



## **WHITIREIA COMMUNITY POLYTECHNIC**

**Te Kura Matatini o Whitireia**

### **INVESTMENT PLAN**

**2008 to 2010**

**7 November 2007**

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## Whitireia Community Polytechnic Investment Plan 2008 to 2010

The Whitireia Community Polytechnic Investment Plan for 2008 to 2010 outlines priorities, plans, and key performance indicators for the next three years. Over this time, Whitireia Community Polytechnic (Whitireia) is planning to develop and strengthen the Polytechnic's strategic direction in response to the Government's tertiary reform policies, while maintaining our focus on meeting our communities' needs for vocational education and economic development. The Investment Plan was developed in the context of the Polytechnic's strategic goals, which include the following:

- Whitireia students gain high quality and relevant qualifications that enhance their vocational and employment opportunities.
- Whitireia teaching and learning practice is informed by a commitment to quality, flexibility and meeting the diverse education requirements of students and stakeholders.
- Whitireia supports students to succeed through the values of Manaaki, Identity, Equity, Responsiveness, Success, Integrity and Accountability.
- Whitireia enjoys the trust and confidence of all its stakeholders including Maori and Pacific peoples.
- Whitireia is an effective and efficient tertiary institution and is financially viable.
- Whitireia is committed to Te Tiriti o Waitangi.

### PLAN CONTEXT

#### 1. Distinctive Contribution to Government Priorities

Whitireia is closely aligned with the Government's strategies and priorities for tertiary education, as outlined in the Tertiary Education Strategy (TES) and Statement of Tertiary Education Priorities (STEP). This section summarises the Polytechnic's distinctive contribution to tertiary education.

##### 1.1 Providing skills for employment and productivity

*The TES states that the first 'distinctive role of Institutes of Technology and polytechnics is to provide skills for employment and productivity.' Similarly, a priority outcome in the STEP is for students to 'gain trade, technical and professional qualifications in order to meet regional and industry needs.'*

Whitireia fully meets these expectations. The core purpose of Whitireia is to provide excellent vocational education and training opportunities so that learners can develop their talents, gain recognised qualifications, and contribute to the economic and social development of their communities.

Whitireia provides a wide range of applied and vocational qualifications to achieve this aim. Whitireia programmes provide pathways for students from foundation courses through to vocational certificates and diplomas, and then to applied degrees and some postgraduate qualifications in specialised areas, such as nursing.

At all levels, Whitireia has a strong focus on supporting students to be successful. Whitireia students consistently achieve high rates of completion and success. In 2006, for example, 84% of enrolling students successfully completed courses in vocational, trades, technical and professional qualifications. Whitireia students also gain qualifications that lead onto employment or more advanced qualifications. For example, 97% of surveyed students who graduated in 2005 were either in employment or higher levels of study at the time of the survey in 2006. As a result, Whitireia graduates are able to meet regional and industry needs for applied skills in the workforce.

Employer satisfaction is another important measure of the Polytechnic's contribution to regional industry needs. Employers in the Wellington region report high levels of satisfaction with Whitireia graduates. For example, 97% of employers surveyed in 2006 were satisfied with the relevance and quality of Whitireia programmes for the graduates working in their industry or profession.

Whitireia and its graduates now make a significant contribution to the economic and social transformation of the greater Wellington region.

## **1.2 Providing progression from foundation to more advanced qualifications**

*The TES states that a 'distinctive contribution of Institutes of Technology and polytechnics is to ensure increased student progression to higher levels of learning or work through foundation education.' The STEP emphasises the importance of student achievement in advanced trade, technical and professional qualifications, including those at NQF Level 4 and above.*

Whitireia has been particularly successful in providing access to tertiary education for diverse groups of students, and providing pathways for students to progress to more advanced applied and vocational qualifications. The high levels of student support provided at Whitireia are, we believe, a key reason for this success.

Whitireia has built a national reputation for foundation education, and has participated in a number of NZQA and Ministry of Education initiatives to improve basic literacy and numeracy skills in the region. Many mature students come to Whitireia for second chance education. These students often come from economically and educationally deprived backgrounds. Foundation education allows such learners to start achieving at the tertiary education level. Recent migrants are another growing student group, who typically need language skills in order to gain employment or progress to higher education. The Polytechnic will continue to offer foundation programmes and community courses in basic language and numeracy skills, to allow these students the opportunity to build confidence, realise educational goals and gain entry to higher level qualifications.

While Whitireia has traditional expertise in foundation programmes, we also provide successful degree-level and postgraduate qualifications. Students who gain access to tertiary education through foundation courses often progress to these higher level programmes. As a result, the majority of students at Whitireia are now studying for advanced qualifications at Level 4 and above.

Over the next three years, Whitireia will continue to provide foundation education that allows students to advance to higher levels of learning and employment, while also increasing the number of students who are studying and achieving at Levels 4 and above.

## **1.3 Supporting educational success and achievement for Māori and Pacific students**

*The TES aims to: Ensure educational success and achievement for Māori students. Ensure educational success and achievement for Pacific students.*

Whitireia has a strong focus on educational achievement for Māori and Pacific students, and has well-established links with local Māori and Pacific communities. The participation of Māori and Pacific students in Whitireia programmes is high.

In 2006, for example, 43% of our domestic students were Māori or Pacific students.

The Whitireia commitment to Māori is expressed through our working relationship with Ngāti Toa, our commitment to Te Tiriti o Waitangi and the delivery of relevant programmes. Whitireia offers specialist programmes in Māori language and arts, as well as providing a Māori context for many mainstream programmes.

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 Polytechnic has an internationally recognised Pacific Health Research Centre, and offers unique programmes for Pacific students such as the Bachelor of Nursing (Pacific).

Increasingly, Māori and Pacific students are participating and achieving in higher level qualifications. In 2006, almost half of our domestic students in degree programmes were Māori or Pacific students (49%). This is a significant achievement for those students and for Whitireia.

## 1.4 Supporting Regional Facilitation and Collaboration

*The STEP states that the final distinctive role of Institutes of Technology and polytechnics is to act as a regional facilitator.*

Whitireia works collaboratively with stakeholders and providers throughout the region and at the national level. A recent example is the collaboration between Whitireia and the Wellington Institute of Technology (WelTec). Working within the framework of the Regional Facilitation Programme, the two organisations completed *The Future Demand for Tertiary Education Services in the Wellington Region 2008-2010* for the Greater Wellington region. Both organisations arranged consultative workshops with stakeholders and providers, worked with City Councils, development and enterprise agencies, Iwi groups and key government agencies (the Department of Labour, Ministry of Social Development, Te Puni Kōkiri). They analysed labour market information and strategic tertiary training needs 2008-2010 and co-authored the final report.

As a result, the Regional Facilitation Report provides excellent information for tertiary education planning at the regional level, as well as a foundation for future tertiary and industry engagement, alignment with economic development vision for the region and developments in cross sector and industry networks.

Whitireia is committed to working collaboratively with business, industry, Iwi, Pacific and other communities, other tertiary education providers and other stakeholders in order to develop and deliver relevant applied and vocational learning programmes. The Polytechnic's collaborative values are well-aligned with the Government's tertiary education reforms which highlight a collaborative approach to the network of tertiary education provision.

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 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 provide superior services for students and stakeholders
- Use combined critical mass for greater experimentation and new ventures.
- Contribute to the national network of provision

The Wellington Regional Polytechnic Federation has current collaborative projects on:

- A shared approach to e-learning
- Common records management
- Shared purchasing

- Joint business continuity planning
- Joint programme development
- Collaborative regional facilitation

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. Whitireia 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 ITPNZ projects.

## **1.5 Increasing educational success for young New Zealanders**

*The STEP states that institutions will 'increase educational success for young New Zealanders – more achieving qualifications at Level 4 and above by age 25.'*

Traditionally, Whitireia has had a high proportion of adult learners, and a smaller proportion of students under 25 years of age. However, school leavers are more likely to study at Level 4 and above, and this trend is likely to continue from 2008 to 2010. In addition, Whitireia plans to increase the numbers of younger students over the next three years through liaison with secondary schools and youth transition projects.

## **1.6 Improving research connections**

*The STEP states that tertiary education institutions will 'improve research connections and linkages to create economic opportunities'*

Whitireia makes a major contribution to health research through its Pacific Health Research Centre, which has an international reputation and ongoing research projects with Auckland University. The Polytechnic also has applied research connections with businesses in the local region. From 2008 to 2010, the Polytechnic's main contribution to regional research will be through the Business Links Programme.

## **1.7 International Education**

*The Government's International Education Agenda 2007-2012 has a goal for 'Domestic education providers to be strengthened, academically and financially, through international linkages.'*

Whitireia has achieved this goal for some time. The Polytechnic is committed to international education, both in terms of export education and also internationalisation of the curriculum for all students. Whitireia has relatively high numbers of international students, i.e. nearly 20% of the total student body at present. International students provide a significant revenue stream for the Polytechnic, thus strengthening its financial viability. These students also add an international perspective to a wide range of programmes at all campuses.

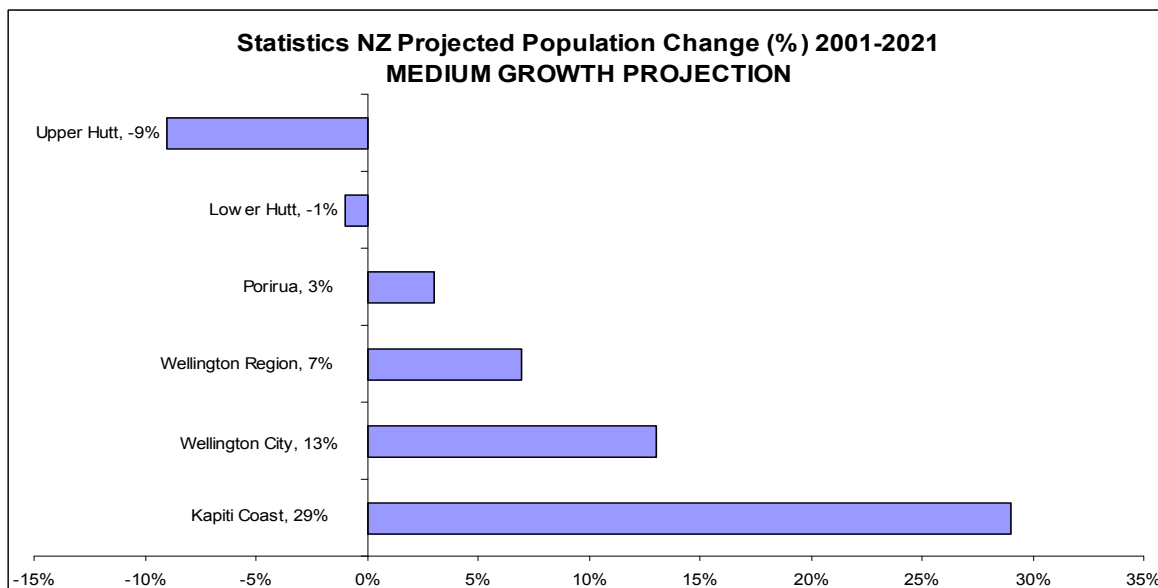
In addition, Whitireia aims to equip domestic students to participate in the global economy in an increasingly inter-connected world. The Polytechnic therefore has objectives for providing accessible multicultural learning experiences for domestic students, and incorporating an international dimension in all teaching programmes. Over the next three years, we will continue to develop international education for the benefit of both domestic and international students.

## **2. Whitireia Contribution to Tertiary Education Needs of Stakeholders**

This section outlines the Polytechnic's contribution to meeting student and stakeholder needs, and the Whitireia 'fit' with the regional and national network of tertiary provision.

## 2.1 Regional Characteristics

Whitireia is situated in the region from Wellington City to Otaki, and has three campuses in Wellington City, Porirua, and the Kapiti Coast. This region is growing in population and in economic importance. Statistics New Zealand's medium growth scenario provides population increases of around 29% for Kapiti, 13% for Wellington city and 3% for Porirua for the years from 2001-2021.



For 2008-2010, further population growth is predicted for all the age groups likely to enter tertiary education. The number of school leavers is expected to grow until 2012. The numbers of Māori and Pacific school leavers will rise as well, and peak after 2012. For all these reasons, the demand for vocational education within the region is likely to increase.

Within the larger region, Whitireia serves very different communities, which have different demographic, industrial, economic and social profiles.

**Porirua:** The city is ethnically diverse, with a high proportion (52%) of Māori and Pacific people. Porirua also has a steady influx of migrant families whose first language is not English and who have a variety of educational, economic and social needs. Porirua has significant areas of economic and social disadvantage, and around 50% of Porirua residents live in the two most deprived deciles in the country. The Porirua population is relatively less highly educated than the wider Wellington region. In 2006, only 10% of Porirua school leavers achieved University Entrance, while around 25% of school leavers in Porirua had no qualifications.

**Kapiti:** The Kapiti Coast region generally has an affluent and educated population, although there are exceptions such as the Otaki area. The Kapiti population profile is older than in the rest of the Wellington Region, although numbers are growing in the younger adult age groups. In recent years, there has been high employment growth. At present the unemployment rate is lower than for the Wellington Region as a whole. Migration is a key feature of the Kapiti Coast District. Many migrants are highly qualified and come from English-speaking countries, but there is also a growing migrant population from Asia, mainly involved in horticulture and retail. With a campus at Paraparaumu, Whitireia is the only publicly funded tertiary education institution serving this population on the Kapiti Coast.

**Wellington City:** Downtown Wellington is the centre of Government and the public service, and many private firms have head offices in downtown Wellington. The people living in Wellington City generally have higher incomes and higher qualifications than the average for New Zealand as a whole. Wellington is also the primary employment destination for the majority of working adults

living north of the city. Typically, students who work in Wellington City are seeking higher qualifications for career purposes.

Whitireia provides different kinds of programmes to meet the diverse needs of all these communities, for example:

- Second chance and foundation education for those with few or no prior qualifications
- Education relevant to the economic, social and community needs of Māori and Pacific people
- Vocational certificates and diplomas for entry to employment or to raise employment-related skills
- Higher level diplomas and degree programmes for professionals and those wishing to improve their career prospects

## **2.2 Regional Contribution**

The Regional Facilitation Report highlights requirements for applied education in the Greater Wellington region. Whitireia has an excellent 'fit' with the requirements identified in this Report. For example, the Polytechnic already provides a range of vocational qualifications in areas of skill shortages such as:

- Trained tradesmen, especially builders, carpenters, electricians and plumbers
- Nurses and related health care workers. Health organisations aim to have a workforce that is more representative of the population (which means increasing the participation of Māori and Pacific peoples)
- Early childhood education teachers
- Social service workers
- Retail and wholesale staff
- Staff for the Information and Communications Technology (ICT) sector
- Managers and supervisors at all levels in the public and private sectors
- Administrators, secretaries and receptionists
- Creative industries
- Hospitality workers including chefs and waiting staff
- Agriculture and horticulture in rural areas
- Basic work skills, including literacy, numeracy and work readiness skills
- Intercultural programmes for new migrants

For the next three years, Whitireia will focus on providing more student places and/or new programmes to meet skill gaps in this region, as identified in the Regional Facilitation Report, for example in trades, nursing and health services.

## **2.3 National Contribution**

At the national level, Whitireia provides programmes in niche areas of expertise, for example, in postgraduate nursing areas. These programmes are generally designed for relatively small groups of students nationwide, where it is not feasible or economic to duplicate the programmes throughout the polytechnic sector. In addition, Whitireia has the accreditation, industry confidence, and staffing expertise required to offer these programmes effectively.

## **2.4 Contribution to the Pacific**

At the international level, Whitireia also delivers some programmes in the Pacific through long-standing collaborative arrangements. These linkages developed through the Polytechnic's close connections to Pacific communities e.g. in Tonga and the Cook Islands. Typically, these programmes allow students to start studying in their Pacific countries and then progress to recognized New Zealand qualifications at Whitireia.

## THREE YEAR OUTLOOK

### 3. Developments to Meet Government Priorities

While Whitireia is already well aligned with the Government's strategies and priorities for tertiary education, a number of shifts are planned to ensure a closer alignment with Government policies. This section outlines possible developments for the next three years.

#### 3.1 Auckland Campus

*TEC Investment Plan Guidance notes that 'whilst there will be particular national specialities... it is expected that ITP delivery will focus within its own region, except where the ITP holds expertise that is not available.'*

TEC has asked Whitireia to exit from domestic student provision in Auckland, in accordance with its regional policies. While Whitireia would prefer to continue offering programmes to recent migrants, we have agreed to end our main provision for domestic students at the Auckland campus at the end of 2008, with time for domestic students to complete qualifications in 2009. Tec has agreed that the equivalent number of domestic EFTS will be transferred to the Wellington region.

The Auckland City campus offers English language and vocational programmes, from certificate to degree level, to international students and to recent migrants from non-English speaking countries. Learning programmes, teaching techniques, and support services are tailored to meet the similar needs of international students and recent migrants. The Auckland programmes have been successful in assisting migrants to gain employment skills and to progress to higher level qualifications, both at Whitireia and at local universities. As yet, no other TEO in the Auckland region has been prepared to offer these programmes to migrant students, given the high levels of support required for these students to gain qualifications.

The Polytechnic's proposed exit from domestic provision in Auckland has a number of implications for Whitireia. Transition arrangements will be required for Auckland students at the end of 2008. Planning is required for the future of teaching staff who will be affected. In addition, there will be an impact on the financial viability of Whitireia in the Wellington region, and our ability to provide support for disadvantaged student groups e.g. in Porirua. Since the Auckland campus was established, Whitireia has been clear that its main purpose is to contribute financially to the Polytechnic's equity goals in the Wellington region. High levels of student support are required for students to achieve their excellent retention and success results, especially at the Porirua campus, and the Auckland campus has played an important part in supporting students in the Wellington region.

On the advice of the TEC Investment Manager for Whitireia, we have applied for further funding to support the proposed exit from domestic provision at the Auckland campus.

#### 3.2 Quality Reinvestment Programme (QRP)

The Whitireia QRP Stage Three programme has recently been approved by TEC. This QRP programme is designed to further improve the Polytechnic's alignment with Government goals for tertiary education. The main projects within the QRP Stage 3 programme will:

- a) Improve the viability and sustainability of the programme portfolio in the Wellington Region, to meet the needs of students and stakeholders.

While Whitireia programmes are strategically relevant for our region, a significant number of our mainstream vocational programmes are financially marginal or loss making at present. The outcomes of this project are likely to include small increases in student numbers for a range of

programmes, especially in areas of skill shortages, as well as improvements in the cost effectiveness of these programmes.

b) Improve organisational capability

This project will improve the Polytechnic's capability and capacity to operate effectively in the new policy environment and to make efficiency and effectiveness gains. Proposed improvements include more effective administrative processes and reporting, centralisation of some processes, and a review of the organisation's structure.

## SUMMARY OF ACTIVITY

### 4. Planned Delivery for Three Year Period

This section outlines the rationale for our proposed mix of provision and forecast of student numbers for 2008 to 2010.

#### 4.1 Planned Student Numbers

Whitireia originally proposed modest growth in EFTS numbers for 2008 to 2010 for the following reasons:

- **Population growth within the region.** As outlined in Section 2, the population is continuing to increase from Wellington City to the Kapiti Coast. The number of school-leavers and those over the age of 18 will rise over the next three years and beyond. The demand for vocational education within the region is, therefore, likely to increase.
- **The Quality Reinvestment Programme.** TEC has approved funding of \$5.2 million over the next three years to improve the sustainability of strategically relevant programmes within the Wellington region. One aim of this QRP programme is to achieve small increases in student numbers in a significant number of mainstream programmes, which are relevant for the region but financially marginal at present. This strategy has been fully discussed with TEC, which has provided the funding to implement it over the next three years.
- **Regional Stakeholder needs.** Whitireia has always been very responsive to industry and community needs. Whitireia forecasts for 2008-2010 include new and changed programmes to meet identified employer and stakeholder requirements.

#### 4.2 TEC EFTS Allocation

The Polytechnic's original estimates of domestic EFTS for 2008-2010 were discussed with our Investment Manager as part of the Investment Plan process. However, TEC's final allocation for 2008 was lower than expected i.e. 2825 SAC EFTS plus 81 ACE EFTS. This is the same number of domestic EFTS as achieved in 2006 (although 205 actual ACE EFTS were achieved in 2006.)

#### 4.3 Mix of Provision

Whitireia is still planning for changes in the mix of provision over the next three years, compared with the 2006 year. These changes will meet the Government's Tertiary Education Strategy (TES) and priorities (STEP) as well as meeting the needs of students, employers and other stakeholders.

**a) Move from Auckland provision**

*Government strategy and priorities: ITPs will support the system at a regional level.*

As Whitireia moves out of provision for domestic students at the Auckland campus, equivalent numbers of domestic student places will be offered in the Wellington region. The result will be a change in the total mix of provision. Whitireia will focus on areas of local skill shortage, when substituting student places in the Wellington region for those previously offered in Auckland. The recent Regional Facilitation Report identified shortages in nursing and healthcare services, in most trades, and in early childhood education among others. EFTS places will also be transferred from Auckland to Wellington in English Language programmes, as there is an urgent need for workers to gain language and employment skills in the local region. Providing student places in these areas will be a priority for Whitireia in the next three years.

**b) Community Education**

*Government strategy and priorities: Ensure maximum educational opportunity for all New Zealanders, including Māori and Pacific students. Ensure increased student progression to higher levels of learning or work through foundation education*

Whitireia has successfully offered community education programmes for many years. As TEC has proposed limited community funding for the next years, this will reduce the community education offered at Whitireia, especially in Māori language and basic computing courses (from 205 EFTS in 2006 to 81 EFTS in 2008.) Whitireia is encouraging students to study for recognised national qualifications instead, in accordance with Government priorities for the achievement of assessed qualifications. However, these qualifications do not suit all initial learners.

Whitireia has a very strong commitment to community education. We believe that community courses provide a valuable introduction to tertiary education, especially for students with previous educational disadvantages. These courses have contributed to Whitireia's achievement in providing access for Māori, Pacific and second-chance students, as they provide basic skills to allow students to progress to recognised vocational qualifications. We will therefore continue community education programmes wherever possible.

**c) Wellington Regional Skill Gaps**

*Government strategy and priorities: Provide skills for employment and productivity, and focus on developing individuals for productive employment.*

Whitireia aims to meet identified employer and industry needs for applied education in areas of skill shortages over the next three years. The recent Regional Facilitation Report for Greater Wellington, together with Wellington Labour Market Surveys, highlighted a wide range of skill shortages and areas of increased needs for applied education and training. In response, Whitireia is planning to provide more student places in nursing and health services and trades training. Where possible, we will also focus on other areas with skills shortages in the Wellington region. Skill gaps are occurring in early childhood education, creative industries, the public sector, and private sector management and administration.

**d) Degree and Diploma Programmes (Levels 4-8)**

*Government strategy and priorities: Increase participation in advanced level trade, technical and professional qualifications to meet regional and national industry needs.*

Whitireia expects student numbers to increase in applied degrees and diploma programmes from

2008-2010. In recent years, Whitireia has introduced a number of applied degrees. These degree programmes are growing as more students reach the third year of their programmes, and as the degrees become well-established in the community. In addition, diplomas at levels 4-5 provide students with advanced trade, technical and professional qualifications as well as pathways into degree-level study.

**e) Vocational Certificates**

*Government strategy and priorities: Provide skills for employment and productivity, and support progression to advanced level trade, technical and professional qualifications.*

Whitireia offers a wide range of vocational certificates, many of which are national and industry certificates. Most of our trades and service industry programmes are Level 3 and 4 certificates. (WelTec provides higher level trades training.) We will continue to offer these vocational certificates, as they provide students with the skills required to gain employment or progress to more advanced qualifications.

**f) Foundation Education**

*Government strategy and priorities: Support progression to higher levels of learning through foundation education, and increase literacy, numeracy and language skills for the workforce.*

Whitireia has a traditional strength in foundation education, which is a key component in providing access to education for students, especially in the Porirua region. Whitireia will provide foundation programmes over the next three years, to enable students to progress to higher level qualifications.

### **4.3 Funding Required 2008-2010**

The following forms of funding will contribute to the total funding mix for 2008-2010.

**a) Student Achievement Funding (SAC)**

This is Government funding for domestic students, based on EFTS forecasts as negotiated and agreed with TEC.

**b) Tertiary Education Organisation Component (TEOC)**

This includes the following:

- Public Provider Base Grant
- ITP Business Links Fund
- Performance Based Research Fund (PBRF)
- Equity Fund
- Supporting Change Fund (previously Quality Reinvestment Programme (QRP) fund)
- Encouraging Innovation Fund

**c) Targeted Funds**

This includes the following:

- Adult and Community Education (ACE) Fund
- Foundation Learning Fund

- Youth Training
- Skill Enhancement Funds

**d) Other Funding**

This includes:

- International student fees
- Full-cost contracts

Appendix 3 provides the latest information from TEC about Government funding for 2008. TEC funding information is still incomplete as the Polytechnic has not received a response to some contestable funding applications for 2008.

## 5. KEY PERFORMANCE INDICATORS

Whitireia has established the first set of objectives, which apply to all learners at the Polytechnic. Other objectives have been established by TEC and usually apply to specific groups of learners. Difficulties with measuring TEC KPIs have been discussed with the Investment Manager, and TEC has acknowledged that these difficulties have not been resolved.

### **Increase learner achievement in recognised vocational and applied qualifications to meet the needs of students and stakeholders**

<b>Objective</b>	<b>Target 2008</b>	<b>Target 2009</b>	<b>Target 2010</b>
1. All qualifications meet external quality standards for national recognition, approval and accreditation	100%	100%	100%
2. Achieve overall completion (retention) targets across the Polytechnic	80%	81%	82%
3. Achieve overall success (pass) targets across the Polytechnic	70%	71%	72%
4. Achieve targets for progression of surveyed graduates into employment or further study	85%	86%	87%
5. Achieve targets for surveyed learner satisfaction with their programmes	85%	86%	87%
6. Achieve targets for surveyed employer satisfaction with graduates in their employment	85%	86%	87%
7. Whitireia decision-making processes reflect our commitment to Te Tiriti o Waitangi	Tangata Whenua represented on all major decision making bodies		

### **Increase the achievement of advanced trade, technical and professional qualifications to meet regional and national industry needs**

<b>Objective</b>	<b>Target 2008</b>	<b>Target 2009</b>	<b>Target 2010</b>
8. Increase EFTS for students enrolled in advanced trade, technical and professional qualifications	EFTS increased over 07 level	EFTS increased over 08 level	EFTS increased over 09 level
9. Increase course completion rates for students enrolled in advanced trade, technical and professional qualifications	Completions increased over 07 level	Completions increased over 08 level	Completions increased over 09 level

### Extend the reach into higher levels of learning

Objective	Target 2008	Target 2009	Target 2010
10. Increase EFTS for students in certificates, diplomas and degree at level 4 and above	EFTS increase over 07 level	EFTS increase over 08 level	EFTS increase over 09 level
11. Increase course completion rates for students in certificates, diplomas and degree at level 4 and above	Completions increased over 07 level	Completions increased over 08 level	Completions increased over 09 level
12. Increase qualification award rates for students in certificates, diplomas and degree at level 4 and above	Qualification awards increased over 07 level	Qualification awards increased over 08 level	Qualification awards increased over 09 level

### Build a role as a regional facilitator, providing support to the system at a regional level, through building a shared understanding about the tertiary education needs of local communities and industries

Objective	Target 2008	Target 2009	Target 2010
13. Provide updated Regional Facilitation Reports for the Greater Wellington region, after consultation with regional stakeholders, and in collaboration with WelTec.	Wellington Regional Facilitation Report updated annually	Wellington Regional Facilitation Report updated annually	Wellington Regional Facilitation Report updated annually
14. Participate in collaborative ventures with providers in the Greater Wellington region e.g. through the Wellington Regional Polytechnic Federation (WPPF)	Agreed collaborative projects achieved	Agreed collaborative projects achieved	Agreed collaborative projects achieved
15. Exit from SAC funded domestic provision for students at the Auckland campus	Implement 2008 plan for exiting domestic provision for students at Auckland campus	Complete exit from domestic provision for students at Auckland campus	

#### Notes:

1. International students are included in the targets for student participation, completion and the award of qualifications.
2. *Course completion or retention* means that students complete papers, courses or modules leading to a qualification, as reported in the SDR.
3. *Course success* means that students successfully pass papers, courses or modules leading to a qualification, as reported in the SDR.
4. The *award of qualifications* means that students complete and are eligible to graduate with a qualification.

## Appendix 1: Whitireia Community Polytechnic EFTS Summary Sorted by NZSCED (as at 5 November 2007)

### 6014 Whitireia Community Polytechnic

		EFTS consumed			Esti mate	Planned		
Qualification Broad NZSCED	NQF Level	2004	2005	2006	2007	2008	2009	2010
<b>02 - Information Technology</b>	1	2	45	36	30	27	27	27
	2	0	0	23	37	30	30	30
	3	73	78	39	45	20	20	20
	5	79	53	23	40	20	20	20
	6	28	32	9	0	10	10	10
	7	30	21	32	37	40	40	40
	<b>Sub Total</b>		<b>212</b>	<b>229</b>	<b>163</b>	<b>189</b>	<b>147</b>	<b>147</b>
<b>03 - Engineering and Related Technologies</b>	2	114	98	106	113	111	111	111
	3	16	26	48	68	112	112	112
	4	45	16	23	39	56	56	56
	5	22	21	13	11	0	0	0
	6	1	1	0	0			
<b>Sub Total</b>		<b>197</b>	<b>161</b>	<b>190</b>	<b>232</b>	<b>279</b>	<b>279</b>	<b>279</b>
<b>04 - Architecture and Building</b>	2	0	6	16	0	0	0	0
	3	16	29	16	52	79	79	79
<b>Sub Total</b>		<b>16</b>	<b>35</b>	<b>31</b>	<b>52</b>	<b>79</b>	<b>79</b>	<b>79</b>
<b>05 - Agriculture, Environmental and Related Studies</b>	2	0	3	2	9	59	59	59
<b>Sub Total</b>		<b>0</b>	<b>3</b>	<b>2</b>	<b>9</b>	<b>59</b>	<b>59</b>	<b>59</b>
<b>06 - Health</b>	1	3	2	0				
	2	21	17	0				
	3	5	8	12	5	5	5	5
	4	38	80	45	25	34	34	34
	5	0	1	0	0	20	20	20
	7	223	257	295	315	332	332	332
	8	157	148	161	150	148	148	148
<b>Sub Total</b>		<b>448</b>	<b>514</b>	<b>512</b>	<b>495</b>	<b>539</b>	<b>539</b>	<b>539</b>
<b>07 - Education</b>	2	0	0	0				
	3	0	0	0	28	45	45	45
	4	0	0	0	0	20	20	20
	5	13	14	6	8	8	8	8
	6	0	1	4	8	4	4	4
	7	79	63	80	83	85	85	85
	<i>ACE</i>		<i>632</i>	<i>471</i>	<i>208</i>	<i>81</i>	<i>81</i>	<i>81</i>
<b>Sub Total</b>		<b>724</b>	<b>550</b>	<b>299</b>	<b>208</b>	<b>243</b>	<b>243</b>	<b>243</b>

		EFTS consumed			Esti mate	Planned		
Qualification Broad NZSCED	NQF Level	2004	2005	2006	2007	2008	2009	2010
<b>08 - Management and Commerce</b>	2	126	126	101	88	93	93	93
	3	82	91	80	83	81	81	81
	4	160	207	28	140	86	86	86
	5	3	1	0	0			
	6	0	0		148	121	121	121
	7	11	11	16	24	20	20	20
	(blank)	84	123	229				
<b>Sub Total</b>		<b>465</b>	<b>559</b>	<b>454</b>	<b>483</b>	<b>401</b>	<b>401</b>	<b>401</b>
<b>09 - Society and Culture</b>	1	0	22	106	63	20	20	20
	2	8	19	107	96	74	74	74
	3	48	32	137	78	85	85	85
	4	203	393	240	173	145	145	145
	5	94	105	138	190	70	70	70
	6	50	0	10		18	18	18
	7	8	77	67	68	70	70	70
<b>Sub Total</b>		<b>410</b>	<b>648</b>	<b>806</b>	<b>667</b>	<b>482</b>	<b>482</b>	<b>482</b>
<b>10 - Creative Arts</b>	2	14	17	14	0	0	0	0
	3	43	54	53	43	55	55	55
	4	116	88	98	98	99	99	99
	5	79	72	61	64	26	26	26
	6	133	101	54	29	61	61	61
	7	24	27	96	134	170	170	170
	new				0			
<b>Sub Total</b>		<b>409</b>	<b>358</b>	<b>376</b>	<b>367</b>	<b>411</b>	<b>411</b>	<b>411</b>
<b>11 - Food, Hospitality and Personal Services</b>	2	44	43	49	80	78	78	78
	3	3	0	0				
	4	69	54	51	57	95	95	95
	5	0	1	9	13	8	8	8
	(blank)	2	0	0				
<b>Sub Total</b>		<b>117</b>	<b>98</b>	<b>109</b>	<b>150</b>	<b>181</b>	<b>181</b>	<b>181</b>
<b>12 - Mixed Field Programmes</b>	1	12	9	11	0	0	0	0
	2	91	70	79	94	85	85	85
<b>Sub Total</b>		<b>103</b>	<b>79</b>	<b>90</b>	<b>94</b>	<b>85</b>	<b>85</b>	<b>85</b>
<b>Grand Total (including ACE)</b>		<b>3103</b>	<b>3235</b>	<b>3031</b>	<b>2947</b>	<b>2906</b>	<b>2906</b>	<b>2906</b>
<b>Grand Total (excluding ACE)</b>		<b>2470</b>	<b>2764</b>	<b>2823</b>	<b>2866</b>	<b>2825</b>	<b>2825</b>	<b>2825</b>

## Appendix 2: Whitireia Community Polytechnic EFTS Summary Sorted by NQF Level (as at 5 November 2007)

### 6014 Whitireia Community Polytechnic

		EFTS consumed			Estimate	Planned		
NQF Level	Qualification Broad NZSCED	2004	2005	2006	2007	2008	2009	2010
1	02 - Information Technology	2	45	36	30	39	39	39
	06 - Health	3	2	0				
	09 - Society and Culture	0	22	106	63			
	12 - Mixed Field Programmes	12	9	11	0	0	0	0
<b>Subtotal</b>		<b>17</b>	<b>79</b>	<b>153</b>	<b>93</b>	<b>39</b>	<b>39</b>	<b>39</b>
2	02 - Information Technology	0	0	23	37	40	40	40
	03 - Engineering and Related Technologies	114	98	106	113	114	114	114
	04 - Architecture and Building	0	6	16				
	05 - Agriculture, Environmental and Related Studies	0	3	2	9	46	46	46
	06 - Health	21	17	0				
	07 - Education							
	08 - Management and Commerce	126	126	101	88	63	63	63
	09 - Society and Culture	8	19	107	96	78	78	78
	10 - Creative Arts	14	17	14				
	11 - Food, Hospitality and Personal Services	44	43	49	80	93	93	93
	12 - Mixed Field Programmes	91	70	79	94	85	85	85
	<b>Subtotal</b>		<b>417</b>	<b>402</b>	<b>496</b>	<b>518</b>	<b>519</b>	<b>519</b>
3	02 - Information Technology	73	78	39	45	20	20	20
	03 - Engineering and Related Technologies	16	26	48	68	113	113	113
	04 - Architecture and Building	16	29	16	52	91	91	91
	06 - Health	5	8	12	5	5	5	5
	07 - Education				28	27	27	27
	08 - Management and Commerce	82	91	80	83	76	76	76
	09 - Society and Culture	48	32	137	78	58	58	58
	10 - Creative Arts	43	54	53	43	55	55	55
	11 - Food, Hospitality and Personal Services	3	0	0				
	<b>Subtotal</b>		<b>287</b>	<b>316</b>	<b>385</b>	<b>401</b>	<b>445</b>	<b>445</b>
4	03 - Engineering and Related Technologies	45	16	23	39	60	60	60
	06 - Health	38	80	45	25	25	25	25
	07 - Education	0	0	0	0			
	08 - Management and Commerce	160	207	28	140	80	80	80
	09 - Society and Culture	203	393	240	173	113	113	113
	10 - Creative Arts	116	88	98	98	107	107	107
	11 - Food, Hospitality and Personal Services	69	54	51	57	55	55	55

<b>Subtotal</b>		<b>630</b>	<b>839</b>	<b>484</b>	<b>532</b>	<b>440</b>	<b>440</b>	<b>440</b>
5	02 - Information Technology	79	53	23	40	20	20	20
	03 - Engineering and Related Technologies	22	21	13	11	0	0	0
	06 - Health	0	1	0	0	48	48	48
	07 - Education	13	14	6	8	8	8	8
	08 - Management and Commerce	3	1	0	0	0	0	0
	09 - Society and Culture	94	105	138	190	100	100	100
	10 - Creative Arts	79	72	61	64	66	66	66
	11 - Food, Hospitality and Personal Services	0	1	9	13	8	8	8
<b>Subtotal</b>		<b>289</b>	<b>267</b>	<b>250</b>	<b>326</b>	<b>250</b>	<b>250</b>	<b>250</b>
6	02 - Information Technology	28	32	9	0	30	30	30
	03 - Engineering and Related Technologies	1	1	0	0	2	2	2
	07 - Education	0	1	4	8	4	4	4
	08 - Management and Commerce				148	121	121	121
	09 - Society and Culture	50	0	10				
	10 - Creative Arts	133	101	54	29	24	24	24
<b>Subtotal</b>		<b>212</b>	<b>134</b>	<b>78</b>	<b>185</b>	<b>181</b>	<b>181</b>	<b>181</b>
7	02 - Information Technology	30	21	32	37	40	40	40
	06 - Health	223	257	295	315	369	369	369
	07 - Education	79	63	80	83	125	125	125
	08 - Management and Commerce	11	11	16	24	20	20	20
	09 - Society and Culture	8	77	67	68	88	88	88
	10 - Creative Arts	24	27	96	134	161	161	161
<b>Subtotal</b>		<b>375</b>	<b>456</b>	<b>586</b>	<b>661</b>	<b>803</b>	<b>803</b>	<b>803</b>
8	06 - Health	157	148	161	150	148	148	148
		<b>157</b>	<b>148</b>	<b>161</b>	<b>150</b>	<b>148</b>	<b>148</b>	<b>148</b>
(blank)	07 - Education (ACE)	632	471	208	81	81	81	81
	08 - Management and Commerce	84	123	229				
	11 - Food, Hospitality and Personal Services	2	0	0	0	0	0	0
<b>Subtotal</b>		<b>718</b>	<b>594</b>	<b>437</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>81</b>
<b>Grand Total (including ACE)</b>		<b>3103</b>	<b>3235</b>	<b>3031</b>	<b>2947</b>	<b>2906</b>	<b>2906</b>	<b>2906</b>
<b>Grand Total (excluding ACE)</b>		<b>2470</b>	<b>2764</b>	<b>2823</b>	<b>2866</b>	<b>2825</b>	<b>2825</b>	<b>2825</b>

### Appendix 3: Whitireia Community Polytechnic Funding Information (as at 5 November 2007)

6014	Whitireia Community Polytechnic			SAC per costed MoP		
	GST Exclusive					
Tertiary Education Organisation Component	2006 Approx.* Actual	2007 (Est. per April SDR)		2008	2009	2010
Performance Based Research Fund	\$ -	\$ 56,973		\$ 62,764	\$ 64,415	\$ 65,240
Public Base Grant Provider Base Grant	\$ 222,222	\$ 222,222		\$ 4,826,308	\$ 4,826,308	\$ 4,826,308
ITP Business Links	\$ 346,667	\$ 348,777		\$ 355,613	\$ 355,613	\$ 355,613
Equity Loading Funding	\$ 201,433	\$ 201,433		\$ 201,433	\$ 201,433	\$ 201,433
Supporting Change	\$ 666,667	\$ 195,556		\$ -	\$ -	\$ -
Priorities for Focus	\$ -	\$ -		\$ -	\$ -	\$ -
Encouraging Innovation	\$ -	\$ -		\$ -	\$ -	\$ -
<b>TOTAL TEOC</b>	<b>\$ 1,436,988</b>	<b>\$ 1,024,960</b>		<b>\$ 5,446,117</b>	<b>\$ 5,447,769</b>	<b>\$ 5,448,594</b>
	7%	5%		26%	26%	26%
<b>Student Achievement Component</b>	<b>2006 Approx.* Actual</b>	<b>2007 (Est. per April SDR)</b>		<b>2008</b>	<b>2009</b>	<b>2010</b>
Short Awards	\$ 556,964	\$ -		\$ -	\$ -	\$ -
EFTS PLANNED	2,825	2,931		2,825	2,825	2,825
2006 SC FUNDING*	\$ 17,947,254	\$ 20,564,647				
SAC Rates				\$ 15,723,005	\$ 15,723,005	\$ 15,723,005
<b>TOTAL SAC</b>	<b>\$ 18,504,217</b>	<b>\$ 20,564,647</b>		<b>\$ 15,723,005</b>	<b>\$ 15,723,005</b>	<b>\$ 15,723,005</b>
	93%	95%		74%	74%	74%
<b>TOTAL SAC AND TEOC</b>	<b>\$ 19,941,206</b>	<b>\$ 21,589,608</b>		<b>\$ 21,169,122</b>	<b>\$ 21,170,774</b>	<b>\$ 21,171,599</b>
* 2006 incl. 50% Research Top-ups	\$ 445,263	SAC & PPBG was		\$ 19,293,177	\$ 19,293,177	\$ 19,293,177
		change		\$ 1,256,136	\$ 1,256,136	\$ 1,256,136
<b>Plan Related Funds</b>	<b>2006 Approx.* Actual</b>	<b>2007 (Est. per April SDR)</b>		<b>2008</b>	<b>2009</b>	<b>2010</b>
Adult & Community Education	\$ 826,667	\$ 361,374		\$ 361,374	\$ 361,374	\$ 361,374
Special Education SSG	\$ 102,357	\$ 102,357		\$ 102,357	\$ 102,357	\$ 102,357
<b>Total</b>	<b>\$ 929,024</b>	<b>\$ 463,732</b>		<b>\$ 463,732</b>	<b>\$ 463,732</b>	<b>\$ 463,732</b>
<b>Funds Outside The Plan</b>	<b>2006 Approx.* Actual</b>	<b>2007 (Est. per April SDR)</b>		<b>2008</b>	<b>2009</b>	<b>2010</b>
Modern Apprenticeship Brokerage	\$ -	\$ -		\$ -	\$ -	\$ -
-Learning Collaborative Fund	\$ 151,111	\$ -		\$ -	\$ -	\$ -
Foundation Learning	\$ -	\$ -		\$ -	\$ -	\$ -
Skill Enhancement	\$ -	\$ -		\$ -	\$ -	\$ -
Training Opportunities	\$ -	\$ -		\$ -	\$ -	\$ -
English for Migrants	\$ 4,596	\$ -		\$ -	\$ -	\$ -
Study Grants (Refugee Study Grants and Academic Migrant Grants)	\$ 4,178	\$ -		\$ -	\$ -	\$ -

Youth Training	\$ 214,969	\$ -		\$ 254,400	\$ -	\$ -
National Centre for Wood Excellence	\$ -	\$ -		\$ -	\$ -	\$ -
Partnerships for Excellence	\$ -	\$ -		\$ -	\$ -	\$ -
<b>TOTAL Other Funding</b>	<b>\$ 374,853</b>	<b>\$ -</b>		<b>\$ 254,400</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL FUNDING</b>	<b>\$ 21,245,083</b>	<b>\$ 21,589,608</b>		<b>\$ 21,887,254</b>	<b>\$ 21,634,505</b>	<b>\$ 21,635,330</b>
<b>Scholarships &amp; Study Grants</b>						
	<b>2006 Approx.* Actual</b>	<b>2007 (Est. per April SDR)</b>		<b>2008</b>	<b>2009</b>	<b>2010</b>
Learning for Living (Bilingual Tutors and Adult Literacy Educators)	\$ -	\$ -		\$ -	\$ -	\$ -
Medical Interns (Auckland and Otago)	\$ -	\$ -		\$ -	\$ -	\$ -
Enterprise Scholarships	\$ -	\$ -		\$ -	\$ -	\$ -
Top Achiever Doctoral Scholarships	\$ -	\$ -		\$ -	\$ -	\$ -
<b>TOTAL Scholarships</b>	<b>\$ -</b>	<b>\$ -</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>