmes	9.50	51.2%	20.0%	47.1%
08 - Management and Commerce	5.75	63.0%	25.0%	50.0%

Commentary:

Pasifika represent 7% (47.13 EFTS) of the total EFTS in Level 1 to 3. This cohort is the highest proportion of Pasifika in Wintec. However, this represents a fairly small cohort and large changes in EPIs may be observed from year to year due to the changes in outcomes for a small number of students.

Course and Qualification Completion Rates are below the sector average, while Progression is above. The 3 subject areas with the highest consumption of EFTS are all below the sector averages across these EPIs, with **Engineering and Related Technologies** of particular concern. It is the highest EFTS contributor, yet its performance is poor across all EPIs.

In this cohort, key contributing programmes, and the nature of the support available in 2017, were:

- BI1603 Business 3 (NZ2452 New Zealand Certificate in Business (Administration and Technology) (Level 3)) – Embedded support including Ako Café, peer tutors, tuakana-teina based mentoring initiative

- In 2018, we have continued to have embedded support, with a dedicated learning advisor for this group. Having one point of contact for tutors and students around academic support has been well received, and we expect to see this in the outcomes for this programme. In semester 2 we have also initiated a weekly Ako Cafe, where generalist learning and pastoral support staff, alongside a business Peer Tutor, work with students to help solidify their learning. We are also trialling a tuakana-teina based mentoring initiative in Business 3.
- TC1702 Electrical Engineering 3 (NZ2387 New Zealand Certificate in Electrical Engineering Theory (Level 3)) – General support due to low Māori or Pasifika student numbers within the programme.
  - Students can access specialist Learning Advisor to help with general engineering concepts, and a Student Advisor is available. Both Advisors have regular times scheduled for drop-ins within the student Hub and are also available by appointment
- TE0703 National Certificate Electrical Engineering (Level 3) (NC5415 National Certificate in Electrical Engineering Level 3)
  - Students can access specialist Learning Advisor to help with general engineering concepts, and a Student Advisor is available. Both Advisors have regular times scheduled for drop-ins within the student Hub and are also available by appointment
- FT0101 (WK2492) Certificate in Trade Technology (Level 3) – Although no longer offered this qualification does provide examples of general support within the qualification, as follows:
  - Students can access generalist Learning Advisor for help, and a Student Advisor is available in the support space. Both Advisors have regular times scheduled for drop-ins within the student Hub and are also available by appointment.
  - The plumbing stream is also supported by the Maori and Pasifika Trade Training scheme. Students are supported financially to complete and have wrap around pastoral support and work broker assistance throughout their course. Weekly 'Mana sessions' are compulsory where Advisors engage with students around their holistic needs, while also monitoring their attendance.

Cohort - Non Māori/Pasifika Level 1-3	Year -2017			
	EFTS	SCCR	Progression	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		77.0%	35.9%	55.9%
Wintec average (SDR - My performance)	440.73	70.8%	59.9%	58.4%
Broad Subject Area				
03 - Engineering and Related Technologies	57.47	54.2%	49.3%	46.6%
09 - Society and Culture	150.88	72.3%	77.5%	75.7%

Commentary:

Non-Māori and non-Pasifika represent 65% (440.73 EFTS) of the total EFTS in Level 1 to 3.

Of the relevant EPIs for this cohort, SCCR is below the ITP sector average. This potentially may be the nature of this cohort, as well as Wintec's suit of offerings being focussed in technical areas, such as engineering. Mathematical ability may be a limiting factor for some students and Learning Advisors who specialise in mathematics support are available to students. Better performance can be observed in other areas, such as **Society and Culture** (the highest EFTS contributor) where SCCR is significantly higher, although there is room to improve.

In this cohort, key contributing programmes, and the nature of the support available in 2017, were:

- TC1702 Electrical Engineering 3 (NZ2387 New Zealand Certificate in Electrical Engineering Theory (Level 3)) – General support due to low student numbers within the programme.

- Students can access specialist Learning Advisor to help with general engineering concepts, and a Student Advisor is available. Both Advisors have regular times scheduled for drop-ins within the student Hub and are also available by appointment.
- TE0703 National Certificate Electrical Engineering (Level 3) (NC5415 National Certificate in Electrical Engineering Level 3) – General support due to low student numbers within the programme.
  - Students can access specialist Learning Advisor to help with general engineering concepts, and a Student Advisor is available. Both Advisors have regular times scheduled for drop-ins within the student Hub and are also available by appointment.
- EL1503 New Zealand Certificate in English Language (General) (Level 3), (NZ1882 New Zealand Certificate in English Language (Academic/Workplace) (Level 3)). As in 2017 and 2018 our international student support staff, together with staff from the Centre for Languages, provide wraparound support for students, and regular information / feedback sessions.

#### **Level 4-7 Non Degree)**

In 2017, learners in this cohort accounted for approximately 37% (40% in 2016) of our overall student population.

Cohort - Māori Level 4-7 (Non Degree)	Year -2017				
	EFTS	First-year Retention	SCCR	Progression	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		40.5%	69.9%	32.6%	48.9%
Wintec average (SDR - My performance)	427.24	30.2%	66.6%	44.5%	50.6%
Broad Subject Area					
03 - Engineering and Related Technologies	34.56	23.5%	57.8%	-	32.0%
08 - Management and Commerce	55.37	0.0%	63.8%	20.8%	45.3%
04 - Architecture and Building	80.91	50.0%	64.2%	2.7%	66.2%

#### **Commentary:**

Māori represent 27% (427.24 EFTS) of the total EFTS in Level 4 to 7 (non degree).

Unfortunately Māori have not performed well in this cohort and this is an issue Wintec will continue to address. While Progression and QCR are above the sector average, First Year Retention and SCCR are not. The areas of **Engineering and Related Technologies** and **Management and Commerce** are concerning. While progression rates are very low, this only applies to qualifications at Level 4 for this cohort and reflects the types of qualifications delivered. For example, a large cohort of students complete a level 4 qualification in building with sufficient skills to enter the workplace without the requirement for further study. First year retention rate for this cohort appears very low. However, this EPI applies only to multi-year qualifications. Such qualifications only made up 7% of the total EFTS delivered in 2017 and as such, this EPI is not representative of the performance of the overall cohort. Furthermore, the outcomes of a few students within such a small cohort results in large changes in this EPI. The 2017 result of 30.2% represents 13 of 43 students being retained. In 2016, this EPI was nearly double at 60%, with 30 of 50 students retained. This small cohort size is exacerbated further when breaking down this EPI by subject area. The retention rate for Management and Commerce is concerning at 0%, and represents 0 out of 4 students retained.

The nature of Wintec's delivery also has a large influence on this EPI. For example, Wintec delivers the qualification NC1195, Electrical Engineering (Electrician for Registration) L4. The theory component is delivered by Wintec before students continue into apprenticeships, where the student may or may not complete this qualification. There were 6 students in this qualification in this cohort in 2017. Removing these students alone increases retention for this cohort to 35.2%. Wintec may continue to delivery this programme as per industry requirements, but is cognisant of the impact of this on perceived performance.

In this cohort, key contributing programmes, and the nature of the support available in 2017, were:

- EN1603 (NZ2612) New Zealand Diploma in Engineering (V2) and SC1101 (WK2644) NZ Diploma in Engineering (Level 6) – General support due to low Māori student numbers within the programme.
  - Students can access specialist Learning Advisor to help with general engineering concepts, and a Student Advisor is available. Both Advisors have regular times scheduled for drop-ins within the student Hub and are also available by appointment
- BS0901 National Certificate in Business First Line Management (Level 4) (NC0649 National Certificate in Business (First Line Management) (Level 4)) – delivered by our subsidiary, Learning Works. As well as access to general support provided by Wintec staff, Learning Works have a dedicated staff member to work with students, and a comprehensive follow-up process for early identification of students at risk of success.
- TE0905 (WK2617) Certificate in Building (Level 4)
  - Students can access general Learning and Student Advisors for help. Both are available in the student Hub via weekly drop-in or by appointment.
  - Students are supported by the Maori and Pasifika Trade Training scheme, financially to complete and to have wrap around pastoral support and work broker assistance throughout their course. Weekly 'Mana sessions' are compulsory where Advisors engage with students around their holistic needs, while also monitoring their attendance.

Cohort - Pasifika Level 4-7 (Non Degree)	Year -2017				
	EFTS	First-year Retention	SCCR	Progression	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		40.6%	67.4%	35.8%	49.6%
Wintec average (SDR - My performance)	126.11	25.0%	72.7%	47.1%	45.5%
Broad Subject Area					

Commentary:

Pasifika represent 8% (126.11 EFTS) of the EFTS in Level 4 to 7 (non degree). This cohort represents the greatest number of EFTS delivered to Pasifika in Wintec, in part due to the implementation of the Māori and Pasifika Trades Training scheme.

While SCCR and Progression are above the sector average, First-Year Retention and QCR are below the sector average. Again, First-Year Retention is affected by a small cohort (4 of 16 students where retained in 2017, compared to 54.5%, 6 of 11 students retained in 2016). Similarly QCR may be affected by small cohort size, but there is room for Wintec to improve in this EPI. We have identified that there is no single subject area that is having a significant effect on all the EPIs, with below average performance spread across the various broad subject areas. Therefore these students have access to the same level of general student support.

Cohort - Non Māori/Pasifika Level 4-7 (Non Degree)	Year -2017				
	EFTS	First-year Retention	SCCR	Progression	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		49.5%	80.0%	28.3%	51.5%
Wintec average (SDR - My performance)	1063.01	64.3%	78.7%	40.3%	55.2%
Broad Subject Area					
08 - Management and Commerce	188.52	37.5%	73.5%	9.1%	42.9%
03 - Engineering and Related Technologies	138.08	63.1%	76.2%	0.0%	23.1%

Commentary:

Non-Māori and non-Pasifika represent 67.3% (1063.01 EFTS) of the total EFTS in Level 4 to 7 (non degree).

For this cohort, the SCCR is slightly below the sector average.

In this cohort, key contributing programmes, and the nature of the support available in 2017, were:

- SC1101 (WK2644) NZ Diploma in Engineering (Level 6) – General support due to low student numbers within the programme

- Students can access specialist Learning Advisor for help with general engineering concepts, and a Student Advisor for pastoral support. Both are available in the student Hub via weekly drop-in or by appointment.
- BS0901 National Certificate in Business First Line Management (Level 4) (NC0649 National Certificate in Business (First Line Management) (Level 4)) – Delivered by our subsidiary, Learning Works. As well as access to general support provided by Wintec staff, Learning Works have a dedicated staff member to work with students, and a comprehensive follow-up process for early identification of students at risk of success.

### **Level 7 Degree**

In 2017, learners in this cohort accounted for approximately 41% (40% in 2016) of our overall student population.

<b>Cohort - Māori Level 7 Degree</b>	<b>Year -2017</b>			
	<b>EFTS</b>	<b>First-year Retention</b>	<b>SCCR</b>	<b>Cohort-based QCR</b>
<b>Sector average (Tertiary Performance -SDR)</b>		61.5%	83.5%	44.8%
<b>Wintec average (SDR - My performance)</b>	397.88	64.5%	79.1%	38.3%
<b>Broad Subject Area</b>				
10 - Creative Arts	71.69	56.5%	78.8%	28.9%
08 - Management and Commerce	17.31	50.0%	68.8%	42.9%
06 - Health	124.67	65.8%	84.7%	40.0%

### **Commentary:**

Māori represent 22.4% (397.88 EFTS) of the total EFTS in Level 7.

**Creative Arts** is below both the sector and Wintec average for all EPIs. Cohort-based QCR was low (28.9%), representing only 13 of 45 learners completing the qualification in the required time period. **Management and Commerce** is a concern across all EPIs for this cohort. It is pleasing to note **Health**, the highest EFTS contributor, performs well in EPIs with the exception of QCR. This is largely due to the Bachelor of Midwifery and more support may be required to enable learners to complete this intensive programme of study.

In this cohort, key contributing programmes and the nature of the support available in 2017, were:

- BM9601 (WK2331) Bachelor of Media of Arts – General support, alongside school-based kaiāwhina (pastoral care) FTE. This programme has undergone a substantial redevelopment in terms of curriculum and delivery with the degree being split out into 4 separate, but inter-connected degrees:
  - Bachelor of Communication (delivered in 2018)
  - Bachelor of Design (delivered in 2018)
  - Bachelor of Contemporary Art (to be delivered in 2019)
  - Bachelor of Performing Arts (to be delivered in 2019).

As a point of difference, the delivery model for each of these programmes ensures students will:

- Find their "tribe" – building a sense of ownership and culture, and working closely together as a cohort
- Find a tertiary environment that aligns with their experience of secondary school
- Learn discipline-based skills – their craft
- Participate in interdisciplinary and multi-level projects
- Engage with a significant professional practice / internship component
- Gain the skills to work freelance and develop a portfolio of work
- Develop a professional work ethic – time, engagement, expectation, speed

- BI1401 (WK2658) Bachelor of Applied Management – General support (rather than specialised, embedded support), due to low Māori student numbers in this programme. The programme typically attracts high numbers of International students, and they are supported by our International support team.
- HL0902 (WK2342) Bachelor of Nursing – This is one of Wintec's flagship programmes. Students have access to general support, alongside school-based kaiāwhina (pastoral care) FTE. We have above average first year retention and course completion rates in this programme. Students typically struggle with Science components within the Bachelors of Nursing, therefore extra Science tutorials are offered, and in 2018 we introduced weekly cohort-based drop-in sessions in Te Kete Kōnae, our Māori and Pasifika Learning Centre. We are also trialling a tuakana-teina based mentoring system within the Tihei Mauri Ora stream of the degree in 2018. Wintec also offers the Dame Te Atairangikaahu Nursing Scholarships each year, awarded to Waikato-Tainui students to alleviate financial pressures while they study. In 2017, in partnership with community stakeholders, 10 scholarships were awarded to Nursing and Midwifery students, to the value of approx. \$6k each.
  - First year Bachelor of Nursing students are the biggest users of our academic support services. Therefore, in the second semester 2018 we are facilitating weekly workshops for these students in an attempt to reduce the amount of 1:1 support requested.
  - In addition to these workshops, we are establishing 4 tuakana-teina based support relationships across Wintec, in Nursing (Tihei Mauri Ora (Māori student) stream and general stream), Social Practice and Business. This is an opportunity to co-create a student:student mentoring system with students.

Cohort - Pasifika Level 7 Degree	Year -2017			
	EFTS	First-year Retention	SCCR	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		62.6%	80.6%	49.9%
Wintec average (SDR - My performance)	95.91	61.5%	79.4%	44.2%
Broad Subject Area				
09 - Society and Culture	13.25	46.2%	78.3%	44.4%
06 - Health	38.43	61.5%	81.2%	36.8%

Commentary:

Pasifika represent 5.4% (95.91 EFTS) of the total EFTS in Level 7.

All EPIs are slightly below the sector average. QCR for **Health** could improve, particularly for the Bachelor of Midwifery, where none of the four students enrolled completed the qualification in 2017. We are working with the Centre to unpack particular issues and initiatives to improve student success. QCR for **Society and Culture** was also low, but may be due to a small cohort, with 4 out of 9 students completing the qualification on time. Likewise, first-year retention is also affected by a small cohort, with 2 out of 5 students retained. Likewise, SCCR, at 70% may be influenced by the small cohort, with 6 EFTS delivered in 2017.

In this cohort, key contributing programmes, and the nature of the support available during 2017, were:

- HL0902 (WK2342) Bachelor of Nursing – General support (rather than specialised, embedded support) due to low Pasifika student numbers.
  - First year Bachelor of Nursing students are the biggest users of our academic support services. Therefore, in the second semester 2018 we are facilitating weekly workshops for these students in an attempt to reduce the amount of 1:1 support requested.
  - In addition to these workshops, we are establishing 4 Tuakana-Teina based support relationships across Wintec, in Nursing (Tihei Mauri Ora (Māori student) stream and



general stream), Social Practice and Business. This is an opportunity to co-create a student:student mentoring system with students.

- The Pasifika students on campus have also set up a Pasifika Club in 2018. This club is heavily supported by our Pasifika staff and Te Kete Kōnae. The club has a focus on supporting each other, sharing experiences and enjoying their time here. We will be promoting this club to students going forward as an opportunity to connect with like-minded people. It is also an opportunity for Wintec to hear from Pasifika students about what their needs and requirements are as a Pasifika community on campus, and find ways to accommodate those.
- HL0901 (WK2343) Bachelor of Midwifery – General support (rather than specialised, embedded support) due to low Pasifika student numbers.
  - Will be promoting the Pasifika Club to Midwifery students as well.
- SC9501 (WK2374) Bachelor of Sports and Exercise Science – General support (rather than specialised, embedded support) due to low Pasifika student numbers.
  - Will be promoting the Pasifika Club to Sports and Exercise Science students as well.

Cohort - Non Māori/Pasifika Level 7 Degree	Year -2017			
	EFTS	First-year Retention	SCCR	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		69.0%	88.7%	53.4%
Wintec average (SDR - My performance)	1305.67	75.0%	87.9%	54.4%
Broad Subject Area				
02 - Information Technology	138.06	79.4%	79.9%	63.0%

**Commentary:**

Non-Māori and non-Pasifika represent 73.5% (1305.67 EFTS) of the total EFTS in Level 7.

First Year Retention and QCR are above the sector average while SCCR is slightly below. **Information Technology** is the highest EFTS contributor to SCCR performance.

In this cohort, key contributing programmes, and the nature of the support available during 2017, were:

- BI1601 (WK2687) Bachelor of Applied Information Technology – General support (rather than specialised, embedded support). This programme has undergone a modernisation in terms of curriculum and delivery (to be delivered in 2019).

**Level 8-10**

Learners at this level are typically seasoned students, and are largely self-sufficient. Notwithstanding this, our performance in 2017 for some students in this cohort, was under sector and / or Wintec targets. In 2017, learners in this cohort accounted for approximately 3% (2% in 2016) of our overall student population.

Cohort - Māori Level 8-10	Year -2017			
	EFTS	First-year Retention	SCCR	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		81.8%	73.6%	58.8%
Wintec average (SDR - My performance)	19.38	-	79.4%	75.0%
Broad Subject Area				

**Commentary:**

Māori represent 15.3% (19.38 EFTS) of the total EFTS in Level 8 to 10.

Both SCCR and QCR are above the sector average, although a relatively small percentage of the overall student cohort at Level 8-10. This group performs very well, achieving above the sector and Wintec targets for course completion, and cohort-based qualification completion. Although the cohort size is quite small

(19.38 EFTS in 2017), this is a good result, and reflects our strategy to lift Māori participation to higher levels of the NZ Qualifications Framework.

Cohort - Pasifika Level 8-10	Year -2017			
	EFTS	First-year Retention	SCCR	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		-	76.5%	54.8%
Wintec average (SDR - My performance)	7.34	-	90.7%	40.0%
Broad Subject Area				
06 - Health	3.75	-	93.3%	33.3%
10 - Creative Arts	2.46	-	50.0%	50.0%

Commentary:

Pasifika represent 5.8% (7.34 EFTS) of the total EFTS in Level 8 to 10.

There were no students that were enrolled for first-year retention at any ITP in this cohort. SCCR is above the sector average while QCR is below. This is a natural reflection of fluctuations in cohort size reflecting in overall outcomes. **Health** and **Creative Arts** are contributing to the QCR.

In this cohort, key contributing programmes, and the nature of the support available during 2017, were:

- NU0010 Post Graduate Diploma in Nursing – General support is available (rather than specialised, embedded support) due to the low Pasifika student numbers
  - Promotion of the Pasifika Club to these students.
- BM0501 Master of Arts – General support is available (rather than specialised, embedded support) due to the low Pasifika student numbers.
  - Promotion of the Pasifika Club to these students.

Cohort - Non Māori/Pasifika Level 8-10	Year -2017			
	EFTS	First-year Retention	SCCR	Cohort-based QCR
Sector average (Tertiary Performance -SDR)		75.0%	86.8%	61.1%
Wintec average (SDR - My performance)	102.15	0.0%	89.7%	52.3%
Broad Subject Area				
06 - Health	63.25	0.0%	90.7%	43.9%

Commentary:

Non-Māori and non-Pasifika represent 80.6% (102.15 EFTS) of the total EFTS in Level 8 to 10.

QCR is under the sector average while SCCR is above. These results reflect the size of the cohort. There was 1 student enrolled but not retained that caused the First Year Retention to be 0%. **Health** is the biggest contributor to the QCR.

In this cohort, key contributing programmes, and the nature of the support available during 2017, were:

- NU0010 Post Graduate Diploma in Nursing – General support is available.

We have identified the programmes where targeted support will be provided over the next 3 years to shift our EPI outcomes towards the targets set. This will include timetabled, embedded support, where the tutor and support person/team develop a plan of workshops based on student needs, then iterate the plan as further needs are identified throughout the semester. We will also facilitate students supporting each other, through tuakana-teina based mentoring and the organisation of student peer tutor groups. Programme specific initiatives will be further embedded, and prioritised according to greatest need. Further detail about our support engagement activities, and student support model can be found in the sections below.



## **Student engagement**

Since 2015, we have embarked upon an ambitious and innovative series of self-assessment and co-design projects to understand our learner needs. This comprehensive future-focused approach has provided a weight of qualitative and quantitative evidence to underpin the re-design our entire support services model. We are confident that the time and investment made between 2015-2018 will enable us to maintain excellence and improve our student satisfaction, retention and achievement rates throughout the next strategic planning period.

Led by our Customer Experience Team, over the last four years we used a human-Centred design approach to critically analyse the fitness for purpose, effectiveness and impact of our existing support structures. Students were involved in each stage. While the key initiatives undertaken in this journey are outlined below, a clear picture has emerged of what our students need and want to succeed at Wintec as illustrated below:



## **Outcomes of self-assessment activities undertaken**

As part of our on-going self-assessment activities, key initiatives undertaken, and outcomes achieved are outlined below:

We reviewed our Customer Experience (first 12 weeks of Study) as the catalyst for change throughout the student journey. This project, launched in 2015, was conducted between Wintec and PwC to help us better understand our customer needs during the first 10-12 weeks of study. The 2-month project benchmarked internal practices with national and international exemplars. It included contributions from over 200 staff and students. The project raised both challenges and opportunities for us. A customer journey map and a key experience matrix emerged underpinning the research projects subsequently undertaken between 2016-2018, as outlined below. Overall outcomes included recommendations for future work streams to address the following key points made by our learners:

- If you offer me something – do it well;
- It's about me – not your business;
- This is an investment in my whole life – take me seriously;
- Show me you are listening; and
- Don't mass produce – my needs are unique.

We launched the Customer Promise initiative to understand our value to our students and employers. This 2016 project was co-created by over 100 contributors from our staff, students and industry/employer

partners. The purpose was design achievable, sustainable and authentic opportunities for our students to build meaningful skills, knowledge and employer networks prior to graduation.

This would be achieved through the following promise to students:

‘We promise you workplace experiences every year of your study to help you build meaningful networks and prepare you for employment’.

And a promise to our partner employers that:

‘We promise to partner with you and provide opportunities to help shape the employees of the future’.

A 15-month pilot was subsequently undertaken in the School of Media Arts (SOMA). While there were difficulties and challenges experienced during the pilot phase, the Customer Promise is currently in the process of being rolled out as part of our institutional approach for work-ready graduates and the embedding of work experience commitment made to demonstrate alignment with *Ako Teaching and Learning Directions*, 2017-2020.

We launched a student Insights initiative to ensure the student voice informed our decision making. In response to the directive from students in 2015 of: ‘Show me you are listening’, the Student Insights initiative sought to improve the impact of students on institutional decision making and close feedback loops. The outcomes did not support a continuation of the existing end of semester student feedback system – SETMAPs – rather students expressed a preference for shorter online surveys being undertaken throughout their student journey that would provide real-time benefits. Students also requested an online communication system where they could provide feedback at any time through an anonymous service, with a response within one working day.

Two technology-led solutions were subsequently secured in 2017 and launched in 2018:

EvaluationKit – an online survey system linked to Moodle was purchased and piloted across 4 programmes in 4 Centres in Semester 2 2017 prior to a full-scale launch in Semester 1 2018. This allowed questions to be asked at 4 points per semester. While the set up and implementation process has been more onerous than anticipated, the benefits of the system are still being fully realized. The tool will continue to be refined throughout the first year of delivery in response to student and staff feedback and needs. The key differentiator from the SETMAPs process is the results from EvaluationKit are instantly available to staff once surveys are closed. The findings can also be analysed at an individual practitioner, programme, Centre and institutional level more efficiently to demonstrably inform decision making and change in response to student views

Student Voice 24/7 - was launched in Semester 1 2018. This key initiative has had an immediate transformative effect on the institution and is a key pillar of our refreshed approach to securing early resolutions to student complaints. Since its launch, we have seen an 84% reduction in formal complaints in Semester 1 and a 46% reduction in Semester 2 in comparison to 2016 data. Success in this initiative is already increasing student satisfaction and potentially will impact on retention and achievement rates.

We redesigned our student admission and enrolment processes to be more welcoming and effective for our students. This co-design project was undertaken following some painful experiences shared by students during the 2015 First 12 Weeks Project. It sought to secure sustainable solutions for answering student questions quickly and accurately; enrolling students swiftly and helping students feel prepared for study. Six new initiatives were recommended within the resulting report, published in 2017. These included:

- creating an enquiry hub/one-stop-shop for potential students to have their questions answered swiftly as well as undertake pre-entry/prepare for study modules;
- an accelerated eligibility process for students to check against entry criteria for programmes; and
- an online instant enrolment form.

Each of these initiatives are currently being implemented. Measures of success will include increased conversion between applications and enrolments as well as increases in student first-year retention rates.

### **Supporting our students to be successful**

In 2017, we introduced My Career Pathway – a programme developed to replace the Certificate in Introduction to Trades in 2017. My Career Pathway is delivered through project-based learning, with tutors who have had training in engaging with youth, and with pastoral care roles and whānau class timetabled into the weekly schedule to enhance whakawhanaungatanga activities and address any pastoral, learning or social issues arising within the cohort. Since its inception, there has been a 6% increase in successful course completion for all students in comparison to the Certificate in Introduction to Trades, and 8% increase in successful course completion for Māori.

	2015	2016	2017
<b>Certificate Introduction Trades - All</b>	62%	56%	
<b>Certificate Introduction to Trades - Maori</b>	50%	41%	
<b>My Career Pathway - All</b>			62%
<b>My Career Pathway - Maori</b>			49%
<b>Average Wintec - all Certificate programmes</b>	62%	69%	72%

**Figure: a comparison of SCCR of Certificate in Introduction to Trades and My Career Pathway**



Wintec previously operated under a traditional model of support, with the main mode of support being 1:1. This approach restricted the total number of students that could be supported, and was outside of their

class learning experience. Dedicated support that is embedded within the learning experience was identified as a strength in My Career Pathway, and therefore is a key element of our future student support model.

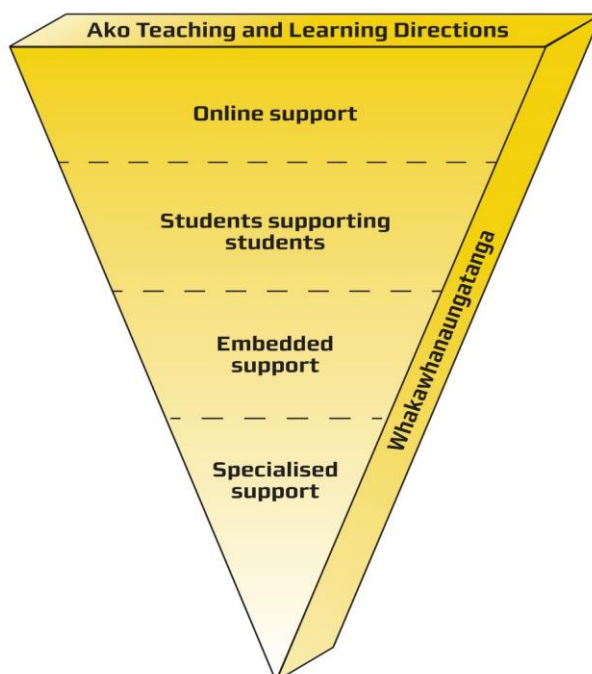
The development of *Te Ara Putake* (My Academic Pathway – Level 4) incorporated findings from the embedding experience - namely, longer induction period for new students, dedicated and timetabled pastoral time for all students, every week, coordinated by tutors with support from pastoral staff.

While student support was commended as a key strength of the institution in the 2015 EER, overall successful course completion at Wintec was still below the sector average. Through trialling and refining different forms of support in pockets throughout Wintec, as outlined above, we were able to reach larger student numbers in areas, with some positive results in completion. This learning, along with the changing student demographics, technology disruptions and ongoing student needs, provided us with an opportunity for improvement. One of the recommendations going forward is to establish student clubs – the first of which, the Pasifika Club, started in 2018. The Club is an opportunity for Pasifika staff and students to come together, to support one another, and to share their experiences at Wintec.

### **Our Future Student Support Model**

Since 2015, we have systematically trialled, reviewed, and refined our approach to student support, focussing on those areas of greatest return, taking a holistic approach to supporting the “whole student”. This means student support, but also a shift in our approach to teaching and learning, and staff capability.

As a result of all of the above, and building on the lessons learned, from 2019 we are implementing the following student centred support model:



#### ***Features of the future support model***

1. Online support encompassed in a digital strategy which uses AI to offer flexible, personalised and responsive digital support, connecting students with academic and pastoral tools to

support self-sufficiency. Predictive analytics to identify at risk students, with proactive communication to connect to online tools and support to succeed. Examples of online tools include pastoral tools for self-management (wellbeing, job seeking, financial, transition to study and disability) and academic learning resources (writing, researching, presentations, digital literacy support along with other resources to support *Ako: Teaching and Learning Directions*).

2. Students supporting students through interest/cultural/personal and learning groups with a common goal, student peer tutor groups for defined and specific goals and tuakana-teina based model of mentoring for ongoing relationships and support from an experienced peer. In all instances groups are student-led and Wintec supported through booking spaces, facilitation and some provision of kai.
3. All Wintec programmes below the ITP sector average include 1 hour each week of embedded support, at a consistent time, timetabled into programme and with compulsory student attendance. Tutor and support person/team develop a plan for the workshops together, based on student needs, then iterate the plan as further needs are identified.
4. Specialised workshops for groups of students identified as needing additional support (learning, pastoral, community) to achieve a determined goal. In specific instances, a centralised coordinator can arrange 1:1 specialised support with an on-call specialist or make an appointment/referral if required.
5. A schedule of frequent whakawhanaungatanga activities targeted at the majority of students, with additional whakawhanaungatanga activities occurring at every level of the support model.
6. Every layer of the model supports *Ako: Teaching and Learning Directions* (2017 – 2020) through student-centred support of learning, inclusive practices, soft skill development and tools to support approaches such as project-based learning, enquiry-based learning, flipped classroom and blended learning. Whakawhanaungatanga activities between student and tutors further provides for opportunities for *Ako*.

### ***Measures of success***

In addition to regular self-review throughout the semester by teaching and support staff, including the collection of anecdotal evidence, the following measurements of success will be used:

1. Average increase of 10% in successful course completion rates for programmes with embedded support by the end of 2022 (3% increase year, 1 embedded, building each year from that) – annually.
2. Increase in net promotor score in relation to support – biannually.
3. Decrease in customer effort in relation to getting support – biannually.
4. Consistent satisfaction rates in relation to support – biannually.
5. Increase in course retention for programmes with embedded support and for students proactively targeted through AI – annually.
6. Increase use of online tools measured through Google analytics.

### ***Launching a predictive analytics model for targeted student support***

Our student support structures are designed to enhance student retention and achievement. However, the impact of our services to date has been largely qualitative rather than quantitative measures. During the previous Plan period, a number of initiatives have been trialled, piloted and implemented to support our students to be successful. These initiatives are being consolidated and extended during this Plan period.

We support a diverse student body, studying at a wide range of levels, lengths and locations. They span a variety of ages, cultures and academic backgrounds and traditionally our services have been delivered through 1:1 methods, often to students that seek out support. This approach may result in students that are struggling but are unaware, unwilling or unable to seek support that may otherwise have helped them continue within Wintec and complete their course or qualification.

Following an extensive national and international benchmarking process, in 2018 Wintec launched a pilot Predictive Analytics Model. The pilot has been benchmarked against the experiences of Georgia State University in the USA. The pilot will focus on Māori and Pasifika students enrolled in level 2-5 programmes, in the first instance, to test the accuracy of the predictive analysis or 'machine learning' model.

The pilot process will consist of:

- Model identifies strongest predictors that affect student outcomes;
- Database of specific students created weekly and shared with support staff;
- Support staff action interventions to re-engage identified students
- Outcomes Measured

Following the completion of the pilot phase, it is anticipated that the model may be applied to all Wintec learners identified through the predictive model. Success of the initiative is being monitored at a programme and institutional level and includes a qualitative and quantitative analysis of the impact of the model and targeted support on student satisfaction, retention and completion rates.

### ***Developing staff capability***

In addition to an increased focus on student support, we are targeting increased staff capability to support our students to succeed. *Te Tauihu* is the first step of *Te Ngāwhā Whakatupu*, Wintec's Māori Capability Development Framework. It is a module designed to build staff capability and cultural competency for engaging appropriately and effectively in a bicultural context in five core areas:

1. *Ako* - Māori teaching and learning theory and practice;
2. *Te Tiriti* - Understanding the Treaty of Waitangi and how it applies at Wintec;
3. *Ahurea* - Māori Culture and Society;
4. *Tikanga* - Māori Cultural Practices and Etiquette, and
5. *Te Reo Māori* - Language and Pronunciation.

*Te Tauihu* was developed in 2014 to build staff capability in tikanga and te reo through teaching and learning in a bi-cultural context and with Māori learners. It targets teaching staff but is also offered as a standalone paper for all staff. The programme is run over six weeks or in a block course and includes a noho marae.

14% of our staff and 24% of our domestic students identify as Māori, and the student cohort is growing. *Te Tauihu* has provided staff with skills to advance and engage meaningfully with our Māori students. It has been instrumental in building organisational capability in understanding the Māori world view, and skills to work with Māori students, colleagues and communities. Staff who have completed *Te Tauihu* are encouraged to embed the principles into their everyday teaching practices and are assigned a trained coach, Kaitirotiro, to support them.

All academic staff who teach on programmes with over 20% Māori students are targeted to complete *Te Tauihu* and as of March 2018, 48% of these have completed it. 70 professional and managerial staff have also completed the programme. Māori and non-Māori, teaching and non-teaching staff, learn together in a safe and encouraging space. Demand is growing with a waiting list of staff wanting to enrol on the programme, and external organisations are requesting *Te Tauihu* as a short course.

We have also introduced compulsory International Code of Practice, and Child Protection training – with a view to taking account of the holistic needs of students, applicable to not only younger students, but other cohorts.

### ***Digital Strategy for Student Success***

In 2017 over 150 students participated in design thinking co-creation workshops to provide insights and problem statements about their experience at Wintec. To further refine the problem statement and identify opportunities, these findings were assessed against quantitative data sets, including conversion, completion, attrition, retention and transfer rates, and TEC research and data trends. A blueprint exercise then mapped a student's journey at Wintec to identify impactful offline and online interactions.

Co-creation workshops with other Wintec departments, including student experience, student support, products, enrolment and student learning services combined these insights to create the Digital Strategy for Student Success.

#### **Key Statistics:**

- 61% of our students have NCEA level 2 as their highest high school attainment
- 25% have no prior qualifications
- 44% of students apply to Wintec, get accepted, but don't enrol
- 27% of enrolled students transfer courses prior to achieving their 10% point
- 48% of students drop out and never complete

#### **Key Objectives:**

- Build a digital tool to help individuals understand their goals, map those goals to careers, and to our programmes and our admissions criteria. For high school students, match to NCEA subjects and provide a tracking dashboard to help students stay on track to meet our admissions criteria.
- Simplify admissions criteria, to make it easier for potential students to understand whether they will be accepted and automate admissions where possible. Use digital 'nudge' communications to follow up enrolments.
- Use digital outreach to provide personalised support to help students stay on track with their studies, reminders of assessments and other due dates, and community or social events.

All of these initiatives, to be progress during this Plan period, demonstrate our commitment to learner success. And, collectively, they contribute to the body of work being undertaken by TEC to better understand what opportunities and challenges arise when entering, or re-entering, tertiary education:

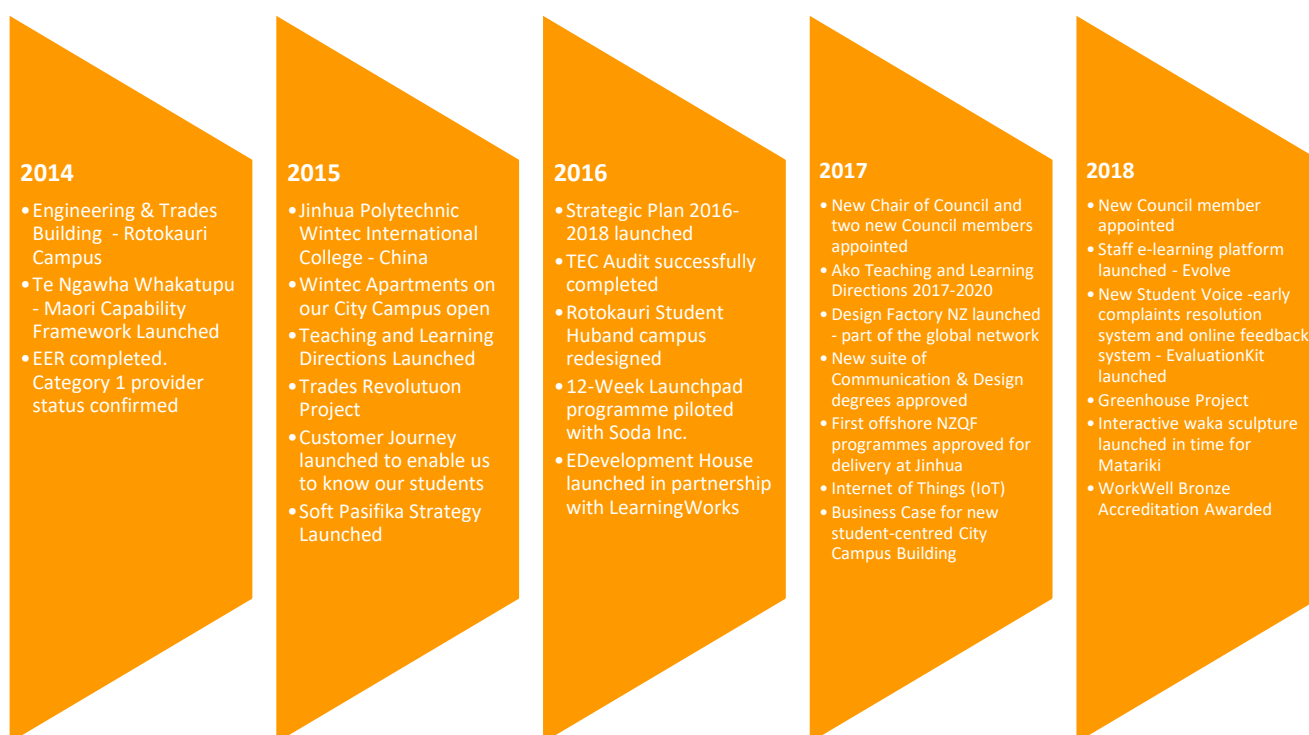
- What do I need to know and understand to help me make the best choice for now and for my future?
- What and when do I need to share information about myself, and what I want to do, with others?
- Change is normal, and should be easy.
- Feeling included and supported is key to better outcomes.

## 5. Outcomes and measures

### **Draft EPI Commitments and Improvement Plan**

We have calculated our provisional results for 2016 and 2017, based on the new EPIs, and have extracted forecast figures for 2019-21 to bring us close to, or on target with, TEC sector targets. The draft EPIC template has been uploaded to Workspace 2.

### **Key Developments 2014-2018: Our Infrastructure for Long-Term Success**



#### ***Key developments 2014-2018***

### **Our change programme – Wintec Renewal**

Over the last 10 years in particular, Wintec has been engaged in a comprehensive and systematic change programme, which has resulted in 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

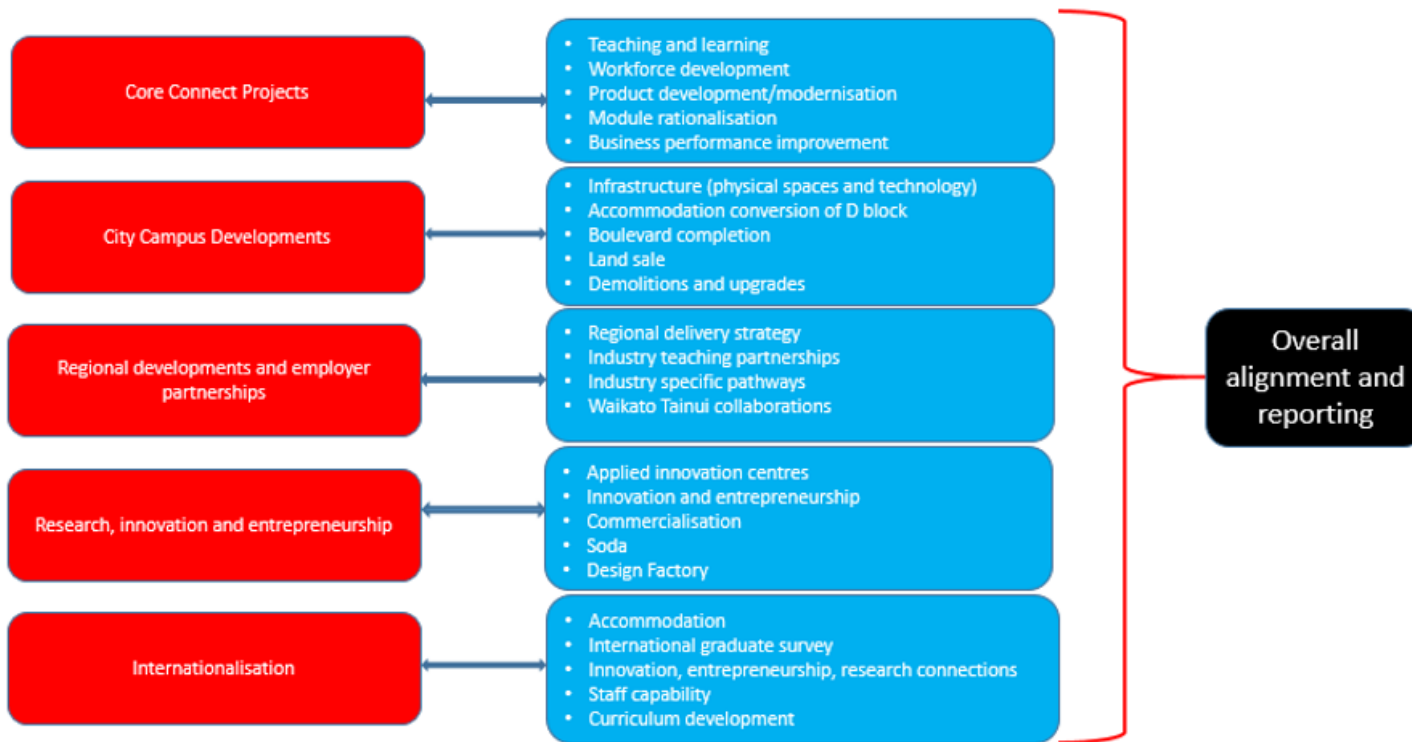
During the previous Plan period we made significant future-focused investments to securing our long term relevance and financial sustainability. We have prioritised understanding, working with and responding to the needs of our students, community, employers and partners regionally, nationally and internationally.



We have reviewed and refreshed our services, structures and processes to maximise their impact, and we have committed to the modernisation of our programmes, infrastructure and campuses to deliver long-term student success.

Advancing our change agenda, under the Wintec Renewal programme, we have undertaken extensive work diagnosing the future needs of industry, our communities and our learners, and we are responding with a whole of organisation programme. The key elements of this change programme are:

- Redefining our teaching pedagogy, based on international research, to increase learner engagement and outcomes.
- Modernising our curriculum and content across our product portfolios. Developing products that meet the needs of our customer segments (cross disciplinary / interdisciplinary learning) and which reflect that we are in the business of workforce development (includes increasingly smaller, bite-sized learning packages).
- Deepening industry and iwi engagement. Our engagement is matrixed across the organisation and industry/iwi work with us on ideation of products and models of delivery; research that meets an industry or community need, co-teaching; internships and work experience; professional development and training for industry/iwi. Essentially, they are now working with us across the whole education value chain.
- Extending our focus on great teaching – we have a capability development programme that enables our academic staff to deliver our teaching pedagogy, and creates a more blended workforce of learning facilitators, industry professionals and part-time flexible experts.
- Creating learning environments that are designed for collaboration and conversation and which enable our teaching pedagogy to be delivered. They are flexible and reconfigurable, and most importantly are spaces in which industry and students interact.
- Increasing technology as an enabler of learning experiences, through fit-for-purpose simulation and delivery platforms.
- Building on our success as an international education business and partner. We provide international experiences for domestic students through our partner networks, and specific delivery to meet the needs of international institutions and governments. These initiatives are part of our contribution, helping to secure the future success of NZ Inc's export education goals.
- Continuing focus on improving business performance.
- Embedding innovation and entrepreneurship across our products and services, so that every Wintec student, if they wish, can have an I or E experience while learning with Wintec.



*Key workstreams within the Wintec Renewal programme.*

## 6. Other additional information

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*Forecast Financial Statements and Capital Asset Management Plan, to be agreed with Finance and Risk Committee and Wintec Council, and will be submitted with the final draft Plan on 20 August.*

### **Campus infrastructure (property)**

#### ***Modernisation of Learning Product and Delivery Context***

Our product development, Connect, and Campus Developments programmes have been progressively modernising both the campus and our delivery of learning since 2003. This is in response to changes since the time when much of our delivery and infrastructure was designed. Students are facing an increasingly uncertain employment future, where technology and innovation will lead to massive change to the jobs they will perform and the interpersonal and technical skills they will require.

The most recent developments in which this modernisation is exemplified include the Engineering and Trades development, the Rotokauri Hub project, and the Design Factory pilot. These demonstrate the interdependency between student activity, industry, our products, staff and their capability, and the environment, both virtually and physically, in which learning occurs.

We have been acutely aware that our educational products need to become even more flexible and adaptable in order to provide learners and staff with choices regarding their experiences in terms of when, where and how learning occurs and the types of assessment and pathways used. They also need to be configured to provide the learner with the greatest opportunity to develop and understand how to apply what they know to unique situations.

Furthermore, this is linked with our strategy of increasing commercial training opportunities both in New Zealand and overseas, as we seek to build our non-TEC revenue.

The Connect programme is addressing this, with a focus on redeveloping product and delivery with a focus on three core principles:

- Student centred learning
- Authentic learning
- Inquiry-based learning

These principles have been selected with the desired outcome of highly engaged and self-motivated students transitioning in to desirable and global capable employees in mind. Further, they recognise the changes in employer and learner expectations, the availability of information online, and the value of active learning in embedding skills and knowledge application.

The end result is a higher quality product, delivered more flexibly, and more efficiently. Student engagement and outcomes will improve, as will our cost of delivery.

The product and delivery changes require changes to our learning environment. The online resources must support anywhere, anytime access to prepare and support students, while the on campus spaces and experiences must facilitate interactive exchange and social learning.

#### ***Campus Developments Principles***

Since 2003 we have applied a consistent set of principles in transforming our physical campus. These principles, which are reviewed regularly against best practice property development and urban design theory, are presented below:

- A safe, attractive, student centred, mixed-use environment that is easy to navigate.
- A City Campus that is better integrated with Hamilton CBD - A Campus Without Walls.
- High levels of 'visibility' and a strong physical presence within the city.
- A Rotokauri Campus that is the heart of Hamilton City's proposed Rotokauri development.
- A modern, high quality environment, appropriate to a forward-thinking Institute of Technology.
- An 'agile campus' providing a high level of integration and flexibility in space utilisation.
- Good pedestrian access with strong links to the CBD and the new Transport Centre.
- A planning strategy that serves Wintec's vision and operational/service delivery requirements.
- A range of good quality, well landscaped public open spaces encouraging social interaction.

These principles have assisted in the development of quality spaces, which have significantly improved the performance of our property assets. At a more detailed level our strategy is also to recognise and support:

- The future delivery model requires a different mix of learning space, although a similar total area.
- The shift sees inquiry and project based spaces replacing didactic teaching.
- The shift from poorly used specialist and separate space to vibrant and highly used generic and shared space.
- The importance of social interaction in learning, and the role of a campus in that delivery.

## 7. Special requirements for tertiary education institutions (TEIs)

### **Forecast Statement of Service Performance (SSP)**

The SSP includes the mandated Educational Performance Indicators (EPIs) uploaded onto Workspace 2, other EPIs measured as part of TEC's performance linked funding framework, and key initiatives arising out of this Plan. For the most part, they focus on shifting our performance towards achieving parity for Māori and Pasifika cohorts, relative to non-Māori and non-Pasifika.

Plan targets are set for 3 years, reported on a quarterly basis to Council, and reviewed with TEC on an annual basis.

		2019	2020	2021
Number of expected graduates				
Non-Māori and non-Pasifika	Level 1 to 3	430	425	420
Māori		190	195	200
Pasifika		45	45	50
Participation				
Non-Māori and non-Pasifika	Level 1 to 3	63%	62%	60%
Māori		30%	31%	32%
Pasifika		7%	7%	8%
Non-Māori and non-Pasifika	Level 4 to 7 (non degree)	65%	65%	64%
Māori		27%	27%	28%
Pasifika		8%	8%	8%
Non-Māori and non-Pasifika	Level 7 degree	71%	70%	69%
Māori		23%	24%	25%
Pasifika		6%	6%	6%
Non-Māori and non-Pasifika	Level 8 to 10	80%	80%	80%
Māori		15%	15%	15%
Pasifika		5%	5%	5%
First year retention				
Non-Māori and non-Pasifika	Level 4 to 7 (non degree)	60%	60%	60%
Māori		45%	50%	55%
Pasifika		45%	50%	55%
Non-Māori and non-Pasifika	Level 7 degree	75%	75%	76%

Māori		67%	70%	74%
Pasifika		67%	70%	76%
<b>Course completion</b>				
Non-Māori and non-Pasifika	Level 1 to 10	83%	83%	83%
Māori		73%	77%	81%
Pasifika		74%	77%	81%
<b>Progression</b>				
Non-Māori and non-Pasifika	Level 1 to 3	55%	55%	55%
Māori		46%	48%	50%
Pasifika		44%	46%	50%
<b>Research</b>				
The amount of external research income earned		\$780,000	\$780,000	\$780,000
The number of research degrees completed		31	33	35
<b>International</b>				
The number of international student EFTS		1,200	1,250	1,300