

# **WHITIREIA COMMUNITY POLYTECHNIC PROFILE 2007-2009**

## **PART A: STRATEGIC DIRECTIONS AND KEY CHANGES**

### **1. Executive Summary**

The Whitireia Community Polytechnic Profile 2007-2009 outlines the Polytechnic's strategic directions, objectives and plans for the next three years. Over this time, Whitireia is planning to develop and strengthen the Polytechnic's strategic goals in line with the Statement of Tertiary Education Priorities (STEP) and related policy, while maintaining our focus on meeting our communities' needs for vocational education and economic development.

The Profile 2007-2009 outlines the Polytechnic's special character and its strategic goals for making a distinctive contribution to the network of tertiary education. Whitireia is characterised by a strong focus on supporting students to be successful in vocational programmes which lead on to employment or higher level qualifications. Whitireia has also built successful partnerships with its communities, local Iwi, employers, industry and other education providers. As a result, Whitireia now makes a significant contribution to the economic and social transformation of this region.

Over the next three years, Whitireia will build on its successful delivery of high-quality, vocational qualifications which provide pathways for students leading to employment and further study. These programmes will be delivered to culturally diverse communities within a values framework of manaaki, success, accountability, responsiveness, integrity, and honouring Te Tiriti o Waitangi. We are committed to ensuring that all students have the opportunity to develop their talents and abilities, to gain recognised qualifications, and to contribute to regional social and economic development.

From 2007-2009, an important focus will be alignment of Whitireia activities with new Government policies for tertiary education. Whitireia will further develop its distinctive character and role within the national network of provision. For example, we will provide regional leadership in applied education and develop the concept of a regional hub in the area from Kapiti to Wellington City. At the same time, Whitireia will contribute to the network of provision by delivering some national programmes in niche areas of expertise.

Whitireia will continue to form strong partnerships with other tertiary providers to strengthen our role as a provider and facilitator of tertiary education within the Greater Wellington region. One important collaborative venture is the Wellington Regional Polytechnic Federation, which we have established together with other regional polytechnics to ensure that a full range of vocational qualifications is available to students in Greater Wellington.

From 2008 and 2009, the Government will introduce a new funding system for tertiary education. Whitireia welcomes the possibility of sustainable funding for

vocational programmes for local students, who sometimes need additional support to achieve at a high level. Such funding would enable the Polytechnic to continue as a strong, financially viable, focused and responsive tertiary education institution that meets the needs of our communities. Whitireia will be using the Quality Reinvestment Programme (QRP) to further align its programmes with Government priorities and to develop the capability to manage the new tertiary funding regime proposed for 2008.

## 2. Introduction

This year marks the 20th anniversary of the establishment of Whitireia Community Polytechnic. In the 1970s, the tertiary educational needs of the Porirua community were being identified and a strategy began to take shape. The 1978 report *Porirua's Community Education Needs* by Bob Dempsey set out the case that achieved central Government's support in 1985 when Cabinet agreed to establish a polytechnic.

“...this was a substantial Wellington community that was not being served on-site by an own-your-own, do-it-yourself facility. It was inadequate and unsatisfactory to be doing it from the Hutt Valley or from Wellington.

Furthermore, Porirua was an area of substantial Māori and Pacific Islands population growth. Young people coming out of secondary school needed some training. It struck me that in terms of the biggest areas not covered by a tertiary institution, this was the obvious one.”

(Russell Marshall, Minister of Education, 1984-1987)

*Whitireia Conversations Our First Ten Years 1986 – 1996 He Whakawhitinga Korero Mo Nga Tau Tekau – published in 1996 by Whitireia Community Polytechnic*

Whitireia has grown rapidly since those early days to an institution with over 4000 equivalent full-time students (EFTS). Today, the tertiary educational needs and aspirations of the communities served by Whitireia continue to drive our future development.

Whitireia offers most programmes within the Greater Wellington region, especially in the coastal region from Otaki through to Wellington City. The Polytechnic's main campus is sited in Porirua, with satellite campuses in Paraparaumu on the Kapiti Coast and in Wellington City. An Auckland campus offers a range of programmes mainly for international students and recent immigrants. Online and distance learning arrangements are available in specialist subject areas. Some Whitireia programmes are provided nationally in niche areas of expertise, for example, in publishing and postgraduate nursing. The Polytechnic also provides some programmes in the Pacific through long-standing collaborative arrangements.

The Polytechnic's core business is the provision of applied and vocational learning programmes, with over 70% of students currently studying for vocational certificates and diplomas. The number of degree-level students is increasing, as more students follow pathways from lower-level to higher-level programmes. Nonetheless, it is expected that the majority of students will study in sub-degree programmes from

2007-2009. We will continue to engage with business, industry, professional, educational and economic development organisations, iwi, and cultural and community groups to identify their educational requirements, develop new learning programmes, and monitor the outcomes, quality and relevance of current programmes. A list of new programmes to be developed from 2007-2009 is included in Appendix 1.

The Polytechnic's ability to operate successfully and to remain relevant is dependent on its relationships with industry, state sector organisations and the professions that will employ our graduates. Consultation and collaboration are key strategies in ensuring that the Polytechnic's graduates are work ready and meet employer expectations. The test of relevance is the ability of graduates to find employment or to move into other areas of study. Last year, 95% of students surveyed were either in employment or in further study. Employer satisfaction levels continue to be very high, with 93% of employers surveyed being satisfied with the key criteria of qualification relevance.

Whitireia students come from diverse backgrounds. Many are mature students who come to Whitireia for second chance education. The Polytechnic's strong emphasis on foundation programmes with pathways leading to higher qualifications allows these students to build confidence and to realize educational goals. From 2007-2009, we will continue to provide excellent learning services so that these students can be supported in planning and progressing successfully from foundation programmes to higher level qualifications. We will also increase the provision of part-time and flexible options for the growing number of mature students who are upskilling and combining study with employment.

At the same time, we are planning for an increasing number of school leavers as the result of demographic growth within the region. We will develop further seamless transition arrangements for this group of students, such as curriculum alignment projects with secondary schools and youth transition projects in the local region.

The Whitireia focus on meeting the educational needs of Māori and Pacific communities will continue to be important. Our commitment to Māori is expressed through our working relationship with Ngāti Toa, the delivery of relevant programmes, and our commitment to Te Tiriti o Waitangi. Whitireia has fostered partnerships with Pacific peoples since it was first established, and is now regarded as a leader in New Zealand in meeting the educational needs of Pacific students and the development aspirations of Pacific communities.

The participation of Māori and Pacific students in Whitireia programmes is high, with 40% of all our domestic students being Māori or Pacific students. Increasingly, these students are successfully progressing to higher levels of qualifications. For example, 34% of Whitireia domestic students in degree and postgraduate programmes are currently Māori and Pacific students. The demand for relevant, quality education that contributes to the success of these communities will continue to be a primary focus for Whitireia.

As part of our culturally diverse student body, Whitireia will continue to recruit international students. These students contribute to our strategic goals for providing a

multicultural learning experience for all students, incorporating an international dimension in all teaching programmes, and maintaining the Polytechnic's financial viability by diversifying the funding base.

Whitireia is planning for continued growth over the next triennium. Strong demographic and economic growth is forecast for our region, and we consider that Whitireia is well placed to contribute to this regional growth. Whitireia is confident that we can meet the challenges presented by Government's policy directed at lifting quality and protecting the regions. Through the careful management of resources, Whitireia Council and management aim to secure the future of a viable, credible tertiary institution able to meet the diverse needs of its communities.

Provided with this profile is the Polytechnic's proposal for the third stage of Government's Quality Reinvestment Programme together with an application for ITP Business Links Funding. Collectively these documents convey our commitment to Government's alignment strategies.

### **3. Strategic Planning Assumptions**

#### **3.1 Learner Profile: Levels of Study**

Whitireia Community Polytechnic's core business is the provision of applied and vocational education and training, with the goal of producing work-ready graduates who will contribute to business, industry and the professions within the Polytechnic's core region. Most Whitireia students are currently studying for vocational certificates and diplomas. At present, around 54% of students studying for assessed qualifications are certificate students, while 32% are diploma students. Whitireia also has around 14% of students in degrees and postgraduate nursing qualifications.

Over the next three years, the number of degree-level students will increase, as six new degrees have been introduced since 2004, and more students will be studying in the second and third years of these degrees. However, we expect the majority of students will still study at sub-degree level.

#### **3.2 International Students**

Even though international student numbers have dropped since 2004, international students still represent around 20 % of the total student body. In future, we expect that numbers will be maintained or increase in comparison with current levels. Around half of our international students are studying at the Auckland campus, while half are studying a wide variety of programmes at the Polytechnic's campuses in Porirua, Kapiti and Wellington.

We will continue to recruit international students over the next three years. This is in accordance with our strategic goals for providing an accessible multicultural learning experience for all students, incorporating an international dimension in all teaching programmes, and maintaining the Polytechnic's financial viability. At the same time, Whitireia has established a risk strategy for export education, to ensure that any

fluctuations in the international market do not compromise the Polytechnic's local operations.

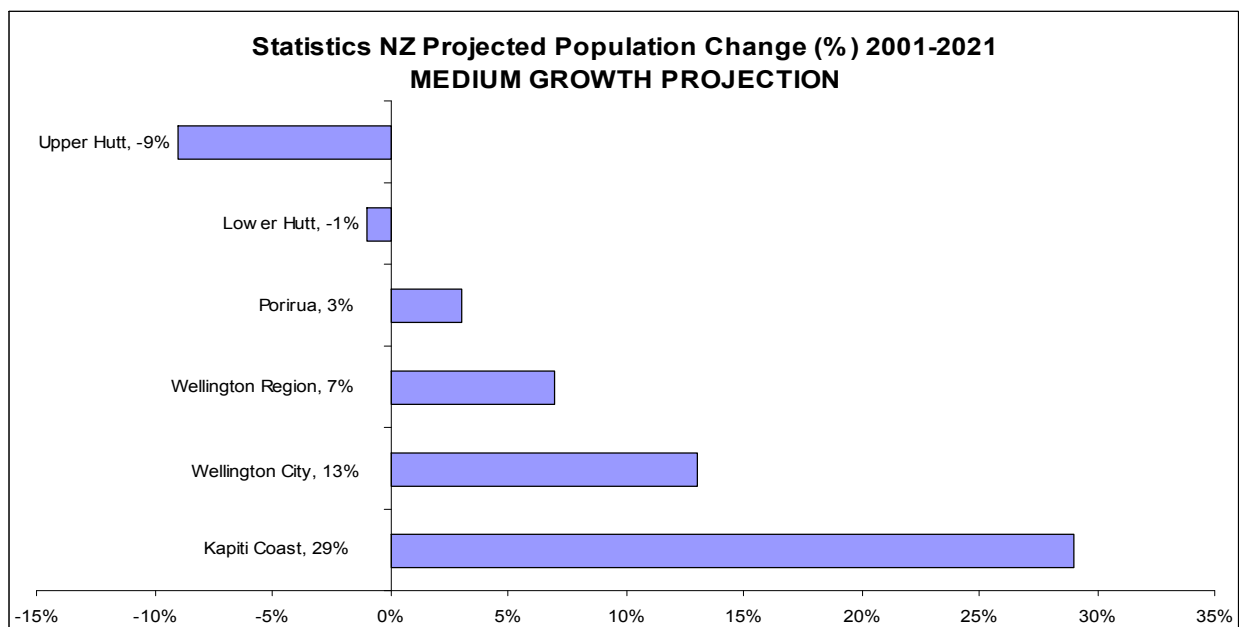
### 3.3 Student Numbers

The Polytechnic's student numbers have increased substantially in recent years, and domestic student numbers increased by 4% in 2005. However, international student numbers declined in 2005, and this trend is continuing in 2006. At present, Whitireia considers it is prudent to make conservative forecasts for 2007. In the longer term, though, demographic growth in the region is likely to continue and the Polytechnic's portfolio of programmes fits well with economic activities in the larger Wellington region. As a result, we look forward to continued growth in student numbers towards the end of the triennium.

## 4. External Environment

### 4.1 Key Demographic Trends

The region from Kapiti to Wellington City has grown significantly in recent years, and further population growth is likely in future. Statistics New Zealand has prepared a number of projections for 2001-2021. Their medium growth scenario provides population increases of around 29% for Kapiti, 13% for Wellington City and 3% for Porirua. For 2007-2009, further population growth is predicted in all the age groups likely to enter tertiary education.



Ethnic backgrounds vary considerably throughout the region. Porirua has significantly higher proportions of Māori and Pacific peoples than Wellington or New Zealand. The number of Porirua residents who identify as Māori, Pacific or Asian has increased over the last three census periods. However, around 92% of residents in Kapiti are of European background, while Wellington City also has a predominantly European population.

Age structures also differ within the region. Porirua has a relatively young population, with nearly 30% of the city's population under the age of fifteen. Kapiti by comparison has an older age profile, with only 21% of the population under the age of 15 years. Throughout the region and throughout New Zealand, there is an overall 'ageing' of the population, which indicates an increasing market for part-time study for mature students who are in employment or have family responsibilities.

### ***Implications for Whitireia***

These key demographic trends suggest that the student age population will continue to grow in the next three years. Mature students are likely to remain strategically important for Whitireia, and the Polytechnic will develop more part-time options to cater for students with multiple responsibilities. At the same time, the number of school leavers may rise over the next three years, mainly because of population growth in relevant age groups. Whitireia will also continue to attract an ethnically diverse student population over the next three years.

## **4.2 Key Labour Market and Economic Trends**

Economic and social indicators for the region from Kapiti to Wellington City are very positive. For example, employment rates are high throughout the region, and the number of registered unemployed is at its lowest point for the last ten years.

Within this larger context, there is considerable local variation in economic and social indicators. Some areas, such as Wellington City, Whitby and northern coastal suburbs, record high rates of educational qualifications, household income and employment. Other areas in Porirua still have relatively low rates of employment and income. Residents in these areas tend to have fewer educational qualifications and fall into the 'most deprived' areas in the New Zealand Social Deprivation Index. While Kapiti has a high proportion of retired residents, the working age population is growing. Employment rates and incomes are generally higher than average in this working age population in Kapiti.

Businesses and industries within the region are generally small, with less than five employees on average. The labour force working within Porirua and Kapiti tends to have fewer qualifications and skills than average. Local employers in Porirua and Kapiti have identified the following employment sectors as most important: service sector, education, health services, community services, hospitality, retail, manufacturing and trades, and transport.

In central Wellington, the Polytechnic's campus provides mainly for the city's professional and managerial labour market, as well as the growing demand for communication and creative industries. Wellington City is also the largest employment market for Porirua residents, while an increasing proportion of Kapiti residents commute to Wellington. As a result, the most rapidly growing occupations of Porirua and Kapiti residents are in the professional, managerial, administration, creative industries and communication sectors.

### ***Implications for Whitireia***

Whitireia aims to meet the educational needs of students from *all* these diverse social, cultural and economic backgrounds. For some areas of the local labour market, the Polytechnic will offer second chance education, a wide range of foundation programmes, learner support services and pathways to further qualifications or employment. For other areas of the local labour market, Whitireia will meet the strong demand for diploma and degree programmes from a growing number of students and stakeholders. As a result, the Polytechnic will continue to offer a wide range of programmes at different levels of study to meet the needs of learners and the labour market.

### **4.3 Government Policies**

Over the next three years, the Government has signalled significant changes to tertiary education policies. Key features of the Government's proposals include a new model for tertiary education funding and investment in a triennial strategic plan. Polytechnics and Institutes of Technology (ITPs) have a distinctive role as part of the national network of provision. ITPs will focus on regional provision of vocational and applied education, and are likely to co-ordinate provision from different providers within regional hubs. At the national level, ITPs will continue to provide specialist programmes in niche areas of expertise. Quality will continue to be important, with increased requirements for reporting on quality performance measures and benchmarking.

### ***Implications for Whitireia***

For 2007, funding for short courses and community education will be limited, and there are caps on growth in vocational courses. These funding limitations will reduce the Polytechnic's viability and ability to offer high quality programmes, such as short courses for local industries and Te Reo programmes for our local community. Access for some students will be reduced, and second chance learners will be particularly affected. The financial impact on the Polytechnic will be substantial, with a deficit budget being forecast for 2007.

In the longer term, however, we expect the impact of Government policies to be more positive. Current EFTS based funding does not fully sustain all relevant programmes, given the high levels of student support that many of our students require to be successful. We trust that the new funding model which is currently under development for tertiary education will provide sustainable funding that will allow Whitireia to offer the education required for economic growth and equitable student achievement in this region. Whitireia aims to make a significant contribution to Government priorities such as the national network of provision and the development of regional hubs for tertiary education over the next three years, and we intend to use QRP funding to ensure alignment with Government goals.

## 5. Overview of Strategic Directions

Whitireia is committed to ensuring that all students have the opportunity to develop their talents and abilities, to gain recognised applied qualifications, and to contribute to the social and economic development of the region. This commitment is expressed in the Charter, and it will remain the Polytechnic's major strategic goal for 2007 - 2009.

### 5.1 Strategic Directions 2007-2009

To implement its strategic goals from 2007 - 2009, Whitireia Community Polytechnic will:

- Deliver nationally recognised vocational qualifications, mainly at levels 3 -7 of the National Framework, which provide pathways for students leading to employment and further study.  
*(Tertiary Education Strategies 1 and 4) (STEP 1,2, 3 and 4)*
- Provide excellent teaching and learning programmes, which meet the quality standards required for national approval and accreditation while also remaining responsive to the educational needs of communities and stakeholders.  
*(Tertiary Education Strategy 1) (STEP 1, 2, 3 and 4)*
- Provide equitable access to relevant vocational programmes for students from all the communities the Polytechnic serves, and maintain or improve student achievement measures, including those for traditionally disadvantaged student groups.  
*(Tertiary Education Strategies 1, 2, 3, 4 and 5) (STEP 1, 2, 3 and 4)*
- Implement the Treaty partnership, and provide a focus on meeting the educational needs of Māori students and their communities.  
*(Tertiary Education Strategy 2) (STEP 2.6 and 3.2)*
- Provide a focus on meeting the educational needs of Pacific students and the aspirations of their communities.  
*(Tertiary Education Strategy 5) (STEP 2.7 and 3)*
- Foster the internationalisation of the Polytechnic i.e., producing students who are work ready for jobs internationally, keeping pace with overseas developments in teaching/learning practices, integrating international cultures and ethnic backgrounds into the Polytechnic culture, and opening the institution's doors to overseas students where appropriate.  
*(Tertiary Education Strategy 1) (STEP 1 and 2)*
- Provide teaching staff who are well qualified, positively evaluated by students, and involved in professional development.  
*(Tertiary Education Strategy 1) (STEP 1)*

- Foster mutually beneficial cooperative alliances and linkages with industries, businesses, iwi, communities and other educational providers within the region to enhance the cost-effectiveness, quality and range of educational opportunities for our communities.  
*(Tertiary Education Strategies 1 and 4) (STEP 1,2,3 and 4)*
- Capitalise on entrepreneurial opportunities to increase financial independence, support equity initiatives and sustain business viability.  
*(Tertiary Education Strategy) (STEP 4)*
- Develop and support the research culture and capability across the Polytechnic.  
*(Tertiary Education Strategy 6) (STEP 1, 2 and 4)*
- Identify and implement appropriate new technology solutions to improve the quality of learning, flexibility of student choices, and cost-effectiveness of administration services.  
*(Tertiary Education Strategy 1) (STEP 1 and 4)*
- Continue to manage the Polytechnic efficiently and effectively.  
*(Tertiary Education Strategy 1) (STEP 4)*

Note: Appendix 3 gives an outline of the Government's Tertiary Education Strategies and the latest Statement of Tertiary Education Priorities (STEP)

## **5.2 Te Tiriti o Waitangi**

Whitireia Community Polytechnic's aim is to demonstrate leadership in the tertiary education sector in implementing the Te Tiriti o Waitangi. Whitireia has long-standing partnerships with Treaty partners, including Ngāti Toarangatira and Ngāti Raukawa. The Treaty partnership has been integrated into the Polytechnic's operations including decision-making structures, staffing procedures and teaching programmes

Over the next three years the Te Tiriti o Waitangi will be incorporated in most teaching programmes for students and in professional development courses for staff. The Polytechnic will work with Māori communities to plan for Māori economic development aspirations, and to develop new programmes or relevant options within existing qualifications to meet the vocational training needs of Māori students. In addition, Treaty partners will continue to be represented on Council, Academic Board, Directorate, Academic Committees and staff selection panels.

*(Tertiary Education Strategy 2) (STEP 2.6, 3.2)*

## **5.3 Education for Pacific Peoples**

Similarly, Whitireia has fostered partnerships with Pacific peoples since it was first established, and is a leader in New Zealand in meeting the educational needs of students and the development aspirations of Pacific communities. Pacific students now make up nearly a third of students at the Porirua campus, while some unique teaching programmes have been developed in collaboration with stakeholders e.g. Bachelor of Nursing (Pacific).

Over the next three years, Whitireia aims to ensure that Pacific students participate fully at all levels in the Polytechnic and successfully gain recognised qualifications that lead to employment or further study.

The polytechnic will continue to work with Pacific communities to identify and develop new programmes or relevant options and themes within existing programmes to meet the aspirations of Pacific communities and Pacific students. We also aim to conduct high-quality research of relevance to Pacific communities, including research from the Pacific Health Research Centre.

*(Tertiary Education Strategy) (STEP 2.7, 3.3)*

## **5.4 Equity**

One of the Polytechnic's major strategic goals is to ensure that all students are able to participate in tertiary education and achieve recognised vocational qualifications. To achieve this goal from 2007-2009, the Polytechnic will offer a wide variety of foundation and bridging courses to provide access for students. Access at all levels will be further facilitated through the recognition of relevant competencies, the provision of alternative pathways, and multiple entry and exit points. Whitireia will also manage the Learning Shop in Porirua, which provides targeted assistance to improve access to tertiary education throughout the region, including ITPs, universities, PTEs and voluntary organisations.

Whitireia will ensure that students with intellectual, physical and learning disabilities are offered opportunities to succeed at tertiary level and will continue to promote inclusive practice. Excellent learning support services will be available to help students to succeed at every level, with particularly strong initiatives to support Māori and Pacific students to achieve at increasingly higher qualification levels. More details about these initiatives are available in Special Supplementary Grant proposals in the attachments.

From 2007-2009, the Polytechnic will continue to establish annual plans and performance targets to foster equal educational opportunities.

*(Tertiary Education Strategies 1 and 6) (STEP 1, 2 and 3)*

## **5.5 Quality Learning Programmes**

Whitireia has comprehensive quality management systems to ensure the quality of its learning and teaching programmes. Whitireia was the first Polytechnic to receive full quality assured status from ITP Quality, which is the national quality assurance organisation for Polytechnics and Institutes of Technology. Another major Academic Audit by ITP Quality in 2006 provided full quality assured status for another four years, and confirmed that Whitireia has excellent academic quality management and improvement policies, procedures and systems.

Whitireia regularly reviews its existing educational programme portfolio in terms of

- Relevance for students, stakeholders and TES
- Quality standards and academic performance targets
- Financial viability

As a result of these annual reviews, some programmes may be revised or discontinued over the next three years, as outlined in Part B of this Profile. Over the next three years, we intend to maintain our quality assured status and we will continue to provide excellent academic programmes for students.  
*(Tertiary Education Strategies 1 and 6) (STEP 1, 2, 3 and 4)*

## **6. Significant Planned Changes 2007-2009**

Over the next three years, Whitireia is planning for development in accordance with its Charter and Goals and Government priorities for tertiary education.

### **6.1 New Teaching Programmes**

From 2007-2009, Whitireia plans to develop the new teaching programmes outlined in Appendix 1. These new programmes build upon the Polytechnic's strengths in its current teaching disciplines, rather than changing the character of its provision. In some cases, new qualifications will replace older programmes in order to meet changing needs of industry, communities, iwi and students.

These new teaching programmes all meet the Polytechnic's own strategic goals, as outlined in the Charter and Section 4 of this Profile.

These new programmes will also meet the Government's priorities for tertiary education for 2007-2009. For example, they contribute to a polytechnic's role of providing vocational education at certificate, diploma and applied degree level. All new programmes meet current and future workforce needs, and focus on skills for work and life. They were developed in consultation with industry, business, iwi and other stakeholders to meet the needs of employers and potential students. All provide pathways into tertiary education for adult learners. Whitireia programmes typically provide access for student groups which have not traditionally entered tertiary education, especially Māori students, Pacific students and second-chance learners.

As outlined in Appendix 1, some programmes specifically address workforce needs for the health, education, trades, and technical sectors. Others provide language, literacy and numeracy skills which will enable learners to progress to higher vocational qualifications or employment. Degree and postgraduate programmes also include a research component.

*(TES 2,3,4,5) (STEP 1, 2, 3 and 4)*

### **6.2 Portfolio of Teaching and Learning Programmes**

From 2007-2009, Whitireia will continue to focus on offering nationally recognised vocational and applied programmes. While most courses will lead to certificates and diplomas, the Polytechnic will continue to deliver postgraduate qualifications in specialist areas of expertise and to offer degree programmes in response to the expressed requirements of industry, business, iwi, Pacific and other communities. The Polytechnic also aims to make foundation courses more widely available to students and the community.

Appendix 2 outlines Whitireia Community Polytechnic's programme portfolio for 2007.

*(TES 2,3,4,5) (STEP 1, 2, 3 and 4)*

### **6.3 Growth in Flexible Deliveries**

As stated in the Whitireia Charter, the Polytechnic provides flexible delivery of its teaching programmes to meet the needs of different groups of students. Increasingly, this flexibility includes part-time and online learning options. Some fully online programmes have been developed e.g. in creative writing and specialty nursing subjects, but we expect that most online developments will complement and extend classroom delivery in future. While flexible deliveries are not new for the Polytechnic, the numbers of students studying part-time or at least partly online are likely to grow over the next three years.

*(Tertiary Education Strategy 1) (STEP 1, 2 and 3)*

### **6.4 New Research Projects**

For the next three years, Whitireia research portfolio will focus on research developments that meet Charter goals and objectives. These include:

- A three-year joint research project on "Searching for Pacific Solutions: A Community-based Intervention Project" funded by the Alcohol Advisory Council, Accident Compensation Corporation and the Health Research Council.
- The establishment of a Whitireia Nursing Education Research Centre as a foundation for research in this area.
- Research with business partners, funded through the Business Links Fund
- Research to support the teaching of degree-level programmes, e.g. in nursing, early childhood education, information technologies, business and applied arts.

*(Tertiary Education Strategies 1 and 6) (STEP 1.5, 2.5)*

### **6.5 Business Links**

Whitireia has secured Business Links Funding to support collaborative ventures with business and industry which enhance the relevance of Whitireia educational deliveries. Current projects include:

- Secondment of Whitireia teaching staff to return to industry, and staff from industry to teach on relevant programmes
- Enhancing consultation with Programme Advisory Committees
- Relevant research with business partners
- Programme development and delivery with industry and external stakeholders

A further application for Business Links funding for 2007 is included in the Profile Attachments.

*(Tertiary Education Strategies 1 and 6) (STEP 1, 2, 3 and 4)*

## 6.6 Quality Reinvestment Programme

Whitireia has gained approval for its Stage Two of the Quality Reinvestment Programme (QRP) while a Stage Three application is attached to this Profile. The QRP provides Whitireia with the opportunity to align our activities to better reflect the Statement of Tertiary Education Priorities, Whitireia special character, and its key strategic directions. Current projects include the following:

- **Building Capability:** This project focuses on the development of quality management information systems (MIS) and improving our capacity to analyse data for strategic planning purposes and Government reporting purposes. An investigation into the compatibility of MIS systems for the Wellington Regional Polytechnic Federation is an important component of this project.
- **Viability and Sustainability of Local Provision:** To contribute fully to the network of provision, Whitireia must be able to operate from a position of strength in terms of its existing local provision. This project will look at the viability and sustainability of the Polytechnic in the medium to long-term, particularly in the context of a new funding system. This will require better understanding of the key financial drivers, the programmes that are needed by our communities, and the best methods to deliver these programmes. Consequently, the project's focus will be on viability, relevance, demand, and delivery methods.
- **Regional Provision:** This project explores the regional network of provision including a project to advance collaboration with other regional providers (Wellington Institute of Technology and The Open Polytechnic of New Zealand).
- **National Provision:** The aim is to better define the Polytechnic's medium to long-term contribution to the national network of provision. This project examines the role and viability of the Auckland campus and out of region provision. These reviews will identify future options for this provision, including possible exit strategies.

## 6.7 Areas of New Capital Expenditure

The Polytechnic's main area of capital expenditure in recent years has been the redevelopment of the Porirua Campus to provide greatly improved learning facilities for students. A classroom and office building was completed early in 2004, while a Library and Learning Centre opened in 2005. These buildings were funded out of the Polytechnic's surpluses and borrowing was not required.

The next stage of the campus plan is a building for the Faculty of Health, Education and Social Sciences. Nursing and social services are flagship areas for Whitireia, and adequate teaching accommodation is long overdue. Studio space to rehouse Performing Arts programmes has also become a priority. Whitireia is currently considering options for proceeding with these developments.

To address the need for longer term infrastructure development, Whitireia is using part of its QRP funding to investigate options for management information systems

(MIS) and to develop improved MIS, which where possible, would be compatible with other members of the Wellington Regional Polytechnic Federation.  
(*Tertiary Education Strategy 1*) (*STEP 1 and 4*)

## **7. Collaboration and Rationalisation**

Whitireia commits to working collaboratively with business, industry, iwi, Pacific and other communities and other stakeholders in order to develop and deliver relevant applied and vocational learning programmes. For example, a degree programme for paramedics has been developed together with the Wellington Free Ambulance Association.

In 2006, Whitireia established the Wellington Regional Polytechnic Federation together with the Wellington Institute of Technology (Weltec) and the Open Polytechnic of New Zealand (TOPNZ).

The aim is to collaborate together to:

- Provide more comprehensive and tailored learning for students and stakeholders
- Benefit from sharing the expertise and strengths of the separate institutions to improve opportunities for students and stakeholders
- Use existing resources in new combinations to produce superior services for students and stakeholders
- Use its combined critical mass for greater experimentation and new ventures.
- Contribute to the national network of provision

The Wellington Regional Polytechnic Federation has agreed on initial projects to improve student support, to move towards developing a complementary programme portfolio in the wider Wellington region and to identify the enablers and disables of inter-institutional collaboration. Over the next three years, the Federation will further develop collaborative ventures to ensure that a full range of vocational qualifications is available for greater Wellington.

Whitireia also collaborates with other regional tertiary education providers and stakeholders to ensure the broadest possible range of vocational education opportunities in the greater Wellington region. It is a member of the Wellington Tertiary Education Cluster which brings together the five Government tertiary providers of the region. Whitireia is an active member of ITPNZ's Chief Executives' group and a strong supporter of collaborative projects such as the development of the Diploma in Business online.

Whitireia has positive collaborative relationships with polytechnics and institutes of technology around the country. For example, we are discussing possible collaborative projects with Northtec and we are participating in collaborative e-learning projects for the sector.

Over the next three years, we will continue to work in partnership with industry, other tertiary education providers and communities of all kinds. We will also continue to take opportunities to rationalise offerings with other tertiary education organisations where this has advantages for our students and stakeholders.

*(Tertiary Education Strategy 1) (STEP 1,2,3 and 4)*

## **8. Sites of Delivery**

The main Whitireia campus in Porirua City offers vocational and applied programmes for the Porirua region. The main campus extends to other buildings in Porirua e.g. in Mohuia Crescent where trades courses are delivered for the region. A small campus further up the coast at Paraparaumu serves the rapidly growing Kapiti coast region. Whitireia has a downtown campus in Wellington City, which is the main employment location for people living in Porirua and Kapiti. In addition to classroom courses, Whitireia offers a number of online and distance courses e.g. in publishing, creative writing and specialist nursing subjects.

In Auckland, a downtown city campus offers a range of programmes, mainly to international students and recent immigrants to New Zealand. A site in Otahuhu also provided some programmes until this year. Programmes for immigrants have been very successful in providing students with the language and skills they need to gain a job or progress to further study. Nonetheless, Whitireia has closed its Otahuhu site and reduced our provision for domestic students after discussions with TEC.

Whitireia is conducting a major independent review of the Auckland campus this year. This review will review strategic directions in the international area, develop scenarios for the future, and establish financial models for these scenarios. When this review is completed, it will affect the nature and range of provision to be offered at the Auckland campus over the next three years.

Whitireia offers some programmes in other regions in partnership with private training establishments. We consider that all these programmes contribute to the national network of provision. They are typically niche programmes in areas of expertise for Whitireia expertise, where partners can provide practical or clinical work-based experience for students.

These programmes include the Postgraduate Certificate in Primary Health Care Speciality Nursing and National Certificate in Tamariki Ora. Both certificates are delivered together with the Royal New Zealand Plunket Society. They are offered throughout the country, and use the combined expertise of the Whitireia Nursing Faculty and the Plunket Society. Given the specialist nature of these programmes and relatively small numbers of students, these programmes are most cost-effectively offered at the national level, rather than by duplicating regional provision.

Whitireia offers a Certificate and Advanced Certificate in Aviation (Helicopter) together with Heli-Flight Wairarapa Ltd. These certificates use components from other Whitireia programmes as well as practical components provided by Heli-Flight Wairarapa. A Certificate in Youth Work and Diploma in Youth and Community Studies are delivered together with the Youth Cultures and Community Trust in

Christchurch. The Trust asked Whitireia to offer these programmes because of our long-standing expertise in youth work and social work programmes. Industrial Operations and Safety courses are also offered in Taranaki. Whitireia responded to local requests to offer these programmes because of our expertise and the lack of local provision in these areas. All these programmes are continuing to meet the demand for provision in these subject areas.

## **9. Factors Impacting on Capability and Performance**

Whitireia emphasises careful planning to achieve its mission and strategic goals, together with prudent financial management. The result is a solid record of positive academic and financial results since the Polytechnic was established. Whitireia aims to continue this excellent performance in future.

### ***Capability***

Whitireia considers that high-quality staff make a key contribution to the excellence and relevance of student learning. We appoint and retain well-qualified staff, and staff turnover is relatively low. As a result, the Polytechnic has developed a core of highly experienced staff with excellent networks within the community and relevant business and industry. Over the next three years, a wide range of professional development activities will be offered for teaching and allied staff. Increasing numbers of teaching staff will complete the Certificate and Diploma in Adult Learning and Teaching as well as higher qualifications in their subject areas, and also return to industry to update their skills and the relevance of their experience.

Learning support is a well-established component of the Polytechnic's commitment to students. Students study in small classes with teaching staff as facilitators of learning solutions. The learning environment is inclusive, accessible, multicultural, friendly and supportive. Excellent learning support services are available to make sure that students have the opportunity to succeed at every level. The high quality of teaching, together with the wide range of learning services, has contributed to significant levels of achievement for Whitireia students, including students from under-represented groups and those with limited previous educational experience. The latest Annual Report provides further information on completion and success rates for Whitireia students.

Infrastructure issues will become increasingly important over the next three years, in order to meet the increasing reporting requirements and compliance costs. Whitireia will consider the need to upgrade its student management system and other key IT systems from 2007-2009 as part of our Quality Reinvestment Programme.

### ***Risks***

We acknowledge that there are risks which could affect the Polytechnic's ability to achieve its strategic goals from 2007-2009. These include the potential impact of Government policies, the proposed new tertiary funding system, national economic trends, and the impact of any further decline in the international student market.

Increasing compliance costs are also affecting our cost-effective management structures. These include the costs of escalating Tertiary Education Commission reporting requirements, repeated applications for contestable funding, and compliance requirements under Public Records Act.

In this situation, the Polytechnic will operate a comprehensive range of risk management strategies to mitigate potentially adverse outcomes within the academic, business and financial environments. These strategies are built around a sound core of planning and regular review of policies and processes. This cycle of strategic and business planning, policy review, policy development and training provides the necessary awareness among staff and management of the key risks. It also ensures that a continuous quality improvement process is in place in relation to the ongoing maintenance and development of internal controls.

Regular policy and systems reviews are complemented by a regular cycle managed through Council of internal and external monitoring of performance including financial and non-financial monitors.

The monitoring regime includes:

- Risk profile reports provided to the Tertiary Advisory Monitoring Unit
- Monthly cycle of financial management reporting and variance analysis
- EEO and Human Resource reporting
- Incident and accident reporting, including ACC status reporting
- Key project management reporting
- Trends in student enrolments
- Monitoring completion and success rates
- Business planning progress and achievement reporting
- Statutory reporting of published Public documents
- Student, graduate and employer satisfaction monitoring
- Programme review self reporting
- Legal compliance reporting
- Internal and external audit reporting and monitoring activity

Whitireia has been very successful in delivering high-quality programmes and maintaining its access and equity objectives, while also remaining financially viable and achieving growth consistently since it was established. However, it is a real challenge to balance all the factors in this equation. Many of our students need high levels of learning support in order to achieve successfully, and the Polytechnic will face difficulties in providing open access and learning support for students in the uncertain financial environment from 2007 to 2009.

*(Tertiary Education Strategy 1) (Step 1 and 4)*