

# 2011

Annual Report  
Nga Ahuatanga



nmit

Nelson Marlborough Institute of Technology  
Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui

Angela Ficagna - NMIT Bachelor of Arts and Media, GRADUATE

Established in 1905



# Excellence in Education

## Our Mission

Nelson Marlborough Institute of Technology (Te Whare Wānanga o Te Tau Ihu o Te Waka a Maui) will contribute to the social, economic, cultural and environmental development of Nelson, Tasman and Marlborough, through the provision of applied and vocational education and training.

## Our Vision

That NMIT will be a vibrant place of learning which places great value on respect and recognition of individual diversity within the institute and in the wider community; through passion and excellence, staff have ownership of and strive to deliver an appropriate tertiary education which supports all aspects of the Learner Journey.

## Our Goals

1. Be excellent in education and training
2. Value and develop our people
3. Engage our communities and industries in learning
4. Spend every dollar wisely to meet our goals

Hutia te rito, hutia te rito o te harakeke  
Kei whea te kōmako e kō?

Kī mai ki ahau

He aha te mea nui, he aha te mea nui  
o te Ao?

Mākū e kī atu, he tangata,  
he tangata, he tangata hei!

If the centre shoot of the  
flax bush were plucked

Where would the bellbird sing?

If you were to ask me

What is the most important  
thing in the world?

I should answer it is people,  
people, people!

Jonathan McKeown - NMIT Graduate Diploma in Business Management,  
COMMUNICATIONS ADVISER, NELSON

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## Role of this Annual Report

The purpose of this Annual Report is to provide information to assist users in:

- Assessing Nelson Marlborough Institute of Technology's (NMIT) financial and service performance, financial position and cash flows;
- Assessing Nelson Marlborough Institute of Technology's compliance with legislation, regulations, common law and contractual arrangements, as these relate to the assessment of its financial and service performance, financial position and cash flows;
- Making decisions about providing resources to, or doing business with, Nelson Marlborough Institute of Technology.

Thus the Annual Report has an accountability role and an informative role.

Annual financial statements are required by the Public Finance Act 1989 and the Crown Entities Act 2004. Financial and non-financial information is required to be included for significant activities.

### Relationship to Other Key Documents

Under the Education Act 1989 and its amendments, Nelson Marlborough Institute of Technology must prepare and adopt the following key documents:

- Charter of the Institution (section 180)
- Statement of Objectives including performance measures (section 203)
- Investment Plan 2011-2013 (section 220)
- Annual Report (section 220)

## Role of Council

Nelson Marlborough Institute of Technology is under the control of a Council comprised of elected and appointed members from the Nelson Marlborough region. The role of the Council is the governance of the institution, policy making and the appointment and performance management of the Chief Executive.

The Council delegates the management of the academic and administrative operation of the Institute to the Chief Executive.

## Responsibilities of the Council of NMIT are to:

1. Approve and monitor the implementation of the Charter which sets out the role and purpose of the Institute
2. Determine the strategic direction of the institution
3. Approve the institution's objectives
4. Ensure that the financial, physical, educational and intellectual assets of the institution are efficiently and effectively managed
5. Appoint the Chief Executive
6. Monitor the performance of the Chief Executive
7. Consult with stakeholders when reviewing the Investment Plan
8. Establish an academic board to advise the Council on matters relating to courses of study or training and other academic matters.

This 2011 Annual Report was approved by the NMIT Council on 29 March 2012.

## NMIT Council Members

### 1 January – 31 December 2011

Ross Butler (Chair), Andrew Rowe (Deputy Chair), Claudia Wysocki (Scanlon), Paul Steere, Virginia Watson, Rachel Boyack, Daryl Wehner and Te Rehia Tapata-Stafford<sup>#</sup>.

<sup>#</sup>Te Rehia Tapata-Stafford was appointed as the Nelson / Marlborough Iwi representative on the NMIT Council at the Council meeting of 11 February, 2011.

## Council Chair's Foreword



Tēnā koutou

On behalf of the Council of NMIT, I am pleased to present our Annual Report for 2011.

I congratulate our 2011 graduates and wish them every success as they use their skills and networks acquired at NMIT.

This Annual Report, and the Chief Executive's commentary, outline the successes and achievements of NMIT during 2011:

- student outcomes, participation, completions and progression
- targeted outcomes in each curriculum area, assessed against our 2011-2013 Investment Plan
- particular emphasis on youth transition and Maori education
- our relationships with the Iwi of Te Tau Ihu o Te Waka a Maui, guided by our Iwi Māori Kaunihera
- inculcating the Learner Journey philosophy and culture into everything we do
- community engagement and responsiveness
- collaboration with other institutions on curriculum, delivery, and use of resources
- benefiting from new capital investments and projects, including the opening of our Arts and Media building, new aquaculture technical facility in collaboration with the Cawthron Institute, and the major revamp of our Library Learning Centre
- further restructuring of the Institute to reflect changing student, community and government expectations
- financial soundness and business sustainability, and an above target surplus

During 2012, NMIT will continue to evolve its structure to be more nimble, flexible, and responsive. Our challenge is to satisfy the demands and expectations of our students, businesses and communities in terms of the courses we provide, and where, when, and how we provide educational training and support, all within the constraints of Government funding and expectations, and our own financial resources.

A year ago, Council formally adopted a Statute to provide guidance for the appointment of Council members. During 2011, Council reassessed that Statute, to ensure we continue to comply with our regulatory obligations, to provide continuity of our engagement with our local communities, and to empower the Council to have access to a broad range of skills,

experience, business and regional connections. Full details of this Statute are available at the NMIT website.

2012 will be a tough year for NMIT and its people. However, we have demonstrated that we have the capacity, resources, and commitment to match the challenges that we will face. We acknowledge the responsibility we have to provide an applied educational and training environment that delivers great outcomes for our students in terms of career opportunities, further study, and community involvement. We understand the difference we can make to local economic development in Nelson, Marlborough and Tasman, and to the wellbeing of our communities and people.

I would like to take the opportunity to thank my fellow members of Council for their commitment to NMIT and its people, for their time, and for their pursuit of good governance. I congratulate and thank our Chief Executive, Tony Gray for his leadership and passion for NMIT as a quality learning Institute, and I recognise the dedication of NMIT's management and staff.

Nō reira.

He mihi nui ki a koutou. Tēnā koutou, tena koutou. Kia ora mai tātou.

Ross Butler  
Council Chair, on behalf of the NMIT Council.



## Chief Executive's Report



E ngā Mana, e ngā Reo e ngā Rau Rangitira mā. Tēnā koutou katoa.

For NMIT 2011 provided the opportunity for further developing the success of recent years in both education and financial performance as well as the facilities

and resources which provide an environment for effective learning and deliver the best possible tertiary education outcomes for learners and the businesses and communities of the Top of the South Region.

Delivering on the commitments in our Investment Plan, along with our strategic objectives and capital development, provided challenges which I am pleased to report has seen NMIT more than meet, and in many areas of our work, exceed the high expectations that we have set ourselves.

The Institute exceeded its target equivalent full time students (EFTS) number with a final result of 3,351 EFTS, comprising 7,364 students enrolled on programmes from foundation to degree level achieving well against its education and financial performance targets. The achievement of an operating surplus of \$4.682m for the group reflects another year of significant effort from all colleagues at the Institute in ensuring that costs are controlled, income opportunities maintained and that close attention has been paid to the effective management and utilisation of our resources.

NMIT's 2011-2013 Investment Plan provides a strategic focus for the Institute going forward, and most importantly in 2011 reflected the delivery of our 'Learner Journey' initiative which re-emphasises the learner at the centre of our work and the importance of 'knowing the learner', 'knowing the curriculum demand', 'knowing what to do' and 'learning how to do it' as being the essential components of our commitment to students and importantly the needs of businesses, industry and the communities we serve in Nelson, Tasman and Marlborough.

The year saw the opening of NMIT's Arts & Media building, a facility which not only provides an outstanding environment and resources for learners, but a 'world first' in earthquake technology and timber design, that has gained international plaudits (and awards) and recognition for its use of structural wood in a multi-level building construction. In addition, the year also saw the major re-vamp of our Library Learning Centre to reflect changes in our curriculum delivery and provide NMIT students with a more conducive learning

environment and extended access to important technology and learning support services that meet the twenty-first century requirements and needs of learners and our staff.

A review of the overall management structure of the Institute has enabled greater ability to focus and to provide improved engagement and outcomes for the Top of the South in the key areas of Regional Economic Development and Community Support and Service Industries as we look to ensure we are meeting the Government's economic drivers going forward. An example of this development was the new Aquaculture Diploma in Fish Farming & Fisheries Management – a first of its kind in New Zealand - reflecting the on-going responsiveness of NMIT to industry need and regional & national economic development. As part of the New Zealand tertiary education sector and our region's largest tertiary provider, this on-going development of relationships to assist in identifying and responding to specialist industry need and our region's social, economic, cultural and environmental needs remains the strongest of drivers for our work.

During 2011 we have developed and delivered on our various partnerships which have led to real up-skilling giving individuals and their families a major sense of purpose and pride in their own achievements. Our relationships with the nine iwi representing Te Tau Ihu a Waka a Maui has grown through the further development of our Iwi/Maori Kaunihera and also the delivery on marae of provision including Te Reo Māori. Work with the region's city and regional councils as well as project partnerships and the support of many national organisations and agencies on initiatives spanning aviation engineering, aquaculture and conservation are all examples of the Institute's significant role, as is NMIT's institute to institute partnerships in China which are part of the development of greater internationalisation and it's benefits to the region and New Zealand.

In order to achieve even greater success for the future, NMIT will continue to focus on the successful transition of young people from school to tertiary education and advocate the immense value that applied vocational education and training can bring; the attainment of higher levels of participation and achievement for Maori and Pasifika; the importance of literacy and numeracy through the embedding of these skills within all our programmes; and ensuring that the 'Learner Journey' we provide makes a real difference for individuals, are key drivers for the Institute.

NMIT remains focussed as a people organisation always seeking to recognise the very significant contributions of so many individuals and teams. The talent and skills of learners and colleagues were recognised through scholarships and awards at both local and national levels. The commitment and enthusiasm of learners continues to be an inspiration to all involved with the Institute and gives real purpose to the benefits of tertiary education. The dedication and professionalism of colleagues across the Institute, providing and striving for education of the highest academic standard and training provision with a real industry focus ensures quality outcomes for learners and for those employers fortunate to take on NMIT graduates. The essential component of good governance through adherence and promotion of NMIT's core values of respect, integrity, passion, excellence, recognition and leadership and particularly the capability and commitment of Ross Butler as Chair of Council, have been ably carried during 2011 by the NMIT Council.

Nō reira.

Mā te atua, tātou e tiaki.

Tēnā koutou, tēnā koutou. Tenā tātou katoa.

A handwritten signature in black ink, appearing to read 'Tony Gray', with a stylized flourish underneath.

Tony Gray  
Chief Executive

## Statement of Responsibility

for the year ended 31 December 2011

In the financial year ended 31 December 2011, the Council and management of Nelson Marlborough Institute of Technology were responsible for:

1. The preparation of the financial statements and statement of performance and the judgements used therein: and
2. Establishing and maintaining a system of internal control designed to provide reasonable assurance as to the integrity and reliability of financial reporting.

In the opinion of Council and management of Nelson Marlborough Institute of Technology the financial statements for the financial year fairly reflect the financial position and operations of Nelson Marlborough Institute of Technology.

The financial statements were authorised for issue by the Council on 29 March 2012.



R Butler  
Council Chair



A Rowe  
Chair of Audit Committee



T J Gray  
Chief Executive



M Vanner  
Director of Finance and Corporate Services



## Independent Auditor's Report

To the readers of Nelson Marlborough Institute of Technology and group's financial statements and statement of service performance for the year ended 31 December 2011.

The Auditor-General is the auditor of Nelson Marlborough Institute of Technology (the Institute) and group. The Auditor-General has appointed me, Scott Tobin, using the staff and resources of Audit New Zealand, to carry out the audit of the financial statements and statement of service performance of the Institute and group on her behalf.

We have audited:

- the financial statements of the Institute and group on pages (iii) to (xxx), that comprise the statement of financial position as at 31 December 2011, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year ended on that date and the notes to the financial statements that include accounting policies and other explanatory information; and
- the statement of service performance of the Institute and group on pages 11 to 56.

### Opinion

In our opinion:

- the financial statements of the Institute and group on pages (iii) to (xxx):
  - comply with generally accepted accounting practice in New Zealand; and
  - fairly reflect the Institute and group's:
    - financial position as at 31 December 2011; and
    - financial performance and cash flows for the year ended on that date;
- the statement of service performance of the Institute and group on pages 11 to 56 fairly reflects the Institute and group's service performance achievements measured against the performance targets adopted for the year ended 31 December 2011.

Our audit was completed on 29 March 2012. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Council and our responsibilities, and we explain our independence.

### Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing

(New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements and statement of service performance are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that would affect a reader's overall understanding of the financial statements and statement of service performance. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements and statement of service performance. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and statement of service performance, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the Institute and group's preparation of the financial statements and statement of service performance that fairly reflect the matters to which they relate. We consider internal control in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Institute and group's internal control.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Council;
- the adequacy of all disclosures in the financial statements and statement of service performance; and
- the overall presentation of the financial statements and statement of service performance.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and statement of service performance. We have obtained all the information and explanations we have required and we believe we have obtained sufficient and appropriate audit evidence to provide a basis for our audit opinion.

**Responsibilities of the Council**

The Council is responsible for preparing financial statements that:

- comply with generally accepted accounting practice in New Zealand; and
- fairly reflect the Institute and group's financial position, financial performance and cash flows.

The Council is also responsible for preparing a statement of service performance that fairly reflects the Institute and group's service performance achievements.

The Council is responsible for such internal control as it determines is necessary to enable the preparation of financial statements and a statement of service performance that are free from material misstatement, whether due to fraud or error.

The Council's responsibilities arise from the Education Act 1989 and the Crown Entities Act 2004.

**Responsibilities of the Auditor**

We are responsible for expressing an independent opinion on the financial statements and statement of service performance and reporting that opinion to you based on our audit. Our responsibility arises from section 15 of the Public Audit Act 2001 and the Crown Entities Act 2004.

**Independence**

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the New Zealand Institute of Chartered Accountants. Other than the audit, we have no relationship with or interests in the Institute or its subsidiary.



Scott Tobin  
Audit New Zealand  
On behalf of the Auditor-General  
Christchurch, New Zealand

*\*Matters relating to the electronic presentation of the audited financial statements.*

**Audit New Zealand statement regarding the 2011 NMIT Annual Report**

*This audit report relates to the financial statements and statements of service performance of Nelson Marlborough Institute of Technology (the Institute) for the year ended 31 December 2011 included on the Institute's website. The Institute is responsible for the maintenance and integrity of the website. We have not been engaged to report on the integrity of this website. We accept no responsibility for any changes that may have occurred to the financial statements and statement of service performance since they were initially presented on the website.*

*The audit report refers only to the financial statements and statement of service performance named above. It does not provide an opinion on any other information which may have been hyperlinked to or from these financial statements and statement of service performance. If readers of this report are concerned with the inherent risks arising from electronic data communication they should refer to the published hard copy of the audited financial statements and statement of service performance as well as the related audit report dated 29 March 2012 to confirm the information included in the audited financial statements and statement of service performance presented on this website.*

*Legislation in New Zealand governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.*

## TWO YEAR PERFORMANCE SUMMARY FOR THE GROUP

For the year ended 31st December 2011

	2011 (\$000)	2010 (\$000)
<b>Revenue</b>		
Government grants	22,329	25,340
Tuition fees	24,313	25,506
Finance income	1,396	1,372
Other income	4,517	4,590
<b>Total</b>	<b>52,554</b>	<b>56,808</b>
<b>Expenses</b>		
Personnel costs	16,407	16,313
Depreciation and amortisation expense	3,527	3,030
Impairment expense	194	183
Finance costs	318	302
Other expenses	27,425	31,614
<b>Total</b>	<b>47,872</b>	<b>51,442</b>
Share of net surplus/(deficit) from associates	-	(58)
<b>Surplus / (deficit) (\$000)</b>	<b>4,682</b>	<b>5,308</b>

### Ratio analysis

Surplus as a % of Total Revenue	8.9%	9.3%
Return on Fixed Assets (:\$1)	0.06	0.07
Return on Equity (:\$1)	0.05	0.06
Operating Revenue /Fixed Assets (:\$1)	0.7	0.8
Liquidity Ratio (:\$1)	1.6	1.5
Debt Equity Ratio (:\$1)	-	-
Equity (\$000)	87,417	83,472
Fixed Assets (\$000)	74,690	74,667
Bank and Short Term Funds (\$000)	30,425	22,087
Net Assets per EFTS (\$)	25,574	22,484
Net Cash Flows from Operating Activities (\$000)	12,513	7,533
Total Cash Flows from Operations including Investing & Financing Activities (\$000)	(2,171)	(8,813)
Purchase of Fixed Assets (\$000)	4,655	10,709
Purchase of Fixed Assets / Depreciation (:\$1)	1.3	3.5
Net Cost of Services (\$000)	47,477	51,605
Net Cost of Services per EFTS (\$) - Actual	13,889	13,900
Personnel Costs per EFTS (\$)	4,800	4,394
Capital Expenditure per EFTS (\$)	1,362	2,885
Fixed Assets per EFTS (\$)	21,851	20,112

**Key student and staff performance indicators**

TEC EFTS	2,499	2,810
International EFTS	299	260
International EFTS (Overseas Delivery)	360	494
ITO	38	48
Youth Guarantee	51	26
STAR	44	42
Other EFTS	127	33
<b>Total</b>	<b>3,418</b>	<b>3,713</b>
Total enrolments	7,364	8,782
TEC funding per TEC funded EFTS (\$)	8,936	9,017
Domestic student fees per TEC EFTS (\$)	9,730	9,077
International fees per international EFTS (\$)	15,149	15,077
Total revenue per total EFTS (\$)	15,375	15,302
Student satisfaction (overall)	88%	90%
Student completion	83%	84%
Total academic staff (FTE)	97	116
Total allied staff ( FTE)	112	111
Total staffing (FTE)	209	227
Academic staff FTE / Allied staff FTE (:1)	0.87:1	1:1



## STATEMENT OF COMPREHENSIVE INCOME

For the year ended 31st December 2011

		Institute		Group		
		Actual	Budget	Actual	Actual	Actual
		2011	2011	2010	2011	2010
	Notes	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Income</b>						
Government grants	3	22,329	22,695	25,340	22,329	25,340
Tuition fees	3	24,313	26,794	25,506	24,313	25,506
Finance income	3	1,363	785	1,372	1,396	1,372
Other income	3	4,503	3,209	4,565	4,517	4,590
<b>Total income</b>	<b>2</b>	<b>52,508</b>	<b>53,483</b>	<b>56,783</b>	<b>52,554</b>	<b>56,808</b>
<b>Operating expenses</b>						
Personnel costs	4	16,407	17,416	16,313	16,407	16,313
Depreciation and amortisation expense		3,527	3,400	3,030	3,527	3,030
Impairment expense		194	-	183	194	183
Finance costs	5	322	301	316	318	302
Other expenses	6	27,348	30,730	32,093	27,425	31,614
<b>Total operating expenses</b>	<b>2</b>	<b>47,799</b>	<b>51,846</b>	<b>51,935</b>	<b>47,872</b>	<b>51,442</b>
Share of net surplus/(deficit) from associates	18	-	-	-	-	(58)
<b>Operating surplus / (deficit)</b>		<b>4,708</b>	<b>1,636</b>	<b>4,848</b>	<b>4,682</b>	<b>5,308</b>
<b>Other comprehensive income</b>						
Gains on property revaluations		-	-	-	-	-
Impairment of property, plant and equipment		(739)	-	(168)	(739)	(168)
<b>Total other comprehensive income</b>		<b>(739)</b>	<b>-</b>	<b>(168)</b>	<b>(739)</b>	<b>(168)</b>
<b>Total comprehensive income</b>		<b>3,969</b>	<b>1,636</b>	<b>4,679</b>	<b>3,943</b>	<b>5,140</b>

Explanations of major variances against budget are provided in note 23.

The accompanying notes form part of these financial statements.

## STATEMENT OF FINANCIAL POSITION

As at 31st December 2011

		Institute			Group	
		Actual	Budget	Actual	Actual	Actual
		2011	2011	2010	2011	2010
	Notes	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Assets</b>						
<b>Current assets</b>						
Cash and cash equivalents	7	1,366	17,557	3,537	1,366	3,537
Debtors and other receivables	8	1,778	4,285	1,849	1,778	1,849
Investments	9	29,060	-	18,550	29,060	18,550
Prepayments		480	182	320	480	320
<b>Total current assets</b>		<b>32,684</b>	<b>22,024</b>	<b>24,255</b>	<b>32,684</b>	<b>24,255</b>
<b>Non-current assets</b>						
Investments in associates	18	-	-	-	-	-
Investments	9	15	-	15	15	15
Prepayments		307	-	248	307	248
Property, plant and equipment	16	74,690	78,043	74,667	74,690	74,667
Intangible assets	17	555	794	712	555	712
<b>Total non-current assets</b>		<b>75,567</b>	<b>78,837</b>	<b>75,641</b>	<b>75,567</b>	<b>75,641</b>
<b>Total assets</b>		<b>108,251</b>	<b>100,861</b>	<b>99,896</b>	<b>108,251</b>	<b>99,896</b>
<b>Liabilities</b>						
<b>Current liabilities</b>						
Creditors & other payables	10	3,834	4,122	4,169	3,838	4,169
Revenue received in advance	11	15,372	13,648	11,035	15,372	11,035
Provisions	12	1,435	1,539	1,018	1,435	1,018
Other financial liabilities	13	814	261	853	41	61
<b>Total current liabilities</b>		<b>21,456</b>	<b>19,570</b>	<b>17,076</b>	<b>20,686</b>	<b>16,283</b>
<b>Non-current liabilities</b>						
TEC suspensory loans	19	-	-	-	-	-
Provisions	12	147	-	142	147	142
<b>Total non-current liabilities</b>		<b>147</b>	<b>-</b>	<b>142</b>	<b>147</b>	<b>142</b>
<b>Total liabilities</b>		<b>21,603</b>	<b>19,570</b>	<b>17,218</b>	<b>20,833</b>	<b>16,425</b>
<b>Net assets</b>		<b>86,648</b>	<b>81,291</b>	<b>82,679</b>	<b>87,417</b>	<b>83,472</b>
<b>Equity</b>						
Capital introduced	14 & 19	29,039	27,969	29,039	29,039	29,039
Accumulated funds	14	12,715	7,567	8,006	13,484	8,802
Revaluation reserves	14	42,039	42,900	42,779	42,039	42,779
Capital reserves	14	2,855	2,855	2,855	2,855	2,855
<b>Total equity</b>		<b>86,648</b>	<b>81,291</b>	<b>82,679</b>	<b>87,417</b>	<b>83,472</b>

Explanations of major variances against budget are provided in note 23.

*The accompanying notes form part of these financial statements.*

## STATEMENT OF CHANGES IN EQUITY

For the year ended 31st December 2011

	Notes	Institute	Budget	Actual	Group	Actual
		Actual 2011	2011	2010	Actual 2011	2010
		(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Public equity as at 1 January</b>		82,679	79,654	74,929	83,472	75,265
Comprehensive income						
Surplus/(deficit)		4,708	1,636	4,848	4,682	5,308
Other comprehensive income		(739)	-	(168)	(739)	(168)
Total comprehensive income		3,969	1,636	4,679	3,943	5,140
Non-comprehensive income items						
Crown equity contribution		-	-	3,070	-	3,070
<b>Public equity as at 31 December</b>	<b>14</b>	<b>86,648</b>	<b>81,291</b>	<b>82,679</b>	<b>87,417</b>	<b>83,472</b>

Explanations of major variances against budget are provided in note 23.

*The accompanying notes form part of these financial statements.*

## STATEMENT OF CASH FLOWS

For the year ended 31st December 2011

	Notes	Institute		Group		
		Actual 2011 (\$000)	Budget 2011 (\$000)	Actual 2010 (\$000)	Actual 2011 (\$000)	Actual 2010 (\$000)
<b>Cash flows from operating activities</b>						
Receipts from government grants		22,329	22,695	25,340	22,329	25,340
Receipts from tuition fees		28,646	26,794	26,579	28,646	26,579
Receipts from other income		4,520	3,209	4,749	4,520	4,749
Interest income received		1,398	785	1,122	1,398	1,122
Payments to employees		(15,985)	(17,416)	(16,930)	(15,985)	(16,930)
Payments to suppliers		(28,120)	(30,730)	(32,170)	(28,120)	(32,170)
Interest paid		(322)	(301)	(316)	(322)	(316)
GST (net)		48	-	(840)	48	(840)
<b>Net cash flows from operating activities</b>		<b>12,513</b>	<b>5,036</b>	<b>7,533</b>	<b>12,513</b>	<b>7,533</b>
<b>Cash flows from investing activities</b>						
Receipts from sale of property, plant and equipment		45	-	-	45	-
Purchase of property, plant and equipment		(4,232)	(5,949)	(10,629)	(4,232)	(10,629)
Purchase of intangible assets		11	-	305	11	305
Movement in investments		-	-	58	-	58
Acquisition of investments		(10,510)	-	(9,150)	(10,510)	(9,150)
<b>Net cash flows from investing activities</b>		<b>(14,684)</b>	<b>(5,949)</b>	<b>(19,416)</b>	<b>(14,684)</b>	<b>(19,416)</b>
<b>Cash flows from financing activities</b>						
TEC suspensory loans		-	-	-	-	-
TEC equity injections	14 & 19	-	-	3,070	-	3,070
<b>Net cash flows from financing activities</b>		<b>-</b>	<b>-</b>	<b>3,070</b>	<b>-</b>	<b>3,070</b>
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(2,171)</b>	<b>(912)</b>	<b>(8,813)</b>	<b>(2,171)</b>	<b>(8,813)</b>
Cash and cash equivalents at beginning of the year		3,537	18,469	12,350	3,537	12,350
<b>Cash and cash equivalents at end of the year</b>		<b>1,366</b>	<b>17,557</b>	<b>3,537</b>	<b>1,366</b>	<b>3,537</b>

The GST (net) component of operating activities reflects the net GST paid to and received from the Inland Revenue Department. The GST (net) component has been presented on a net basis, as the gross amounts do not provide meaningful information for financial statement purposes and to be consistent with the presentation basis of the other primary financial statements.

Equipment totalling \$Nil (2010: \$Nil) was acquired by means of finance leases during the year.

Explanations of major variances against budget are provided in note 23.

*The accompanying notes form part of these financial statements.*



## STATEMENT OF CASH FLOWS (CONTINUED)

For the year ended 31st December 2011

Reconciliation of net surplus / (deficit) to the net cash flow from operating activities

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Reported net surplus / (deficit)</b>	4,708	4,848	4,682	5,308
<b>Add / (less) non -cash items :</b>				
Share of associates (surplus) / deficit	-	-	-	58
Depreciation and amortisation expense	3,527	3,030	3,527	3,030
Impairment charges	194	183	194	183
<b>Add/(less) items classified as investing or financing activities:</b>				
Net (gain) / loss on sale of fixed assets	191	273	191	273
Finance lease movements	-	-	-	-
Net movement in non-current provisions	6	(5)	6	(5)
Capital creditors movement	(344)	(440)	(344)	(443)
(Increase) / decrease in non-current prepayments	(59)	(300)	(59)	(300)
<b>Add/(less) movements in working capital items:</b>				
(Increase) / decrease in accounts receivable	70	3,332	70	3,332
(Increase) / decrease in prepayments	(160)	(85)	(160)	(85)
(Increase) / decrease in loans & receivables	-	-	-	-
Increase / (decrease) in trade creditors	(335)	(43)	(328)	(43)
Increase / (decrease) in revenue in advance	4,337	(2,612)	4,337	(2,612)
Increase / (decrease) in provisions	417	(622)	417	(622)
Increase / (decrease) in other current financial liabilities	(39)	(25)	(20)	(540)
<b>Net cash inflow / (outflow) from operating activities</b>	<b>12,513</b>	<b>7,533</b>	<b>12,513</b>	<b>7,533</b>

Explanations of major variances against budget are provided in note 23.

*The accompanying notes form part of these financial statements.*

## NOTES TO THE FINANCIAL STATEMENTS

### 1. Statement of accounting policies

#### REPORTING ENTITY

Nelson Marlborough Institute of Technology (the Institute) is a TEI domiciled in New Zealand and is governed by the Crown Entities Act 2004 and the Education Act 1989.

For the year ended 31 December 2011, the Institute and group consists of Nelson Marlborough Institute of Technology and its subsidiary Nelson Polytechnic Educational Society Incorporated (100% owned). For the year ended 31 December 2010, its subsidiaries also included the Nelson Academy Limited (100% owned, deregistered February 2010), New Zealand School of Fisheries Limited (100% owned, deregistered February 2010) and NMIT International Limited (100% owned, deregistered in February 2010). Its 50% interest in Business Development Company Limited, sold in June 2010, was accounted for as a jointly owned entity and is proportionately consolidated into the group financial statements.

The primary objective of the Institute and group is to provide tertiary education services for the benefit of the community rather than making a financial return. Accordingly the Institute has designated itself and the group as public benefit entities for the purpose of New Zealand equivalents to International Financial Reporting Standards (NZ IFRS).

The financial statements of the Institute and group are for the year ended 31st December 2011. The financial statements were authorised by the Council on 29 March, 2012.

#### BASIS OF PREPARATION

##### Statement of compliance

The financial statements of the Institute and group have been prepared in accordance with the requirements of the Crown Entities Act 2004 and the Education Act 1989, which includes the requirement to comply with New Zealand generally accepted accounting practice (NZ GAAP).

These financial statements have been prepared in accordance with NZ GAAP. They comply with NZ IFRS, and other applicable financial reporting standards, as appropriate for public benefit entities.

##### Measurement base

The financial statements have been prepared on a historical cost basis, modified by the revaluation of land and buildings.

##### Functional and presentation currency

The financial statements are presented in New Zealand dollars and all values are rounded to the nearest thousand dollars (\$000). The functional currency of the Institute and its subsidiaries is New Zealand dollars (NZ\$).

##### Changes in accounting policies

There have been no changes in accounting policies during the financial year.

##### Adoption of the revised NZ IAS 24 *Related Party Disclosures*

The revised NZ IAS 24 *Related Party Disclosures* (Revised 2009) has been adopted for the year ended 31 December 2011. The effect of adopting the revised NZ IAS 24 is:

- more information is required to be disclosed about transactions between the Institute and government-related entities; and
- commitments with related parties now require disclosure.

##### Standards, amendments and interpretations issued that are not yet effective and have not been early adopted

NZ IFRS standards, amendments and interpretations issued but not yet effective that have not been early adopted, and which are relevant to the Institute and group are:

NZ IFRS 9 *Financial Instruments* will eventually replace NZ IAS 39 *Financial Instruments: Recognition and Measurement*. NZ IAS 39 is being replaced through the following three main phases: Phase 1 Classification and Measurement, Phase 2 Impairment Methodology, and Phase 3 Hedge Accounting. Phase 1 has been completed and has been published in the new financial instrument standard NZ IFRS 9. NZ IFRS 9 uses a single approach to determine whether a financial asset is measured at amortised cost or fair value, replacing the many different rules in NZ IAS 39. The approach in NZ IFRS 9 is based on how an entity manages its financial assets (its business model) and the contractual cash flow characteristics of the financial assets.

The financial liability requirements are the same as those of NZ IAS 39, except for when an entity elects to designate a financial liability at fair value through the surplus or deficit. The new standard also requires a single impairment method to be replacing the many different impairment methods in NZ IAS 39. The new standard is required to be adopted for the year ended 31 December 2013. The Institute and group has not yet assessed the effect of the new standard and expects it will not be early adopted.

*FRS-44 New Zealand Additional Disclosures and Amendments to NZ IFRS to harmonise with IFRS and Australian Accounting Standards (Harmonisation Amendments)* - These were issued in May 2011 with the purpose of harmonising Australia and New Zealand's accounting standards with source IFRS and to eliminate many of the differences between the accounting standards in each jurisdiction. The amendments must first be adopted for the year ended 31 December 2012. The Institute and group has not yet assessed the effects of FRS-44 and the Harmonisation Amendments.

As the External Reporting Board is consulting on a new accounting standards framework for public benefit entities, it is expected that all new NZ IFRS and amendments to existing NZ IFRS with a mandatory effective date for annual reporting periods commencing on or after 1 January 2012 will not be applicable to public benefit entities. This means that the financial reporting requirements for public benefit entities are expected to be effectively frozen in the short term. Accordingly, no disclosure has been made about new or amended NZ IFRS that exclude public benefit entities from their scope.

## **SIGNIFICANT ACCOUNTING POLICIES**

### **Basis of consolidation**

The purchase method is used to prepare the group financial statements, which involves adding together like items of assets, liabilities, equity, income, expenses and cash flows on a line by line basis. All significant intragroup balances and transactions are eliminated on consolidation.

### *Subsidiaries*

The Institute consolidates in the group financial statements all entities where the Institute has the capacity to control the financing and operating policies of an entity so as to obtain benefits from the activities of the entity. This power exists where the Institute controls the majority voting power on the governing body or where such policies have been irreversibly predetermined by the Institute or where the determination of such policies is unable to materially impact the potential ownership benefits that arise from the activities of the subsidiary.

Subsidiaries are consolidated from the date on which control is transferred to the Group and cease to be consolidated from the date on which control is transferred out of the Group. Where there is loss of control of a subsidiary, the consolidated financial statements include the results for the part of the reporting year during which Nelson Marlborough Institute of Technology has control.

Investments in subsidiaries are carried at cost in the Institute's parent entity financial statements.

### *Associates*

Associates are those entities over which the Institute has the capacity to affect substantially, but not unilaterally determine, the financial and/or operating policies. The Institute's 50% share of Business Development Company was disposed of in 2010. The Institute's share in the associates surplus or deficit from unrealised gains on transactions between the Institute and its associates is eliminated.

Investments in associates are carried at cost in the Institute's parent entity financial statements.

### **Revenue**

Revenue is measured at the fair value of consideration received or receivable.

Revenue is recognised to the extent that it is probable that the economic benefits will flow to the group and the revenue can be reliably measured. The following specific recognition criteria are also met before revenue is recognised:

### *Government grants*

Government grants are recognised when eligibility to receive the grant has been established. Income is recognised over the period in which the course is taught by reference to the stage of completion of the course as at balance date. Stage of completion is measured by reference to the days of course completed as a percentage of total days for each course.

#### *Student tuition fees*

Revenue from student tuition fees is recognised over the period in which the course is taught by reference to the stage of completion of the course as at balance date. Stage of completion is measured by reference to the days of course completed as a percentage of total days for each course.

#### *Sale of materials*

Revenue is recognised when the significant risks and rewards of ownership have passed to the buyer and can be measured reliably.

#### *Interest*

Interest income is recognised using the effective interest method.

#### **Borrowing costs**

The Institute and group has elected to defer the adoption of the revised NZ IAS 23 Borrowing Costs (Revised 2007) in accordance with the transitional provisions of NZ IAS 23 that are applicable to Public Benefit Entities. Consequently, all borrowing costs are recognised as an expense in the year in which they are incurred.

#### **Leases**

##### *Finance leases*

Finance leases, which transfer to the group substantially all the risks and benefits incidental to ownership of the leased item, are capitalised at the inception of the lease at the fair value of the leased property or, if lower, at the present value of the minimum lease payments. The Institute has received Ministerial approval for all such leases.

Lease payments are apportioned between the finance charge and reduction of the lease liability so as to achieve a constant rate of interest on the remaining balance of the liability. Finance charges are included in finance costs in the Statement of Financial Performance.

Capitalised leased assets are depreciated over the shorter of the estimated useful life of the asset and the lease term.

##### *Operating leases*

Leases where the lessor retains substantially all the risks and benefits of ownership of the asset are classified as operating leases.

Initial direct costs incurred in negotiating an operating lease are added to the carrying amount of the leased asset and recognised over the lease term on the same basis as the lease income.

Operating lease payments are recognised as an expense in the Statement of Financial Performance on a straight-line basis over the lease term.

#### **Cash and cash equivalents**

Cash and cash equivalents comprise cash at bank and on hand and short-term deposits with an original maturity of three months or less.

For the purposes of the Cash Flow Statement, cash and cash equivalents consist of cash and cash equivalents as defined above, net of outstanding bank overdrafts.

#### **Debtors and other receivables**

Debtors and other receivables are initially measured at fair value and subsequently measured at amortised cost using the effective interest method, less any provision for impairment.

#### **Investments**

##### *Bank deposits*

Investments in bank deposits are initially measured at fair value plus transaction costs. After initial recognition, investments in bank deposits are measured at amortised cost using the effective interest method, less any provision for impairment.



### Foreign currency transactions

Foreign currency transactions are translated into NZ\$ (the functional currency) using the exchange rates prevailing at the date of settlement of the transaction.

### Other financial assets

Financial assets are initially recognised at fair value plus transaction costs unless they are carried at fair value through surplus or deficit in which case the transaction costs are recognised in the surplus or deficit.

Financial assets are derecognised when the rights to receive cash flows from the financial assets have expired or have been transferred and the Institute and group has transferred substantially all the risks and rewards of ownership.

Financial assets are classified into the following categories for the purposes of measurement:

- loans and receivables;
- fair value through other comprehensive income;

Classification of the financial asset depends on the purpose for which the instruments were acquired.

#### *Loans and receivables (including cash and cash equivalents and debtors and other receivables)*

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. They are included in current assets, except for maturities greater than 12 months after balance date, which are included in non-current assets.

After initial recognition, loans and receivables are measured at amortised cost using the effective interest method less any provision for impairment. Gains and losses when the asset is impaired or derecognised are recognised in the surplus or deficit.

#### *Financial assets at fair value through other comprehensive income*

Financial assets at fair value through the other comprehensive income are those that are designated as fair value through other comprehensive income or are not classified in any of the other categories above. They are included in non-current assets unless management intends to dispose of the investment within 12 months of the balance date.

The Institute and group designates in this category:

- investments it intends to hold long term but which may be realised before maturity; and
- shareholdings it holds for investment purposes.

After initial recognition these investments are measured at their fair value, with gains and losses recognised in other comprehensive income except for impairment losses, which are recognised in the surplus or deficit.

On derecognition the cumulative gain or loss previously recognised in other comprehensive income is reclassified from equity to the surplus or deficit.

### Impairment of financial assets

At balance date, the Institute and group assesses whether there is any objective evidence that a financial asset or group of financial assets is impaired. Any impairment losses are recognised in surplus or deficit.

#### *Loans and receivables (including cash and cash equivalents and debtors and other receivables)*

Impairment of a loan or a receivable is established when there is objective evidence that the Institute and group will not be able to collect amounts due according to the original terms of the debt. Significant financial difficulties of the debtor, probability that the debtor will enter into bankruptcy, and default in payments are considered indicators that the asset is impaired. The amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows discounted using the original effective interest rate. For debtors and other receivables, the carrying amount of the asset is reduced through the use of an allowance account, and the amount of the loss is recognised in the surplus or deficit. When the receivable is uncollectable, it is written off against the allowance account. For other financial assets, impairment losses are recognised directly against the instruments carrying amount.

#### *Financial assets at fair value through other comprehensive income*

For equity investments, a significant or prolonged decline in the fair value of the investment below its cost is considered objective evidence of impairment.

If impairment evidence exists for investments at fair value through other comprehensive income, the cumulative loss (measured as the difference between the acquisition cost and the current fair value, less any impairment loss on that financial asset previously recognised in the surplus or deficit) recognised in other comprehensive income is reclassified from equity to the surplus or deficit.

Equity instrument impairment losses recognised in surplus or deficit are not reversed through the surplus or deficit.

### **Property, plant and equipment**

Property, plant and equipment consists of the following asset classes: land, buildings, plant and equipment, motor vehicles, computer hardware, library books and artwork.

The measurement bases used for determining the gross carrying amount for each class of assets is as follows:

- Land and buildings are measured at fair value less subsequent accumulated depreciation and subsequent accumulated impairment losses.
- Plant and equipment, motor vehicles, computer hardware, library books and artwork are stated at cost less accumulated depreciation and any accumulated impairment losses.

It should be noted that formal legal transfer of title for Land and Buildings acquired prior to 1 January 1990 by the then Department of Education has yet to occur. The Institute's Council is of the opinion that in substance it has all the normal risks associated with ownership and accordingly it would be misleading to exclude these assets and associated depreciation from the Financial Statements.

### *Revaluation*

Following initial recognition at cost, land and buildings are carried at a revalued amount which is the fair value at the date of the revaluation less any subsequent accumulated depreciation on buildings and accumulated impairment losses. Fair value is determined by reference to market-based evidence, which is the amount for which the assets could be exchanged between a knowledgeable willing buyer and a knowledgeable willing seller in an arm's length transaction as at the valuation date.

Land and buildings are revalued with sufficient regularity to ensure that their carrying amount does not differ materially from fair value.

Revaluation of property, plant and equipment is carried out on a class of asset basis.

Any accumulated depreciation as at revaluation date is eliminated against the gross carrying amount of the asset and the net amount is restated to the revalued amount of the asset.

The net revaluation results are credited or debited to other comprehensive income and accumulated to the asset revaluation reserve for that class of asset. Where this would result in a debit balance in the asset revaluation reserve, the balance is not recognised in other comprehensive income but is recognised in the surplus or deficit. Any subsequent increase on revaluation that reverses a previous decrease in value is recognised in the surplus or deficit will be recognised first in the surplus or deficit up to the amount previously expensed, and then recognised in other comprehensive income.

### *Additions*

The cost of an item of property, plant and equipment is recognised as an asset if, and only if, it is probable that future economic benefits or service potential associated with the item will flow to the Institute and group and the cost of the item can be reliably measured.

Work in progress is recognised at cost less impairment and is not depreciated.

In most cases, an item of property, plant and equipment is initially recognised at its cost. Where an asset is acquired at no cost, or for a nominal cost, it is recognised at fair value as at the date of acquisition.

### *Disposals*

An item of property, plant and equipment is derecognised upon disposal or when no future economic benefits are expected to arise from the continued use of the asset.

Gains and losses on disposals are determined by comparing the disposal proceeds with the carrying amount of the asset. Gains and losses on disposals are reported net in the surplus or deficit. When revalued assets are sold, the amounts included in property revaluation reserves in respect of those assets are transferred to retained earnings.

Approval from the Ministry of Education is required to sell any asset with a cost of \$50,000 or more.

#### *Depreciation*

Depreciation is calculated on a straight-line basis over the estimated useful life of the asset as follows:

<b>Class of assets</b>	<b>Rate</b>
Buildings	1%-25% per annum
Plant and equipment	10%-33.33% per annum
Motor vehicles	20% per annum
Computer hardware	25% per annum
Library books	10% per annum
Art	10% per annum

#### **Intangible assets**

##### *Software acquisition and development*

Acquired computer software licenses are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. After initial recognition, separately acquired computer software is carried at cost less accumulated amortisation and accumulated impairment losses.

Costs that are directly associated with the development of software for internal use are recognised as an intangible asset.

Staff training costs are recognised as an expense when incurred.

Costs associated with maintaining computer software are recognised as an expense when incurred.

##### *Amortisation*

The carrying value of an intangible asset with a finite life is amortised on a straight-line basis over its useful life.

Amortisation begins when the asset is available for use and ceases at the date that the asset is derecognised. The amortisation charge for each period is recognised in the surplus or deficit.

The useful lives and associated amortisation rates of major classes of intangible assets have been estimated as follows:

- Computer software                      3 - 4 years              25% - 33%
- Computer development costs        5 years                      20%

The amortisation period and amortisation method for each class of intangible asset having a finite life is reviewed at each balance date. If the expected useful life or expected pattern of consumption is different from the previous assessment, changes are made accordingly.

##### *Disposal*

Gains or losses arising from derecognition of an intangible asset are measured as the difference between the net disposal proceeds and the carrying amount of the asset and are recognised in the Statement of Financial Performance when the asset is derecognised.

#### **Research costs**

Research costs are recognised as an expense in the statement of financial performance in the year in which it is incurred.

#### **Impairment of property, plant and equipment and intangible Assets**

Intangible assets that have an indefinite useful life, or are not yet available for use, are not subject to amortisation and are tested annually for impairment. Assets that have a finite useful life are reviewed for indicators of impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. Where there is an indicator of impairment, the asset's recoverable amount is estimated. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is depreciated replacement cost for an asset where the future economic benefits or service potential of the asset are not primarily dependent on the asset's ability to generate net cash inflows and where the Institute and group would, if deprived of the asset, replace its remaining future economic benefits or service potential.

The value in use for cash-generating assets is the present value of expected future cash flows.

If an asset's carrying amount exceeds its recoverable amount the asset is impaired and the carrying amount is written down to the recoverable amount. For revalued assets the impairment loss is recognised in other comprehensive income to the extent the impairment loss does not exceed the amount in the revaluation reserve for that same class of asset. Where that results in a debit balance in the revaluation reserve, the balance is recognised in the surplus or deficit.

For assets not carried at a revalued amount, the total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss on a revalued asset is credited to other comprehensive income and increases the asset revaluation reserve for that class of asset. However, to the extent that an impairment loss for that class of asset was previously recognised in the surplus or deficit, a reversal of the impairment loss is also recognised in the surplus or deficit.

For assets not carried at a revalued amount the reversal of an impairment loss is recognised in the surplus or deficit.

### **Investment property**

Properties leased to third parties under operating leases are classified as investment property unless the property is held to meet service delivery objectives, rather than to earn rentals or for capital appreciation. Property held to meet service delivery objectives is classified as property, plant and equipment.

Investment property is initially measured at its cost, including transaction costs. Where an investment property is acquired at no cost or nominal cost, its cost is deemed to be its fair value as at the date of acquisition.

Subsequent to initial recognition, investment property is measured at fair value as at balance date as determined annually by an independent valuer.

Gains or losses arising from changes in the fair value of investment property are recognised in the surplus or deficit.

Investment properties are derecognised when they have either been disposed of or when the investment property is permanently withdrawn from use and no future benefit is expected from its disposal. Any gains or losses on derecognition of an investment property are recognised in the surplus or deficit.

### **Creditors and other payables**

Creditors and other payables are initially measured at fair value and subsequently measured at amortised cost using the effective interest method.

### **Borrowings**

Borrowings are initially recognised their fair value, net of transaction costs. After initial recognition, interest-bearing borrowings are measured at amortised cost using the effective interest method. Amortised cost is calculated by taking into account any transaction costs, and any discount or premium on settlement.

Gains and losses are recognised in the surplus or deficit when the liabilities are derecognised, as well as through the amortisation process.

### **Provisions**

A provision is recognised for future expenditure of uncertain amount for timing when there is a present obligation (legal or constructive) as a result of a past event, it is probable that expenditures will be required to settle the obligation and a reliable estimate can be made of the amount of the obligation.

If the effect of the time value of money is material, provisions are determined by discounting the expected future cash flows at a pre-tax discount rate that reflects current market assessments of the time value of money and, where appropriate, the risks specific to the liability.

Provisions are reviewed at balance date and adjusted to reflect the current best estimate. Where it is no longer probable that an outflow of resources embodying economic benefits will be required to settle the obligation, the provision is reversed.

Where discounting is used, the increase in the provision due to the passage of time is recognised as a finance cost.

### **Employee entitlements**

Employee benefits that are due to be settled within 12 months of balance date are measured at nominal values based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date, sick leave, retirement leave and long service leave.

The liability for annual leave has been calculated based on actual entitlements based on current rates of pay. The liabilities for long service leave and retiring leave have been calculated on an employee's expected entitlement using an actuarial basis as supplied by NZ Treasury. The liability for sick leave is calculated based on the unused sick leave entitlement that can be carried forward at balance date, to the extent that the Institute and group anticipates it will be used by staff to cover those future absences.

### **Superannuation schemes**

#### *Defined contribution schemes*

Obligations for contributions to Kiwisaver, the Government Superannuation Fund, and other defined contribution superannuation schemes are recognised as an expense in the surplus or deficit as incurred.

### **Equity**

Equity is measured as the difference between total assets and total liabilities. Equity is disaggregated and classified into a number of components. The components of equity are:

- General funds
- Property revaluation reserves

#### *Property revaluation reserves*

This reserve relates to the revaluation of property, plant and equipment to fair value.

### **Goods and services tax**

All items in the financial statements are recognised net of the amount of GST except:

- where the GST incurred on a purchase of goods and services is not recoverable from the IRD, in which case the GST is recognised as part of the cost of acquisition of the asset or as part of the expense item as applicable; and
- Receivables and payables are stated inclusive of GST.

The net amount of GST recoverable from, or payable to, the IRD is included as part of receivables or payables in the balance sheet.

The net GST paid to or received from the IRD including the GST relating to investing and financing activities is classified as an operating cash flow in the statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

### **Income tax**

The Institute and group are exempt from income tax under the Income Tax Act 2007. Accordingly, no provision has been made for income tax.

### **Budget figures**

The budget figures are those approved by the Council at the start of the financial year. The budget figures have been prepared in accordance with NZ GAAP, using accounting policies that are consistent with those adopted the Council in preparing these financial statements.

### Critical accounting estimates and assumptions

In preparing these financial statements, the Council has made estimates and assumptions concerning the future. These estimates and assumptions may differ from the subsequent actual results. Estimated and assumptions are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities with the next financial year are discussed below:

#### Land and buildings revaluations

Note 16 provides information about the estimates and assumptions applied in the measurement of revalued land and buildings, based on historical experience and other factors, including expectations of future events.

## 2. Summary cost of services

### Institute

	Notes	Actual 2011 (\$000)	Budget 2011 (\$000)	Actual 2010 (\$000)
<b>Income</b>				
Applied Business		4,819	4,244	3,883
Aviation		1,777	2,329	2,070
Business Services		2,144	2,106	1,774
Creative Industries		1,946	1,751	1,697
Foundation Studies		1,392	1,363	1,599
Health		3,845	3,247	2,759
Hospitality & Wellbeing		3,042	2,727	2,494
Maritime		2,672	2,709	2,434
Primary Industries		1,986	1,859	1,201
Te Tari Māori		279	249	271
Trades		2,435	2,085	2,184
Sub Contractors		22,394	23,331	25,664
Other activities		2,414	4,697	7,323
<b>Total income of services</b>		<b>51,144</b>	<b>52,698</b>	<b>55,353</b>
Interest		1,363	785	1,372
Group income		-	-	58
<b>Total Income</b>		<b>52,508</b>	<b>53,483</b>	<b>56,783</b>
<b>Expenditure</b>				
Applied Business		1,929	2,477	2,223
Aviation		1,481	1,715	1,632
Business Services		1,007	1,113	966
Creative Industries		973	1,028	1,076
Foundation Studies		1,032	1,105	1,383
Health		1,661	1,759	1,644
Hospitality & Wellbeing		1,386	1,422	1,268
Maritime		1,467	1,543	1,496
Primary Industries		1,133	1,270	859
Te Tari Māori		220	281	291
Trades		1,113	989	1,053
Sub Contractors		19,698	21,719	23,867
Other activities		14,378	15,125	13,847
<b>Total cost of services</b>		<b>47,477</b>	<b>51,546</b>	<b>51,605</b>
Group costs		-	-	14
Finance costs		322	301	316
<b>Total expenditure</b>		<b>47,799</b>	<b>51,846</b>	<b>51,935</b>

During the year, the Institute restructured its programme areas. The 2010 comparatives have been restated according to the new structure.



### 3. Income

	Institute		Group	
	2011	2010	2011	2010
(i) Government grants	(\$000)	(\$000)	(\$000)	(\$000)
Student Achievement Component (SAC) funding	21,068	17,148	21,068	17,148
Youth Guarantee (YG) funding	225	119	225	119
Tertiary Education Organisational Capacity (TEOC) funding	-	5,194	-	5,194
Other TEC funding	1,036	2,879	1,036	2,879
<b>Total</b>	<b>22,329</b>	<b>25,340</b>	<b>22,329</b>	<b>25,340</b>

There are no unfulfilled conditions attached to government grants (2010: \$Nil).

	Institute		Group	
	2011	2010	2011	2010
(ii) Tuition fees	(\$000)	(\$000)	(\$000)	(\$000)
Fees from domestic students	19,778	21,588	19,778	21,588
Fees from international students	4,535	3,918	4,535	3,918
<b>Total</b>	<b>24,313</b>	<b>25,506</b>	<b>24,313</b>	<b>25,506</b>

	Institute		Group	
	2011	2010	2011	2010
(iii) Finance income	(\$000)	(\$000)	(\$000)	(\$000)
Interest	1,363	1,372	1,396	1,372
<b>Total</b>	<b>1,363</b>	<b>1,372</b>	<b>1,396</b>	<b>1,372</b>

	Institute		Group	
	2011	2010	2011	2010
(iv) Other income	(\$000)	(\$000)	(\$000)	(\$000)
Resaleable items	122	134	122	134
Other funding	339	469	339	469
Rental income	352	515	352	515
Gain on sale of assets	27	4	27	4
Donations / sponsorship	43	53	43	53
Other income	3,621	3,390	3,634	3,415
<b>Total</b>	<b>4,503</b>	<b>4,565</b>	<b>4,517</b>	<b>4,590</b>

### 4. Personnel costs

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Academic salaries	8,425	8,549	8,425	8,549
Allied salaries & wages	6,661	6,155	6,661	6,155
Defined contribution plan employer contribution	201	160	201	160
Contractors	868	1,084	868	1,084
Redundancies	252	365	252	365
<b>Total</b>	<b>16,407</b>	<b>16,313</b>	<b>16,407</b>	<b>16,313</b>

Employer contributions to defined contribution plans include contributions to Kiwisaver, and the Government Superannuation Fund.

## 5. Finance costs

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Finance costs				
Interest payable to external providers for funds held on behalf	318	302	318	302
Interest payable to NPES for funds held on behalf	4	14	-	-
<b>Total</b>	<b>322</b>	<b>316</b>	<b>318</b>	<b>302</b>

## 6. Other expenses

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Includes the following:				
Audit fees for Audit NZ for the annual report	74	72	77	75
Audit fees paid to other providers	-	9	-	9
Donations and koha	4	7	4	7
Repairs & maintenance	514	523	514	523
Other occupancy costs	1,063	1,063	1,063	1,063
Subcontractor payment	19,185	23,222	19,185	23,222
Course purchases	1,752	1,692	1,752	1,692
Council remuneration	140	81	140	81
Net losses of assets disposed of	218	212	218	212
Bad debts	51	61	51	61
Other expenses	4,348	5,151	4,422	4,669
<b>Total</b>	<b>27,348</b>	<b>32,093</b>	<b>27,425</b>	<b>31,614</b>

## 7. Cash and cash equivalents

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Cash includes the following for the purpose of financial position:				
Cash at bank and in hand	1,366	1,369	1,366	1,369
Short-term deposits maturing three months or less from date of acquisition	-	2,168	-	2,168
<b>Total</b>	<b>1,366</b>	<b>3,537</b>	<b>1,366</b>	<b>3,537</b>

Short-term deposits are made for varying periods of between one day and three months depending on the immediate cash requirements of the group, and earn interest at the respective short-term deposit rates.

The carrying value of short-term deposits with maturity dates of three months or less approximates their fair value.

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Cash includes the following for the purpose of the cash flow statement :				
Cash at bank and in hand	1,366	1,369	1,366	1,369
Short-term deposits maturing three months or less from date of acquisition	-	2,168	-	2,168
<b>Total</b>	<b>1,366</b>	<b>3,537</b>	<b>1,366</b>	<b>3,537</b>

## 8. Debtors and other receivables

	Institute		Group	
	2011 (\$000)	2010 (\$000)	2011 (\$000)	2010 (\$000)
Debtors	1,510	1,519	1,510	1,519
GST	335	384	335	384
Provision for doubtful debts	(67)	(54)	(67)	(54)
<b>Total</b>	<b>1,778</b>	<b>1,849</b>	<b>1,778</b>	<b>1,849</b>

### Fair value

Student debtors are non-interest bearing and generally should be paid by course start date. Non student debtors are non-interest bearing and are payable by the 20th of the following month.

The carrying value of accounts receivable approximate their fair value.

### Impairment

The ageing profile of debtors and other receivables is detailed below:

	Institute		Group	
	2011 (\$000)	2010 (\$000)	2011 (\$000)	2010 (\$000)
<b>Aged debtors</b>				
At 1 January				
Current	534	313	534	313
30+ days	463	414	463	414
60+ days	24	140	24	140
90+ days	71	129	71	129
Other debtors	417	523	417	523
<b>Total as at 31 December</b>	<b>1,510</b>	<b>1,519</b>	<b>1,510</b>	<b>1,519</b>

	Institute		Group	
	2011 (\$000)	2010 (\$000)	2011 (\$000)	2010 (\$000)
<b>Movements in the provision for impairment of receivables are as follows:</b>				
At 1 January	54	134	54	134
Additional provisions made during the year	24	56	24	56
Receivables written off during the year	(11)	(136)	(11)	(136)
<b>Total as at 31 December</b>	<b>67</b>	<b>54</b>	<b>67</b>	<b>54</b>

## 9. Investments

	Institute		Group	
	2011 (\$000)	2010 (\$000)	2011 (\$000)	2010 (\$000)
<b>Current portion</b>				
Short term deposits with maturities of 4-12 months	29,060	18,550	29,060	18,550
<b>Non-current portion</b>				
Investments carried at cost - Polytechnics International NZ LTD (PINZ)	15	15	15	15
<b>Total</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>15</b>

Name of entity: Polytechnics International NZ Ltd (PINZ)

Principal activity: International Consultancy

Ownership: 1,500 \$10 Shares

Owner: Consortium of New Zealand Polytechnics

Total Investment: \$15k (Unchanged from 2010)

Polytechnics International NZ Ltd is an unlisted company and accordingly there are no published price quotations to determine fair value of this investment.

The carrying value of the current portion of investments approximates their fair value.

There is no impairment provision for investments.

**Maturity analysis and effective interest rates:**

The maturity dates for all other financial assets with the exception of equity investments and advances to subsidiaries and associates are as follows :

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Current accounts &amp; cash in hand</b>				
Cash in hand	3	2	3	2
BNZ current accounts	1,363	1,367	1,363	1,367
<b>Total</b>	<b>1,366</b>	<b>1,369</b>	<b>1,366</b>	<b>1,369</b>

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Short term deposits (with maturities of 3 months or less)</b>				
ANZ	-	-	-	-
ASB	-	-	-	-
BNZ	-	2,168	-	2,168
National	-	-	-	-
Westpac	-	-	-	-
Kiwi Bank	-	-	-	-
Citi Bank	-	-	-	-
SBS Bank	-	-	-	-
<b>Total</b>	<b>-</b>	<b>2,168</b>	<b>-</b>	<b>2,168</b>

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Short term deposits (with maturities of 4-12 months)</b>				
ANZ	-	-	-	-
ASB	-	-	-	-
BNZ	12,500	7,350	12,500	7,350
National Bank	-	-	-	-
Westpac	4,850	-	4,850	-
Kiwi Bank	-	-	-	-
Citi Bank	-	-	-	-
SBS Bank	11,710	11,200	11,710	11,200
<b>Total</b>	<b>29,060</b>	<b>18,550</b>	<b>29,060</b>	<b>18,550</b>

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Counterparties with credit ratings</b>				
AAA	-	10,885	-	10,885
AA	-	-	-	-
AA-	18,713	-	18,713	-
BBB	11,710	11,200	11,710	11,200
<b>Total</b>	<b>30,423</b>	<b>22,085</b>	<b>30,423</b>	<b>22,085</b>

**10. Creditors and other payables**

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Trade payables	3,054	1,543	3,054	1,543
Accrued expenses	781	2,626	784	2,626
<b>Total</b>	<b>3,834</b>	<b>4,169</b>	<b>3,838</b>	<b>4,169</b>

Creditors and other payables are non-interest bearing and are normally settled on 30 day terms. The carrying value of creditors and other payables approximates their fair value.

**11. Revenue received in advance**

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Funding	512	65	512	65
International tuition fees	973	1,120	973	1,120
Domestic tuition fees	436	205	436	205
Aviation fees	13,439	9,609	13,439	9,609
Other revenue received in advance	12	37	12	37
<b>Total</b>	<b>15,372</b>	<b>11,035</b>	<b>15,372</b>	<b>11,035</b>

Creditors and other payables are non-interest bearing and are normally settled on 30 day terms. The carrying value of creditors and other payables approximates their fair value.

**12. Provisions**

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Provisions:</b>				
Provisions for redundancies	14	83	14	83
Employee disputes	-	-	-	-
<b>Total</b>	<b>14</b>	<b>83</b>	<b>14</b>	<b>83</b>
<b>Employee entitlements:</b>				
Accrued pay	270	115	270	115
Annual leave	804	650	804	650
Long service leave	90	82	90	82
Retirement gratuities	77	75	77	75
Sick leave	20	21	20	21
Holiday pay	2	9	2	9
Other	304	125	304	125
<b>Total</b>	<b>1,568</b>	<b>1,077</b>	<b>1,568</b>	<b>1,077</b>
<b>Comprising:</b>				
Current	1,435	1,018	1,435	1,018
Non-current	147	142	147	142
<b>Total Provisions</b>	<b>1,582</b>	<b>1,160</b>	<b>1,582</b>	<b>1,160</b>

### Employee entitlements

A provision is recognised for post employment benefits payable to employees. Employees are entitled to annual leave pay, long service leave pay and retirement gratuities. Annual leave and sick leave entitlements expected to be settled within 12 months of the balance sheet date are measured at the current rates of pay and classified as current liabilities.

Entitlements related to long service leave and retirement gratuities have been calculated at present value of future cash flows determined on an actuarial basis.

Retirement leave and long service leave not vested are treated as non-current provisions.

The provision is affected by a number of assumptions including length of service, attrition rate, and salary increase.

### 13. Other financial liabilities

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
GST (net)	-	-	-	-
Funds held on behalf of others	-	-	-	-
Nelson Polytechnic Education Society	773	793	-	-
ACC accrual	28	34	28	34
Other	13	27	13	27
<b>Total</b>	<b>814</b>	<b>853</b>	<b>41</b>	<b>61</b>

### 14. Equity

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Capital introduced</b>				
Capital introduced in previous years	29,039	25,969	29,039	25,969
Crown equity injection	-	3,070	-	3,070
<b>As at 31 December</b>	<b>29,039</b>	<b>29,039</b>	<b>29,039</b>	<b>29,039</b>
<b>Accumulated funds</b>				
As at 1 January	8,008	3,208	8,802	3,541
Transfer between accumulated funds and revaluation reserve	-	121	-	121
Surplus / (deficit)	4,708	4,679	4,682	5,140
<b>As at 31 December</b>	<b>12,715</b>	<b>8,008</b>	<b>13,484</b>	<b>8,802</b>
<b>Revaluation reserves</b>				
As at 1 January	42,779	42,900	42,779	42,900
Revaluation of land	-	-	-	-
Revaluation of buildings	-	-	-	-
Transfer between accumulated funds and revaluation reserve	-	(121)	-	(121)
Impairment of PPE	(739)	-	(739)	-
Sale of buildings	-	-	-	-
<b>As at 31 December</b>	<b>42,039</b>	<b>42,779</b>	<b>42,039</b>	<b>42,779</b>
<b>Capital reserves</b>				
As at 31 December	2,855	2,855	2,855	2,855
<b>Total equity as at 31 December</b>	<b>86,648</b>	<b>82,681</b>	<b>87,417</b>	<b>83,475</b>

#### Capital contributions

Capital contributions received during the year from the Crown were \$Nil (2010: \$70k from the Distinctive Fund and \$3m from a suspensory loan (refer note 19)).



## 15. Capital commitments and operating leases

	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
<b>Capital commitments</b>				
<b>Property, plant &amp; equipment</b>				
A-Block ground floor refurbishment	269	-	269	-
Arts & Media facility	-	1,099	-	1,099
E-Block refurbishment and extension	145	-	145	-
	414	1,099	414	1,099
<b>Intangibles</b>				
EBS	1,300	-	1,300	-
A++ software	7	-	7	-
Syllabus Plus development	-	13	-	13
	1,307	13	1,307	13
<b>Total capital commitment</b>	<b>1,721</b>	<b>1,112</b>	<b>1,721</b>	<b>1,112</b>

Capital commitments represent capital expenditure contracted for at the balance sheet date but not yet incurred.

### Operating leases as lessee

The Institute leases property, plant and equipment in the normal course of its business. The future minimum lease payments to be paid under non-cancellable operating leases are as follows:

Non-cancellable operating leases as lessee	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Not later than one year	117	424	117	424
Later than one year and not later than five years	61	122	61	122
Later than five years	-	-	-	-
<b>Total non-cancellable operating leases</b>	<b>178</b>	<b>546</b>	<b>178</b>	<b>546</b>

### Operating leases as lessor

The Institute leases property, plant and equipment in the normal course of its business. The future minimum lease revenue to be collected under non-cancellable operating leases are as follows:

Non-cancellable operating leases as lessor	Institute		Group	
	2011	2010	2011	2010
	(\$000)	(\$000)	(\$000)	(\$000)
Not later than one year	137	180	137	180
Later than one year and not later than five years	271	325	271	325
Later than five years	33	30	33	30
<b>Total non-cancellable operating leases</b>	<b>441</b>	<b>535</b>	<b>441</b>	<b>535</b>

The MARAC land lease of \$30k per year has only been included for five years in this table. The term of the lease is for a period of 33 years from the commencement date with a further right of renewal of 33 years.

## 16. Property, plant and equipment

2011	Land	Building	Information Technology	Lease Computers	Plant & Equipment	Vehicles	Library books	Artwork	Total
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Gross carrying amount</b>									
Balance as at 1 January	27,510	34,933	4,989	131	7,866	925	4,213	87	80,653
Work in progress	-	9,813	(23)	-	176	-	-	-	9,966
<b>Total opening cost</b>	<b>27,510</b>	<b>44,746</b>	<b>4,966</b>	<b>131</b>	<b>8,041</b>	<b>925</b>	<b>4,213</b>	<b>87</b>	<b>90,619</b>
Additions	-	11,093	723	-	1,140	226	145	14	13,341
Disposals	-	(137)	(2,022)	-	(1,236)	(74)	(1)	(18)	(3,489)
Impairment	-	(900)	-	-	-	-	-	-	(900)
Revaluation	-	-	-	-	-	-	-	-	-
Work in progress movement	-	(8,944)	168	-	(176)	-	-	-	(8,952)
<b>Balance as at 31 December</b>	<b>27,510</b>	<b>45,858</b>	<b>3,836</b>	<b>131</b>	<b>7,769</b>	<b>1,077</b>	<b>4,357</b>	<b>83</b>	<b>90,620</b>
<b>Accumulated depreciation</b>									
Balance as at 1 January	-	1,617	3,943	131	5,993	692	3,505	71	15,953
Reversal on disposal	-	(9)	(1,972)	-	(1,109)	(74)	(1)	(14)	(3,180)
Reversal on impairment	-	(160)	-	-	-	-	-	-	(160)
Depreciation	-	1,978	523	-	564	97	151	6	3,319
<b>Balance as at 31 December</b>	<b>-</b>	<b>3,426</b>	<b>2,495</b>	<b>131</b>	<b>5,448</b>	<b>714</b>	<b>3,654</b>	<b>62</b>	<b>15,931</b>
<b>Total Institute and group property, plant and equipment</b>	<b>27,510</b>	<b>42,432</b>	<b>1,341</b>	<b>-</b>	<b>2,321</b>	<b>362</b>	<b>702</b>	<b>20</b>	<b>74,689</b>
<b>2010</b>									
	Land	Building	Information Technology	Lease Computers	Plant & Equipment	Vehicles	Library books	Artwork	Total
	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
<b>Gross carrying amount</b>									
Balance as at 1 January	27,510	34,171	4,442	131	7,533	833	4,107	84	78,812
Work in progress	-	2,042	-	-	-	-	-	-	2,042
<b>Total opening cost</b>	<b>27,510</b>	<b>36,213</b>	<b>4,442</b>	<b>131</b>	<b>7,533</b>	<b>833</b>	<b>4,107</b>	<b>84</b>	<b>80,854</b>
Additions	-	1,365	550	-	343	91	129	2	2,480
Disposals	-	(252)	-	-	(12)	-	(23)	-	(287)
Impairment	-	(352)	-	-	-	-	-	-	(352)
Revaluation	-	-	-	-	-	-	-	-	-
Work in progress movement	-	7,771	(23)	-	176	-	-	-	7,924
<b>Balance as at 31 December</b>	<b>27,510</b>	<b>44,746</b>	<b>4,969</b>	<b>131</b>	<b>8,040</b>	<b>925</b>	<b>4,213</b>	<b>87</b>	<b>90,619</b>
<b>Accumulated depreciation</b>									
Balance as at 1 January	-	-	3,486	131	5,528	599	3,349	69	13,161
Reversal of accumulated depreciation	-	(173)	-	-	-	-	-	-	(173)
Depreciation	-	1,790	458	-	465	93	156	3	2,965
<b>Balance as at 31 December</b>	<b>-</b>	<b>1,617</b>	<b>3,943</b>	<b>131</b>	<b>5,993</b>	<b>692</b>	<b>3,505</b>	<b>71</b>	<b>15,952</b>
<b>Total Institute and group property, plant and equipment</b>	<b>27,510</b>	<b>43,129</b>	<b>1,025</b>	<b>-</b>	<b>2,047</b>	<b>233</b>	<b>708</b>	<b>15</b>	<b>74,667</b>

All land and buildings, excluding work in progress, were valued at fair value as at 31 December 2009 by an independent registered valuer, M W Lauchlan, FNZIV, FPNZ, AREINZ, of Duke & Cooke. A desktop valuation was carried out at 31 December 2011.

In substance the Institute owns the land and buildings however the legal title of a portion of the land and buildings remains with the Crown.

There are no restrictions over the title of the Institute's property, plant and equipment or intangibles, nor are there any pledges as security for liabilities.

## 17. Intangible assets

	Institute		Group	
	2011	2010	2011	2010
Computer software	(\$000)	(\$000)	(\$000)	(\$000)
At 1 January net of accumulated amortisation	653	508	653	508
Additions	266	305	266	305
Disposals	(194)	-	(194)	-
Amortisation	(210)	(160)	(210)	(160)
Work in progress	39	58	39	58
<b>At 31 December net of accumulated amortisation</b>	<b>555</b>	<b>712</b>	<b>555</b>	<b>712</b>
At 1 January				
Cost (Gross carrying amount)	1,535	1,230	1,535	1,230
Accumulated amortisation	(882)	(722)	(882)	(722)
Work in progress	58	117	58	117
<b>Net carrying amount</b>	<b>712</b>	<b>625</b>	<b>712</b>	<b>625</b>
At 31 December				
Cost (Gross carrying amount)	1,350	1,535	1,350	1,535
Accumulated amortisation	(835)	(882)	(835)	(882)
Work in progress	39	58	39	58
<b>Net carrying amount</b>	<b>555</b>	<b>712</b>	<b>555</b>	<b>712</b>

There are no restrictions over the title of the Institute's intangible assets. No intangible assets are pledged as security for liabilities.

## 18. Investments in associates

At 31 December 2011, NMIT has no investments in associates.

NMIT had a 50% interest in the Business Development Company, that was disposed of in June 2010.

Details are as follows:

Name of entity: Business Development Company Ltd

Principal activity: Education and Training

Country of Incorporation: New Zealand

Ownership: 0% (2010: 0%)

Owner: NMIT and Commerce Nelson

Balance Date: 30 June

	Actual	Actual
	2011	2010
Institute	(\$000)	(\$000)
Investment in Business Development Company Ltd	-	-
The investment in the associate company was carried at cost in the NMIT's (parent entity) statement of financial position. Business Development Company Ltd was an unlisted company and accordingly there were no published price investment.		
Group	Actual	Actual
	2011	2010
Movements in the carrying amount of investments in Business Development Company Ltd		
Balance 1 January	-	58
Net Investments during the year	-	-
Disposal of investments during the year	-	(58)
Share of total recognised revenues and expenses	-	-
<b>Balance at 31 December</b>	<b>-</b>	<b>-</b>

	Actual 2011 (\$000)	Actual 2010 (\$000)
<b>Summarised financial information of Business Development Company Ltd</b>		
Assets	-	-
Liabilities	-	-
Revenues	-	(58)
Surplus / (deficit)	-	(58)
Groups interest	0%	0%

#### Impairment

NMIT has withdrawn from BDC through sale of its 50% share.

### 19. Contingent liability - suspensory loan

The Institute and Group has a contingent liability for suspensory loans received from the Crown for the building of a new Arts & Media Facility.

The total of the loan is \$8.132m, with \$5.132m having been received in 2009 and the remaining \$3m in 2010.

The amount of the loan may convert, in total or in part, to equity if certain objectives are met. These objectives are detailed in a formal contract, with conversion dependant on financial and academic performance and results.

The conversion tranche are as follows:

Tranche One	2010	\$1.7m	Achieved
Tranche Two	2011	\$1.7m	Achieved
Tranche Three	Scheduled for conversion 30 June 2012		
Tranche Four	Scheduled for conversion 30 June 2013		

If objectives for tranches three and/or four are not achieved, the remaining balance of the loan or part thereof may be eligible for repayment in June 2013.

### 20. Staff and student grievances

At balance date there are no student or staff related claims against the Institute for which the outcomes are uncertain. (2010: one student related and two staff related).

The maximum estimated exposure to staff and student grievances is \$Nil (2010: \$45k).

### 21. Related party transactions

The Institute is the ultimate parent of the group and controls the Nelson Polytechnic Education Society.

NMIT disposed of its interest in the Business Development Company Ltd in 2010, a company previously accounted for as an associate. NMIT no longer has any influence over BDC.

#### Significant transactions with government-related entities

The government influences the roles of the Institute as well as being a major source of revenue.

The Institute has received funding from the Tertiary Education Commission of \$22.3m (2010: \$25.30m) to provide tertiary education services.

#### Collectively, but not individually, significant transactions with government-related entities

In conducting its activities, the Institute is required to pay various taxes and levies (such as GST, PAYE and ACC levies) to the Crown and entities related to the Crown. The payment of these taxes and levies, other than income tax, is based on the standard terms and conditions that apply to all tax and levy payers. The Institute is exempt from paying income tax and FBT.

The Institute also enters into transactions with government departments, state-owned enterprises and Crown entities. Those those

which it is reasonable to expect the Institute and group would have adopted if dealing with that entity at arm's length in the same circumstances and have therefore not been disclosed. The purchase of goods and services included the purchase of air travel from Air New Zealand, and postal services from New Zealand Post.

<b>Transactions with Subsidiaries &amp; Associates</b>	<b>Actual 2011 (\$000)</b>	<b>Actual 2010 (\$000)</b>
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#### **Business Development Company Ltd (until 2010)**

Services provided by NMIT: These services were provided on normal commercial terms.

Debtor balance owing to NMIT as at 31 December	-	-
Management fee charged to BDC	-	-

#### **Nelson Polytechnic Education Society**

The Institute entered into transactions with the Nelson Polytechnic Education Society (NPES).

All the transactions for the NPES are processed through NMIT's general ledger and operating bank account.

NMIT has a dedicated operating bank account for NPES transactions, and separate term investments for NPES funds invested.

In 2010 the board agreed that NMIT could give \$500k to NPES to fund and manage the entire scholarship programme for the foreseeable future.

The accumulated balance of these funds \$773k (2010 \$796k) are included within the accumulated funds in the Consolidated Statement of Financial Position.

Interest income of \$4k was paid from NMIT to NPES for 2011 (2010 \$14k).

NMIT donated \$16k from the sale of a house built by the Trades programme to NPES (2010 \$16k).

NMIT paid the audit fee for NPES for 2011 \$3k (2010 \$3k).

#### **The New Zealand School of Fisheries Ltd**

##### **Nelson Academy Ltd**

##### **NMIT International (NZ) Ltd**

These three subsidiary companies were deregistered at the New Zealand Companies Office on 12th February 2010. No related party transactions occurred with these companies in 2010.

<b>Transactions with key management personnel</b>	<b>Actual 2011 (\$000)</b>	<b>Actual 2010 (\$000)</b>
Key management personnel compensation		
Salaries and other short term employee benefits	850	729

Key management personnel compensation does not include council remuneration as this is separately disclosed in note 21.

<b>During the year NMIT purchased services from the related parties listed below (excluding GST)</b>	<b>Actual 2011 (\$)</b>	<b>Actual 2010 (\$)</b>
<b>Council members</b>		
Nelson City Council of which Kerry Marshall was the Mayor (\$0 was outstanding at balance date (2010: \$3,839)).	NA	289,491
Merlot Ltd of which Ross Butler is a Director.	572	403
Cawthron Institute of which Daryl Wehner is a Director and staff member, and former councillor (2010:\$0).	116,149	320,000
Deloitte in which a member of Leo McKendry's family is a partner.	NA	57,132
Cuddon Ltd of which Andrew Rowe is CEO.	3,062	26,077
SANITI of which Rachel Boyak was President.	21,694	19,847
Institute of Directors of which Claudia Wysocki (Scanlon), Ross Butler, Paul Steere are members.	1,174	409
New Zealand Red Cross Ltd of which Paul Steere is a Director.	14,684	15,796

## 22. Council remuneration

	Institute		Group	
	2011	2010	2011	2010
	\$	\$	\$	\$
Fees and other benefits received by individual council members were as follows:				
Atkins, Clare	-	1,280	-	1,280
Boyack, Rachel #	14,360	8,403	14,360	8,403
Butler, Ross #	28,721	27,997	28,721	27,997
Heinz, Marion	-	1,280	-	1,280
Hippolite, Allen	-	1,382	-	1,382
Joseph, Helen	-	1,693	-	1,693
Katu, Luke	-	320	-	320
Marshall, Kerry	-	640	-	640
McKendry, Leo	-	1,678	-	1,678
Paterson, Ian	-	2,262	-	2,262
Rowe, Andrew #	17,951	9,540	17,951	9,540
Steere, Paul #	14,360	6,163	14,360	6,163
Tapata-Stafford, Te Rahia #	13,303	-	13,303	-
Watson, Virginia #	14,360	7,591	14,360	7,591
Wehner, Daryl #	14,360	7,763	14,360	7,763
Wysocki (Scanlon), Claudia #	14,360	8,083	14,360	8,083
	<u>131,775</u>	<u>86,075</u>	<u>131,775</u>	<u>86,075</u>

# current NMIT council

## 23. Budget variance explanations

Explanations for major variations against the budget information at the start of the financial year are as follows:

### Statement of comprehensive income

#### Government grants

Government grants budget was compiled prior to confirmation of full year TEC funding.

Subsequently NMIT had funding retained due to LLN & funding mix differences.

#### Tuition fees

Tuition fees are under budget due to different EFTS mix and aviation pilot drawdowns. These were significantly affected by the TEC review of pilot provision.

#### Finance income

Finance income is over budget due to higher interest rates and greater cash reserves available due to the improved financial surplus.

#### Other income

Other income includes several contracts that were secured once the budget had been compiled. These include Pacific Islands Officers training, TKT contract renewal, MSD contract & Field Skills contract, more room rental and various other streams of income via contract.

#### Personnel costs

Personnel costs are under budget due to programme changes as well as a result of Institute restructure and review.

#### Depreciation and amortisation expense

Depreciation and impairment expense are over budget due to impairment of assets that was not budgeted in the current year. This was following a Seismic Building assessment, where two buildings had to be vacated.

#### Other expenses

Other expenses were significantly under budget.

Significant savings were made in several areas, as well as reduction in pilot fee payments (offset tuition fees)



## Statement of financial position

### Cash and investments

Cash and investments were over budget due to the increased surplus.

### Debtors and other receivables

Debtors and other receivables are under budget due to timing of pilot invoices and use of proforma invoices.

### Property, plant and equipment

Property, plant and equipment was under budget due to various projects not being initiated in time, such as building renovations

### Creditors and other payables

Creditors and other payables are under budget due to timing of aviation and capex invoices.

### Revenue in advance

Revenue in advance was over budget due to the timing of pilot receipts following the review, where students did not fly in 2011.

## Statement of movements in equity

The surplus for the year was higher than budgeted as explained above.

## Statement of cash flows

Increased surplus, reduced PPE & improved management of debtors & creditors.

## 24. Events after balance date

There were no events to report after the balance sheet date.

## 25. Financial instruments

### 25A Financial instrument categories

The carrying amounts of financial assets and liabilities in each of the NZ IAS 39 categories are as follows:

	Institute 2011 (\$000)	2010 (\$000)	Group 2011 (\$000)	2010 (\$000)
<b>FINANCIAL ASSETS</b>				
<b>Loans and receivables</b>				
Cash and cash equivalents	1,366	3,537	1,366	3,537
Debtors and other receivables (excl GST)	1,443	1,465	1,443	1,465
Investments				
- term deposits	29,060	18,550	29,060	18,550
<i>Total loans and receivables</i>	31,868	23,552	31,868	23,552
<b>Fair value through other comprehensive income</b>				
Investments				
- unlisted shares	15	15	15	15
<i>Total fair value through other comprehensive income</i>	15	15	15	15
<b>FINANCIAL LIABILITIES</b>				
<b>Financial liabilities at amortised cost</b>				
Creditors and other payables	3,834	4,169	3,838	4,169
Other financial liabilities (excl GST)	814	853	41	61
<i>Total financial liabilities at amortised cost</i>	4,649	5,022	3,879	4,230

## 25B Fair value hierarchy

The Institute does not measure any financial instruments in the Statement of Financial Position at fair value.

## 25C Financial instrument risks

The Institute's activities expose it to a variety of financial instrument risks, including market risk, credit risk, and liquidity risk. The Institute and group has a series of policies to manage the risks associated with financial instruments and seeks to minimise exposure from financial instruments. These policies do not allow any transactions that are speculative in nature to be entered into.

### Market risk

#### *Price risk*

Price risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices. The Institute has no financial instruments that give rise to price risk.

#### *Fair value interest rate risk*

Fair value interest rate risk is the risk that the fair value of a financial instrument will fluctuate due to changes in market interest rates. The Institute's exposure to fair value interest rate risk arises from bank deposits at fixed interest rates. The Institute does not actively manage its exposure to fair value interest rate risk as investments are generally held to maturity.

#### *Cash flow interest rate risk*

Cash flow interest rate risk is the risk that the cash flows from a financial instrument will fluctuate because of changes in market interest rates. The Institute's exposure to cash flow interest rate risk is limited to on-call deposits. This exposure is not considered significant and is not actively managed.

#### *Currency risk*

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate due to changes in foreign exchange rates.

The Institute purchases resources from overseas and pays commissions to overseas agencies which requires it to enter into transactions denominated in foreign currencies.

### Credit risk

Credit risk is the risk that a third party will default on its obligation to the Institute and group, causing it to incur a loss. Due to the timing of its cash inflows and outflows, surplus cash is invested in term deposits which gives rise to credit risk.

In the normal course of business, exposure to credit risk arises from cash and term deposits with banks and debtors and other receivables. For each of these, the maximum credit risk exposure is best represented by the carrying amount in the Statement of Financial Position.

The amount of credit exposure to any one financial institution for term deposits is limited to no more than 60% of total investments held. Investments are entered into only with registered banks that have a Fitch or Standard and Poor's minimum credit rating of BBB. The Institute has experienced no defaults of interest or principal payments for term deposits.

Concentrations of credit risk for debtors and other receivables are limited due to the large number and variety of customers.

The Tertiary Education Commission is the largest debtor. It is assessed as a low risk and high quality entity due to being a government funded purchaser of tertiary education services.

### Liquidity risk

#### *Management of liquidity risk*

Liquidity risk is the risk that the Institute and group will encounter difficulty raising liquid funds to meet commitments as they fall due. Prudent liquidity risk management implies maintaining sufficient cash, the availability of funding through an adequate amount of committed credit facilities, and the ability to close out market positions.

The Institute and group manages liquidity risk by continuously monitoring forecast and actual cash flow requirements.

## Introduction to the targeted outcomes report

This section outlines progress against curriculum area plans as set out in the Institute's *2011-2013 Investment Plan*.

Since the publication of the Investment Plan NMIT, as part of an organisational restructure, has appointed two, Groups Managers – one for 'Regional Economic Development' and one for 'Community Support and Service Industries. We have presented our curriculum area reports under these two broad categories.

**Regional Economic Development** encompasses the following curriculum areas:

- Applied Business –
  - Business studies delivered from the Marlborough and Nelson campuses (also online studies and in China)
  - Tourism studies delivered from the Nelson campus
- Aviation –
  - Aviation engineering based at the RNZAF Woodbourne base
  - Pilot Training provided by NMIT's network of aviation flight training school partners
- Primary Industries –
  - Aquaculture and seafood – delivered from the Nelson campus and leased facilities at the Cawthron aquaculture facility at The Glen, Nelson
  - Conservation delivered from the Brook campus and with Dept. of Conservation staff nationally
  - Horticulture studies delivered from the Marlborough and Richmond campuses
  - Viticulture and wine delivered on the Marlborough campus
- Maritime studies delivered from the Nelson campus
- Trades –
  - Automotive engineering delivered from the Marlborough and Nelson campuses
  - Building and construction delivered from the Marlborough and Nelson campuses
  - Engineering delivered from the Nelson campus

**Community Support and Service Industries** encompasses the following curriculum areas:

- Business studies -
  - Information Technology delivered from the Nelson, Richmond and Marlborough Campus, and also in China
  - Business administration delivered from Nelson and Marlborough campuses
- Creative industries –
  - Visual arts delivered from the Nelson campus
  - Creative writing delivered from the Nelson campus
  - Contemporary music delivered from the Nelson campus
  - Graphics and multimedia delivered from the Nelson campus
- Foundation and English Language studies -
  - Foundation studies are delivered from both the Nelson and Marlborough campuses
  - English Language studies are delivered from the Nelson campus
- Health –
  - Nursing training (degree level) delivered from the Nelson campus, and at foundation level on both the Nelson and Marlborough campuses
  - Social work, counselling and early childhood education studies are delivered from the Nelson campus
- Hospitality and Wellbeing –
  - Beauty services and hairdressing delivered from both the Marlborough and Nelson campuses
  - Hospitality training delivered from the Nelson campus

We also report on targeted outcomes for three institutional sections:

- International Marketing
- Māori Education
- Youth Transitions

## Investment Plan Targeted Outcomes Report - Regional Economic Development

### Applied Business

- Business and Tourism studies ..... 13 - 15

### Aviation

- Aviation engineering..... 16 - 17
- Pilot Training ..... 18 - 19

### Primary Industries

- Aquaculture..... 20
- Conservation ..... 21
- Horticulture..... 22
- Viticulture and wine ..... 23

### Maritime studies ..... 24 - 26

### Trades

- Automotive engineering ..... 27
- Building and construction ..... 28
- Engineering ..... 29

## Applied Business - Targeted Outcomes Report

### Extract from the Investment Plan:

#### Tourism

NMIT has extensive experience in meeting regional training needs in tourism and hospitality, and training in tourism and hospitality has been offered at the Institute since 1987.

The tourism cluster currently consists of the Diploma in Tourism Management which includes the Certificate in Tourism and Travel, Diploma in Adventure Tourism and the Cultural Tourism programme as well as short courses.

NMIT currently offers the Diploma in Tourism Management with a Certificate in Tourism and Travel available in the first year of the programme. This year of study prepares people for front line jobs in the wider tourism industry. The second year of the Diploma develops supervision skill and knowledge and is available in face to face delivery or via an online option. It is anticipated that this programme will continue to be available in a flexible learning mode to support study on the job.

The Diploma in Adventure Tourism builds on the natural strengths of the Top of the South region and trains guides for roles in the adventure sector with particular emphasis on rafting, sea kayaking and hiking. The programme is closely linked with adventure tourism operators in the provision of courses in the natural environment. This programme meets the needs of the industry for trained guides who are skilled in risk management and leadership of clients in outdoor activities.

#### Applied Business

Applied Business comprises the Bachelor of Commerce degree, Graduate Diploma's, Diploma in Commerce, New Zealand Diploma in Business and National Certificate in Business (First Line Management). The cornerstone of the degree is its accounting programme that is fully accredited to meet the New Zealand Institute of Chartered Accountants (NZICA) chartered accounting qualification. The School is currently undertaking research to consider the Bachelor of Commerce versus the Bachelor of Applied Management to be delivered in collaboration with three Tertiary Accord of New Zealand (TANZ) partners.

Most deliveries are face-to face but online and flexible or online delivery options are available for New Zealand Diploma in Business and National Certificate in Business (First Line Management) - both on a collaborative basis with TANZ partners - as well as Business Administration. This method of delivery is important for a significant number of people but is under review because of the on-going struggle with low completion rates.

### Investment Plan proposals for Applied Business:

#### Tourism

Targeted efficiencies will be introduced with reduced taught hours across some courses and combined delivery on courses within Tourism. In addition, it is planned to amalgamate the Level 5 Diploma Tourism Management into the delivery of the Business Degree for 2012 onwards.

#### Applied Business

- Continue with offering the business degree programmes with NZICA accreditation but with enhanced relevance to regional needs including operations and production management, tourism management and international business. Options to deliver a collaborative degree through the TANZ partnership are being investigated to reduce operational and academic risk. Re-introduce the New Zealand Diploma in Business (NZDipBus) as a programme delivered face to face. NMIT is already accredited to deliver this programme which has strong correlation to the first year of the degree but importantly provides entry level business study for many school leavers who may struggle with or not meet entry requirements for business degree study and provide a more achievable qualification completion horizon for mature part time students. The NZDipBus is an efficient business study pathway and students can get up to 1.5 years credited to the degree.
- Transfer the National Certificate in Business (First Line Management) and online New Zealand Diploma in Business into the renamed and expanded version of the Community Computing Centre (see below).

## Applied Business – Targeted Outcomes Report

### Key Actions and Direction: Tourism

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Modify the Level 5 Diploma in Tourism Management and remove the National qualification. Merge the delivery of the programme with other business programmes.	Programme Regulations are in place for effective advice to, and enrolment of, potential students for a February 2012 start.	The Certificate in Tourism and Travel was decoupled from Diploma Programme Regulations and was available for the February 2011 intake.  Further development has been deferred pending TRoQ outcomes.	Awaiting outcomes of TRoC Review.
Review the Adventure Tourism Programme as specified in the 'NMIT Budget, Structural and Curriculum Changes Review Stage 2 of 2, Outcomes following the Consultation Period.'	Revised Programme Regulations in place for effective processing of applications and enrolments for February 2011 start.  <b>Planned EFTS in 2011:</b> 30 EFTS at Certificate Level 18 EFTS on Diploma in Adventure Tourism.	Revised Programme Regulations in place for February 2011 start.  Further review of Programme carried out in August 2011 and reported to Council in November 2011.  Actual EFTS delivered 2011: 23 EFTS at Certificate level 13 EFTS at Diploma level.	EFTS targets were not met. This was influenced by the uncertain future of the AVT Programme.  Year 1 EFTS are expected to increase in 2012 now the future of the Adventure Tourism Programmes have been reconfirmed with a subsequent increase in flow onto Year 2 in 2013.
Develop Self-Assessment to support the implementation of the Investment Plan & encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	SARs completed for Tourism Management, Adventure Tourism and Cultural Tourism.  27 Action Plans: <ul style="list-style-type: none"> <li>• 13 achieved</li> <li>• 7 partially achieved</li> <li>• 7 not achieved</li> </ul>	Most Action Plans were not measurable. This will be remedied in the 2011 SAR.  Regardless, the actions provided a useful guideline for the direction of change, especially given the change in Programme Leadership during the year.

## Applied Business - Targeted Outcomes Report

### Key Actions and Direction: Applied Business

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Re-introduce NZ Diploma in Business	First year of NZ Diploma in Business is available for face to face delivery in February 2011  10 TEC EFTS generated	Planned outcomes achieved in 2011.  Generated 112 EFTS in 2011	Completed for face-to-face and online delivery. EFTS included aviation students completing business courses as part of aviation programme.
Introduce a new collaborative Business Degree	Programme regulation and documents approved by 31 May 2011  143 TEC Business Degree EFTS generated	Not completed  129 TEC Business Degree EFTS generated.	Decided against this approach. Stage 1 of the re-development the BCom. management and marketing majors has been completed and is available for 2012. Collaborating with EIT and SIT at tutor/course level.  There was an overall increase in business TEC EFTS with a greater swing to NZDipBus than anticipated.
Introduce National Diploma in Business Level 5	National Diploma in Business is available for delivery in February 2011 in Nelson and Marlborough  20 EFTS generated	Not completed. Substituted by NZIM Diploma in Management as a 1 year, level 5 qualification.  Did not manage to enrol Indian cohorts as planned. Specific NZIM EFTS are not available as this is an exit qualification only in 2011.	NZIM Diploma in Management gives better correlation/study pathways with Diploma in Business and Bachelor of Commerce degree. NZIM Diploma in Management is available as an embedded qualification for 2012.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	SAR completed: <ul style="list-style-type: none"> <li>• 13 action plans</li> <li>• 77% completed</li> <li>• 23% mostly completed</li> </ul>	SAR has been a useful tool for maintaining focus on priority actions, even where alternative courses of action were chosen to achieve similar goals.



## Aviation Engineering - Targeted Outcomes Report

### Extract from the Investment Plan:

Through an 8 year partnership with the RNZAF and the extensive joint use and financial support of the modern state-of-the-art facilities at RNZAF Base Woodbourne, the school has become instrumental not only in supporting NZ's aviation industry with work-ready employees but also in ensuring the on-going support and the viability of the RNZAF's significant and strategic aviation training asset at RNZAF Base Woodbourne. The school is now NZ's only recognised National Centre of Excellence in aviation training.

The suite of NMIT aircraft maintenance engineering programmes is designed to support the whole of the NZ aviation industry, based on national qualifications through the ITO, ATTTO, and designed to provide pathways from high school unit standards through to advanced aviation management training. This grouping and stair-casing of NMIT qualifications has seen significant growth in aviation training numbers and standards of the last few years, with the number of NMIT students undergoing training during any one year either in industry or attending a pre-employment programme at Woodbourne, now in excess of 160 students.

### Investment Plan proposals for Aviation Engineering:

The major challenge for aviation engineering is to improve its financial contribution to NMIT. The School will focus on attracting new international programmes and making more effective use of its new technology and modern training resources such as the turbo-prop aircraft and twin engine helicopters and also to take advantage of the benefits offered by the investment in e-learning and on-line materials as part of the Level 6 Diploma in Aeronautical Certification (online) qualification.

NMIT will continue to work closely with the RNZAF to increase services to them in both training design/delivery and also in training school management to assist in a greater commercial focus as a 'Centre of Excellence' at Woodbourne. Additionally, NMIT will invigorate its focus on training partnerships with international aviation organisations to reduce reliance on government funded training. Academically, the industry and graduates students are asking NMIT Aviation to provide a pathway from their Diplomas into a Bachelor of Aviation Management degree programme such as Massey's.

### Key Actions and Direction: Aviation Engineering

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Modernise training design and equipment	All training transferred to turbo-prop and helicopter training aircraft.	Approximately 50% of training activities have been transferred to new RNZAF turbo-prop and helicopter training aircraft	<ul style="list-style-type: none"> <li>The goal to transfer 100% of training was invalid as the older aircraft have components required to achieve training outcomes that are not fitted to new turbo-props and helicopters.</li> <li>The goal was inefficient as older training aircraft are cheaper to hire.</li> <li>The goal was impractical as the RNZAF were reluctant to allow NMIT to carry out some of the proposed training activities (Engine Replacements).</li> <li>As much training as is practically has been transferred to new training aides.</li> </ul>

## Aviation Engineering - Targeted Outcomes Report

<p>Increase the offer of training services to the RNZAF</p>		<p>Aviation Programme area submitted an EOI for NZDF Electro-Tech (Level 4) delivery at Woodbourne (result announcement April 2012).</p> <p>Aviation Programme area engaged with RNZAF on delivery of 2 year Level 6 Diploma in Aeronautical Technologies/Engineering</p>	<p>Whilst this target was set for 2012, initial work was conducted to facilitate achievement of the target.</p>
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## Pilot Training - Targeted Outcomes Report

### Extract from the Investment Plan:

In 2001, NMIT judged that there was an opportunity to work with private flying schools nationally to develop a network and common curriculum for training commercial pilots. By the end of 2003 NMIT had created a network of 11 pilot training schools and was the largest trainer of commercial pilots in New Zealand. From this base the Institute has been able to develop a strategic position in aviation as a national aviation education provider working with industry on a range of initiatives and programmes. NMIT has subsequently developed and offers pathways to degrees in Aviation Science and in Aviation Management through Griffith University (Queensland) and Massey University respectively.

The School of Aviation supports the majority of New Zealand's flight training industry which is currently itself undergoing an external review involving both TEC and the ATTTO in a 'Map of Provision' review. The objective of the provision review is to ensure:

- Funding is invested in aviation education and training to best meet industry needs for employment in such areas as the General Aviation sector, Jet Star, and Air NZ.
- Enhanced standards and quality of provision with increased national consistency where required.
- There is an on-going viable training infrastructure to meet industry's long term goals both nationally and internationally.

### Investment Plan proposals for Pilot Training:

NMIT proposes to maintain its provision into the Investment Plan period pending the results of the Review. In the meantime it will focus on improving student performance at qualification level.

### Key Actions and Direction: Pilot Training

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Redesign programmes to integrate business and management courses.	All programmes fully integrate business and management courses in time for 2011 Academic Year, target date January 2011.	<p>Business and management courses were made compulsory from January 2011.</p> <p>There were a good number of total enrolments but a few providers were slow to start and not all students enrolled.</p> <p>There was a low course completion rate due to failures/withdrawals.</p>	<p>This was a positive step in the right direction but only partially successful due to:</p> <ul style="list-style-type: none"> <li>- Participation not completion being the requirement.</li> <li>- Lack of support from aviation training providers and students because of failure to market course relevance/value effectively.</li> <li>- Semester based timetable clashes with flying training schedule.</li> </ul>

## Pilot Training - Targeted Outcomes Report

<p>Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.</p>	<p>Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.</p>	<p>The 2010 Self-Assessment Report identified a number of areas for improvement from the Action Plan:</p> <ul style="list-style-type: none"> <li>- Completion</li> <li>- Recording Results</li> <li>- Air NZ Programme</li> <li>- Regional General Aviation Engagement</li> <li>- Feedback on Teaching</li> <li>- Admin Support</li> <li>- CPL Theory at HeliPro Aviation Training</li> <li>- Fees Maxima Policy Review</li> <li>- Resourcing PD</li> <li>- Develop Quality Approval Process</li> </ul> <p>As an example, Completion had marked improvement with 25 Diplomas being completed in 2010.</p>	<p>Due to TEC funding changes in 2011 altering the environment that Pilot Training worked within, a number of the actions identified were reviewed with the following areas having greater focus:</p> <ul style="list-style-type: none"> <li>- Internal results</li> <li>- Student feedback</li> <li>- Resourcing Pilot Aviation with matter experts</li> <li>- Professional Development.</li> </ul>
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## Aquaculture - Targeted Outcomes Report

### Extract from the Investment Plan:

The seafood and aquaculture industry is one of the four biggest employers in the Region, with around 2,510 workers. Of these, 1,000 FTEs are employed in the mussel farming industry during the peak season. As the mussel industry becomes more mechanised the labour force will need to be given the opportunity to up-skill into Fish Farming and Fishery Management, thus meeting the need of the developing requirement in the Nelson/Tasman Region.

The growing network of provision in aquaculture reflects NMIT's desire to take on the role as a national provider of aquaculture.

Cawthron Institute is a principal industry partner involved in our developing aquaculture infrastructure. Firm relationships have also been established with:

- The Seafood Industry Training Organisation (SITO)
- Aquaculture New Zealand
- New Zealand King Salmon
- Bay of Plenty Polytechnic (BOPP)
- Marine Farm Association
- Wakatu Corporation
- Local Iwi groups.

There have been positive discussions with Talleys, Sealord and Sanford about work placements for students. A substantial dialogue with industry was instrumental to ensure that the programme would meet their needs resulting in an accepted NMIT aquaculture engagement strategy document signed off by the NMIT Industry Advisory group. These relationships continue to develop as the NMIT Diploma in Aquaculture establishes itself.

### Investment Plan proposals for Aquaculture:

The new Diploma in Aquaculture has been in development for nearly two years and will be starting in February 2011. It will be delivered from both redeveloped facilities in Nelson for Year 1 students, and from 2012 at the new expanded aquaculture facility at the Cawthron Institute site at the Glen. We expect to recruit 15 EFTS in 2011, and a total two-year cohort of 40 EFTS in 2013.

### Key Actions and Direction: Aquaculture

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Introduce the Diploma in Aquaculture (Fish Farming and Fishery Management)	Programme ready to recruit students for start of 2011.  15 EFTS generated for the year.	First year intake of Diploma in Aquaculture programme successfully delivered in 2011.  19 EFTS achieved.	
Complete the infrastructure developments for effective delivery at the Nelson campus and the Glen complex.	The facilities in P Block Nelson and the facility at The Glen are regarded as 'fit for purpose' by the Directorate, January 2011.	Aquaculture practical facilities for Year 1 students at P Block were completed in 2011.  Year 2 facilities at The Glen have not been required until March 2012.	Delays in being able to obtain the necessary aquaculture equipment for The Glen facility has postponed completion.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	The Diploma in Aquaculture was delivered for the first time by NMIT in 2011; therefore, there were no 2010 actions to review.	The first Self Assessment report for Aquaculture will be produced in March 2012.

## Conservation - Targeted Outcomes Report

### Extract from the Investment Plan:

Conservation is a key curriculum area. NMIT has had a long and close relationship with the Department of Conservation (DOC) through the delivery of the Trainee Ranger programme. This relationship has been strengthened over recent years with the successful tendering and implementation of the Taiura Kaitiaki Taiao (Conservation Māori Cadet) and the Conservation Field Skills programmes, as well as the development of the Waimarama Brook Sanctuary Conservation Centre. NMIT is now the preferred provider for DOC nationally, and will be part of the significant growth over the next few years in DOC related conservation programmes.

Since 1999 NMIT has worked in partnership with the Department of Conservation (DoC) to offer the National Certificate in Conservation (Level 3) (Trainee Ranger). This unique programme encompasses a wide range of study from building, fire fighting and chainsaw skills, through to ecology, conservation administration, native plant and animal knowledge and natural history. The programme, and the DoC/ITP partnership, is the only one of its kind in the country and places are limited to 20 applicants per year. Although employment with DoC is not guaranteed to graduates, around 80% are employed with the Department either in temporary or permanent positions.

In 2009 an updated MOU was signed between DoC and NMIT, which included the formation of a co-funded Conservation Programme Leader role. There is now even greater potential for Certificate in Conservation students to integrate their training and education with the development of the Sanctuary and its on-going management.

### Investment Plan proposals for Conservation:

Conservation is about to start in a significant growth phase with NMIT as the preferred national provider for DOC. The recently approved Conservation Field Skills programme will move to an EFTS funded model delivered throughout NZ from 2011. NMIT has recently had significant discussions with key members involved in regional councils around the development of a Regional Council Trainee Ranger programme. ARC has verbally committed to working closely with NMIT in the development of this programme to meet regional council needs, as well as providing summer work placements for all of the students. The quality of the current Trainee Ranger programme has created the support from the regional councils and their conservation contractors to support NMIT in meeting their training needs in this area. A Regional Council Trainee Ranger programme could be developed and run from Nelson in 2011.

### Key Actions and Direction: Conservation

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Develop a new Regional Council Trainee Ranger programme in consultation with key regional councils (Auckland, Wellington, and Christchurch).	Regional Council Trainee Ranger programme is available for delivery in July 2011 and staff are able to recruit effectively.  14 EFTS generated.	The introduction of a Regional Council Trainee Ranger programme was postponed until after a review of current Trainee Ranger programme in 2012.  No EFTS generated.	
Deliver Certificate in Conservation (Field Skills) programme nationally as EFTS funded programme	30 EFTS delivered	An EFTS funded Conservation Field Skills programme was delivered nationally in 2011.  12.2 EFTS achieved.	Changes within the Department of Conservation reduced the availability of DOC staff to attend courses.
Develop Self Assessment to support the implementation of the Investment Plan and encourage co20 actions identified in 2010 Viticulture SAR report.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	13 actions identified in 2010 Conservation SAR report.  78 % completed. 22% carried over to following year.	

## Horticulture - Targeted Outcomes Report

### Extract from the Investment Plan:

Horticulture is the region's largest employer and in the past five years the main regional industry area of pip fruit, and particularly apple growing, has seen steady growth in terms of production and employment; although GDP growth is slower than some sectors. New varieties of pip fruit have been planted which should provide for increased grower returns over the next few years; some former pip fruit blocks that had been converted to grapes have now been converted back to pip fruit and berries. For the Top of the South Region, the future strategy for fruit growing includes increasing returns from existing crops, faster transformation of the crop to new trees and new varieties, and building stronger competitive advantage and grower succession.

NMIT provision for Horticulture has been focussed on supporting regional businesses and industry through providing training courses and programmes that promote "hands on" learning. The Institute has worked collaboratively with both the Horticulture and Agriculture Industry Training Organisations (ITOs) in establishing a network of training provision across the whole regions.

### Investment Plan proposals for Horticulture:

Plans for Horticulture centre on accommodating the changes in TEC funding regarding regulatory compliance, and the transfer of provision from Joint Venture activity to 'in-house' delivery from the Marlborough Campus.

### Key Actions and Direction: Horticulture

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Transfer the delivery of the Certificate in Horticulture from a joint venture operation to one delivered directly through the Marlborough campus.	Programme ready to recruit students for start of 2011.  Staff are ready to advise and recruit students.  40 EFTS generated for the year.	Horticulture programme was successfully delivered on both the Nelson and Marlborough campuses.  41 EFTS achieved	
Undertake a feasibility study into the possible delivery of a collaborative Diploma in Horticulture		This has been postponed until after the Tertiary Review of Qualifications TROQ for Horticulture in 2012.	The Tertiary Review of Qualifications (TROQ) will review Horticulture qualification in 2012
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	The Certificate in Horticulture was delivered for the first time by NMIT in 2011; therefore, there were no 2010 actions to review.	The first Self Assessment report for Horticulture will be produced in March 2012.

## Viticulture and Wine - Targeted Outcomes Report

### Extract from the Investment Plan:

The identification and development of a portfolio of wine education programmes has been a key strategic development for the Institute given Marlborough's dominance of the New Zealand wine industry, both in terms of grape harvest and wine production. This industry concentration creates the potential for NMIT to establish itself as a major education and training organisation for viticulture and oenology in New Zealand. Marlborough is synonymous internationally for its distinctive, herbaceous Sauvignon Blanc and it is New Zealand's largest winemaking region. NMIT has been delivering Viticulture and Wine making since 1991.

### Investment Plan proposals for Viticulture and Wine:

The Diploma in Viticulture and Wine Production will move towards a blended delivery model in 2011. A pilot is being delivered in semester 2, 2010 with the 2011 Year 1 intake starting on the full blended programme progressing through to Year 2 in 2012. It is also planned, with consultation with industry, to develop two Level 5 Certificates in both Viticulture, and Wine Production.

At the Blenheim Campus in Marlborough, it is proposed to utilise the expertise that is being created in the development and delivery of blended and distance programmes to establish this campus as a centre for Primary Industry based programmes not only in viticulture but horticulture, and other land based programmes. All of these existing and proposed programmes will be delivered using a blended or distance model, thus ensuring that sustainable, industry lead qualifications are produced.

### Key Actions and Direction: Viticulture and Wine

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Develop and implement blended delivery of Diploma in Viticulture & Wine Production courses.	All Year 1 courses delivered in blended model.  40 EFTS generated	All Year 1 Viticulture & Wine courses delivered in a blended model.  30.3 EFTS achieved.	The blended delivery model has led to an increase in part-time students undertaking study.
Develop two Level 5 certificates: Certificate in Wine Production (level 5) & the Certificate in Viticulture (level 5).	Programme regulations in place and staff ready to recruit by July 2011.  15 students enrolled.	This has been postponed until after the Tertiary Review of Qualifications (TROQ) for Horticulture / Viticulture in 2012.	
Explore possible collaborative blended delivery with Otago ITP.		Initial conversations undertaken.	Delayed until after 2012 TROQ completed.
Redevelop Certificate in Vineyard Practice (CVP) and align with Certificate in Horticulture.	Programme regulations in place and staff ready to recruit by February 2011.  15 EFTS on CVP	Redevelopment complete April 2011.  2 EFTS achieved in 2011.	An increase in industry engagement and promotion is planned for 2012 to increase student numbers.
Deliver a range of fully funded Viticulture & Wine Production short course programmes.	Programme regulations in place and staff ready to recruit by April 2011.  40 student participants and \$8,000 income generated.	MSD Cellar-hand course successfully developed and delivered.  17 students generating \$50,000 income.	
Develop Self Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	20 actions identified in 2010 Viticulture SAR report.  75 % completed. 25% carried over to the following year.	



## Maritime studies- Targeted Outcomes Report

### Extract from the Investment Plan:

Maritime training has been a focus for specialisation by NMIT given:

- Nelson companies control the largest share of New Zealand's fishing quota and host New Zealand's largest fishing fleet;
- the region hosts significant maritime (merchant shipping and tourist) operations; and
- the region is home to a wide group of specialist companies servicing the seafood and maritime industries.

In 2010 NMIT commissioned a review of Maritime provision following concerns regarding future demand patterns, cost structures and sustainable viability. The review concluded that in spite of predicted significant change in the industry future demand would sustain provision at NMIT. Income would be boosted by an increasing international demand for marine engineering training. The management team has carried out a fundamental review of provision designed to improve student performance and financial contribution.

### Investment Plan proposals for Maritime studies

In 2010 the Marine School management team carried out a fundamental review of provision in maritime studies with a clear mandate to establish financial viability, to determine how the high levels of student performance, primarily at qualification level, could be accurately reflected within the reporting system, and to explore opportunities available to the school.

Key recommendations included:

- re-establishing all maritime short courses (fire, survival, GMDSS) as self-funded to remove the requirement for EFTS funding, thus allowing NMIT to use these EFTS elsewhere. This will also allow industry more flexibility as smaller student numbers will be financially viable;
- developing all appropriate programmes to have online/distance learning options including MEC3, and all nautical programmes;
- developing MEC2 programme for domestic & international maritime student market as block/distance/online delivery;
- developing contract with SITO to deliver ILM/LLO/ADH-F/NZOW/NZOM/NZOM-Unlimited by Unit Standard utilising SITO funding;
- refine the maritime entry level (Cadet) programme to align with other programmes for more cost effective delivery;
- re-develop Certificate in Superyacht Crew to Level 4 following customer advice; and
- extending fire and safety training offer for maritime and other industry, e.g. dangerous goods, enclosed space, warden training, height training.

### Key Actions and Direction: Maritime studies

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Deliver the redesigned NZ Statutory Maritime Programmes as per the curriculum review designed to increase Qualification Success Rates	All new Programmes ready for delivery by July 2011.  60 EFTS generated	Re-designed Maritime statutory programmes completed Jan 2011, delivered from Feb 2011.  70.93 EFTS generated	Achieved

## Maritime studies - Targeted Outcomes Report

### Key Actions and Direction: Maritime studies

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Implement new Maritime New Zealand Statutory qualifications.		Progress commenced on first of the new qualifications Deck Watch Rating and Able Seafarer Deck.	NMIT will progress new qualifications in line with MNZ issuing new qualification syllabi and structure.  MNZ completion date for full implementation April 2013.
Increase and maintain MEC 3 enrolments by introducing Flexi Learning options.	50% of MEC3 courses available for delivery by December 2011.  Qualification success rates are 80%	MEC3 Online Project Team formed 2011.  Qualification success rates:  45% - All EFTS 93% - SAC	Online delivery not available yet. With new international STCW 2010 amendments now needing to be implemented in NZ, major changes to MNZ MEC3 syllabus required. So until new qualification design approved by MNZ then no ability to develop online modules yet.
Work with industry & SITO to develop capability to deliver seafood processing training in-house.	5 non-SAC SITO EFTS delivered	NIL	Efforts made to engage with SITO, but no progress made. SITO now merging with another ITO but no confirmation.
Increase and maintain MNZ statutory qualification enrolments by introducing Flexi Learning options.	50% ILM courses delivered by e-learning.  5 extra SAC EFTS generated from e-learning courses.	- Radio qualification developed. - MEC online base set up for progress. - No delivery by e-learning in 2011. - No additional EFTS delivered by e-learning.	Some progress made with short courses with flexi learning team, but no additional income generated yet.  Staff planning day agreed project group for ILM distance learning project.
Work with SITO to develop capability to deliver ILM using SITO funding.	\$50,000 income	NIL	Efforts made to engage with SITO, but no progress made.
Introduce new Marine Engineering Class 2 programme.	Programmes ready for delivery. December 2011.	NIL	Progress made re resourcing this project – will be finalising project plan first quarter 2012.
Deliver re-designed Certificates in Maritime & Super Yacht Crewing.	Programmes ready for delivery February 2011 20 TEC EFTS.	Redeveloped Super-yacht programme completed December 2011.  EFTS 13.93 – YG were 4 EFTS lower than budget.	Original plan to merge Cadet and super-yacht now changed. Super-yacht re-development completed. Maritime crewing to be analysed in 2012. Budget for 2012= 20 EFTS.

## Maritime studies- Targeted Outcomes Report

### Key Actions and Direction: Maritime studies

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Deliver self-funded fire & safety short courses.	\$250,000 income.	\$330,868 fees income received	
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	13 Actions: <ul style="list-style-type: none"> <li>• 7 actions (54%) completed</li> <li>• 5 actions (38%) not completed</li> <li>• 1 action (8%) not achievable due lack of data</li> </ul>	The 1 action that is not achievable will be able to be achieved in 2012 with a second round of TALO data.
Deliver redesigned Certificates in Maritime & Super Yacht Crewing.	Programmes ready for delivery February 2011 20 TEC EFTS.	Redeveloped Super-yacht programme completed December 2011.  EFTS 13.93 – YG were 4 EFTS lower than budget.	Original plan to merge Marine Cadet and Super-yacht programmes now changed. Super-yacht re-development completed. Maritime crewing to be analysed in 2012.  Budget for 2012 - 20 EFTS

## Automotive Engineering - Targeted Outcomes Report

### Extract from the Investment Plan:

NMIT has a long standing and highly successful Automotive curriculum alignment and STAR programmes with many secondary schools in the Nelson/Tasman/Marlborough region: Pre-trade Automotive programme, a managed apprenticeship programme, currently with 46 apprentices, as well as off-job teaching contract with MITO (Motor Industry training Organisation).

Major programme redevelopments have occurred over the past twelve months in Automotive Engineering programmes that will see a significant reduction the number of taught hours and ongoing savings in operating expenses.

### Investment Plan proposals for Automotive Engineering:

The key aim in Automotive is to maintain our EFTS at lower cost whilst focussing on improving student performance thereby increasing value for money. We expect reduced staffing of .8 FTE. The use of new ITP prepared materials will help reduce guided learning hours in 2012. There is a notified skills shortage in the Automotive Electrical and Diesel Mechanic trades that should be addressed. To better cater for the proposed drop in teacher contact hours investment in technology and teaching resources is required.

We will meet market needs with the present intake rate of pre-trade automotive students and should maintain the level of participation in our Automotive managed apprentice group.

### Key Actions and Direction: Automotive Engineering

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Develop learning material in collaboration with ITP Consortium for Pre-Trade Automotive Programmes and managed Apprenticeships		Investigation ongoing due to concern around new material with WELTEC being a possible alternative.	
Deliver MITO fully funded training packages	\$25,000 income	\$53,605 income generated (source Transaction Record NMIT Finance)	Contract renewal in process with MITO
Undertake a feasibility study into the possible delivery of a collaborative Automotive Electrical courses		No	Investigation ongoing however commenced work on viability of Heavy Haulage content
Undertake a feasibility study into the possible delivery of a collaborative Automotive Diesel apprenticeships		Yes and delivery of new content designed for 2012	Six diesel engines incorporated into 2012 delivery and integrated with new building provision
Develop Self Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	33.33 % of SAR 2010 actions achieved. 15 actions, 5 achieved. Outstanding actions mainly encompass EPI and Teaching and Learning	Due to staff movements in the latter part of the year some momentum was lost on completing action points. This coupled with changing qualifications compounded the completion rate.

## Building and Construction - Targeted Outcomes Report

### Extract from the Investment Plan:

NMIT has a long history of training for the TOS building and construction industry. Established Pre-trade Carpentry programmes have been successfully run in both Nelson and Marlborough for many years. NMIT is also a leading provider of the ITABS managed apprenticeship programme with over 100 managed carpentry apprentices in 2009. 2010 has also seen them implementation of the Level 4 Leading Hand qualification that enables graduates of the apprenticeship programme to continue further study.

NMIT also maintains strong linkages with local secondary schools through tertiary partnerships that include STAR and GATEWAY programmes.

Major programme redevelopments have occurred over the past 18 months in Carpentry programmes that will see significant reduction the number of taught hours and on-going savings in operational expenditure.

### Investment Plan proposals for Building and Construction:

The key aim in Carpentry is to maintain our EFTS at lower cost and focussing on improving student performance thereby increasing value for money. We expect reduced staffing of .6 FTE while steady student numbers on ITABS. The use of new ITP prepared materials will help reduce guided learning hours in 2012 and all tutors will require licensing in 2011.

We will meet market needs with the present intake rate of pre-trade carpentry students and should maintain the high level of participation in our ITAB (managed apprentice) group.

### Key Actions and Direction: Building and Construction

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Develop learning material in collaboration with ITP Consortium for Pre-Trade Carpentry Programmes and managed Apprenticeships.		Staff participation in development of ITP Consortium handbooks.	All material completed and is available for 2012
Deliver BCITO fully funded training packages.	\$30,000 income	Nil	BCITO contract not awarded to NMIT.
Builder Licensing		One staff member licensed.	Balance of staff carried forward to 2012.
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	52.63 % of SAR 2010 actions achieved. 19 actions, 10 achieved.  Outstanding actions mainly encompass recourse issues around the building upgrade.	Staff currently working through new selection process and the introduction to Trades of the Director of Maori Studies addresses outstanding actions.

## Engineering - Targeted Outcomes Report

### Extract from the Investment Plan:

The NMIT Engineering trades area has expanded its capability to include fabrication training. This is bringing in new work from the Competenz ITO and has also reshaped the pre-trade programme so that graduates from the programme are better prepared for work in the industry.

The BMETS programme is becoming more attractive to students in this form with two classes being run in semester one of 2010. Over the next three years we will investigate flexible learning approaches and better utilisation of materials to reduce costs in operational expenditure and improve the student learning experience.

### Investment Plan proposals for Engineering:

The key aim in engineering is to maintain our EFTS at lower cost and focussing on improving student performance thereby increasing value for money.

We will meet market needs with the present intake rate of pre-trade engineering students and maintain the high level of participation in our ITO apprentice training group.

### Key Actions and Direction: Engineering

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Deliver Competenz ITO fully funded training packages.	\$100,000 income.	\$95,512.34 income generated ( <i>source Transaction Record NMIT Finance</i> ).	Contract renewal in process with Competenz (ITO).
Deliver a range of fully funded Mechanical Engineering short course programmes.	Programme regulations in place and staff ready to recruit by April 2011.  50 student participants and \$20,000 income generated.		BMETS (6 month certificate) superseded by new Certificate in Mechanical Engineering and Welding (CMEW) a 12 month offering, which will be delivered in both Nelson and Marlborough in 2012.
Develop Self Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	50 % of SAR 2010 actions achieved. 14 actions, 7 achieved. Outstanding actions mainly encompass Resource issues around the building upgrade.	Due to staff movements in the latter part of the year some momentum was lost on completing action points.

## Investment Plan Targeted Outcomes Report - Community Support & Service Industries

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## Business Services - Targeted Outcomes Report

### Extract from the Investment Plan:

**Information Technology** comprises a Bachelor of Information Technology (BIT), Graduate Diploma, specialist diplomas and Diploma in Information Technology. The BIT has been redeveloped to provide majors in Infrastructure, Systems Development and Information Systems. The revised degree will be offered from 2011. The School is looking at ways to collaborate with other TANZ partners in the delivery of the degree.

**Business Administration** comprises certificate qualifications at levels 2, 3 and 4. Currently these include both NMIT and National Certificates, but it is planned to offer only National Certificates from 2011. It is also planned to introduce the National Diploma in Business Administration from 2011 in order to create more opportunities for successful learner completion and progression. The Employment Scholarship Programme is a joint delivery of the level 3 and 4 certificates as a partnership between NMIT, local employers and students that has particularly strong and successful employment outcomes. Community Computing Centres (CCC) are located on the Richmond and Marlborough campuses and facilitate self-paced learning in computer application software (Microsoft Office and MYOB Accounting) for adults seeking to upgrade computer skills before returning to the workforce. This funding category is further reducing and options for alternative delivery through these facilities are being investigated.

The Diplomas in Business and Information Technology are primarily taught in China in conjunction with our partners Kaifeng University and Zhejiang Water Conservancy and Hydropower College on a 3+1 basis providing pathways for Chinese students to complete their degree at NMIT.

### Investment Plan proposals for Business Services

#### Information Technology

- Introduce the redeveloped Bachelor of Information Technology programmes with majors in ICT Infrastructure, Systems Development and Information Systems from 2011. This programme has been redeveloped to more closely match regional needs with input from the IT Industry Advisory Committee. This will incorporate industry standards and some industry certification. Options for sharing development and resources on a collaborative basis through the TANZ partnership are being investigated.
- Introduce a new Certificate in IT Service and Support as a more suitable learning pathway for school leavers who may struggle with degree study or not meet entry requirements for business degree study. The certificate will also provide a suitable exit point into local employment. The preferred option is to develop or deliver collaboratively with other TANZ partners.
- Provide the National Certificate in Computing (Level 3) through the renamed and expanded Community Computing Centre to provide an additional pathway to the Certificate in IT Service and Support.

#### Business Administration

Continue the Certificates in Business Administration at Levels 3 and 4 but with an assessment centre approach more suited to the learner.

Transfer the provision of the Level 2 Certificate in Business Administration and flexible delivery options to the renamed and expanded Community Computing Centres.

#### Community Computing Centres

- Expand and rename the Community Computing Centres along the lines of more broadly based Interactive Learning Centres to provide a wider range of provision for people seeking to return to the workforce and/or provide study pathways to qualifications residing in other programme clusters.
  - Programmes that may be transferred to the expanded facilities include:
    - Certificate in Business Administration (Level 2)
    - Certificate in Business (First Line Management)
    - Online New Zealand Diploma in Business
    - National Certificate in Computing (Level 2)
    - National Certificate in Computing (Level 3)
    - Other potential interactive learning activities (including non-business)



## Business Services - Targeted Outcomes Report

### Key Actions and Direction: Business Services

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Implement the redeveloped BIT Degree in collaboration with EIT	<p>First year of redeveloped BIT Degree is ready for delivery in February 2011.</p> <p>500 level courses and capstone project are aligned with EIT courses.</p> <p>55 TEC EFTS generated.</p>	<p>First year of degree was implemented in 2011.</p> <p>Alignment work was started with EIT but did not continue in 2011.</p> <p>78.73 IT TEC EFTS generated.</p> <p>BIT and IT Diplomas 64.9 TEC EFTS:</p> <ul style="list-style-type: none"> <li>• 56.6 cat 'B'</li> <li>• 8.3 cat 'A'</li> </ul> <p>Certificate in IT Service and Support 13.83 TEC EFTS:</p> <ul style="list-style-type: none"> <li>• 11.5 cat 'B'</li> <li>• 2.3 cat 'A'</li> </ul>	<p>Successfully implemented. Rolling out levels 6 and 7 over next two years. Some course content revision required.</p> <p>Work stopped largely due to a change in staffing at EIT and a necessary focus on the merger with Tairāwhiti Polytechnic. However, both EIT and NMIT staff took part in a collaborative course alignment project carried out by CITRENZ.</p> <p>The BIT has had a continued growth in EFTS since 2005.</p>
Increase the range of provision and locations of Community Computing Centres (CCC).	<p>Richmond /Nelson and Marlborough campuses introduce National Certificates in Business Administration levels 2 and 3, National Certificates in Computing levels 2 and 3, National Certificate in Business (First Line Management) level 4.</p> <p>Consider viability of third location.</p> <p>120 TEC EFTS generated (inc. 20 category K EFTS).</p>	<p>Decision was made to close the Richmond/Nelson CCC. The Marlborough CCC was based in the library with administration staff providing support.</p> <p>The National Certificates in Computing levels 2 and 3 were in delivered partnership with SUTI at the Richmond Campus.</p> <p>Decision not to introduce additional location.</p> <p>22.95 TEC EFTS generated (inc. 22.77 category K EFTS).</p>	<p>Strategy changed to one of working with partners to create provision. CCC still has a role to play, albeit a smaller one.</p> <p>The change in strategy mentioned above had a significant negative effect on EFTS generated.</p>
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	Action plan from 2010 SAR was monitored and actioned. Not all actions were completed but progress has been made against each action.	The self-assessment process has been adopted well within the area, particularly around making judgements and decisions based on evidence. Monitoring of action plans is improving.

## Creative Industries - Targeted Outcomes Report

### Extract from the Investment Plan:

NMIT has a long history of involvement in arts education. Programmes have been developed to cater for the changing needs of a region well known for its vibrant arts communities.

The 2007 Regional Tertiary Education Statement identifies the need to provide pathways into degree level qualifications, degree qualifications, and pathways on to postgraduate opportunities. The NMIT arts and media programmes provide all these things, along with a range of diploma and certificate programmes which pathway into the degree. The Tertiary Education Regional Statement also acknowledges the importance of arts and culture to the area.

### Investment Plan proposals for Creative Industries:

The School of Arts and Media comprises the Bachelor of Arts and Media and the Diploma in Arts and Media which are part of an integrated suite of Arts and Media programmes offered by NMIT. We are in the process of phasing out old qualifications and phasing the new Arts and Media qualifications one level per year. Courses are common to different qualifications, and students are able to choose individual study pathways within the programmes and between the qualifications that suit their needs.

Within the Diploma in Arts and Media programme, a range of certificate and diploma qualifications are available at Levels 4, 5 and 6. This proposal increases the range of qualifications under the umbrella of the DA&M, utilising existing courses, to increase overall rate of qualification completion and provide qualifications of a size that better suit the needs of our market.

The Bachelor of Arts & Media currently has two programme majors: Visual Arts & Design and Creative Writing. The Creative Writing major will now not be offered after 2012.

In 2010, the Diploma in Arts & Media has three programme majors: Visual Arts & Design, Creative Writing, and Contemporary Music. Graphics & Multimedia is an embedded diploma under the DA&M umbrella. The Diploma in Arts & Media in this proposal would have four programme majors: Visual Arts & Design, Creative Writing, Contemporary Music and Graphics & Multimedia. The Creative Writing major will now not be offered after 2012.

In 2009, changes were made to Arts and Media programme regulations including reductions in class contact hours and increased percentage of compulsory courses in some qualifications. This has improved the overall student:staff ratio and greatly improved financial performance. Increased EFTs in 2010 increased the income, and therefore also the contribution levels in 2010 compared to 2009. EFTs have been increasing steadily since 2007 with the introduction of the new suite of programmes, and EFTs are expected to increase again in 2011 allowing for the pipeline growth. This will continue to improve our overall financial performance by achieving a better critical mass.

### Key Actions and Direction: Creative Industries

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Increase opportunities for more learners within the Diploma in Arts and Media programme to gain qualifications at each level of study, without undermining the integrity of the overall programme.	DA&M qualifications at levels 4, 5 and 6 are available for recruitment.	DA&M qualifications at levels 4, 5 and 6 were created for 2011 delivery. Strong recruitment was evident in the Level 4 Certificate in Arts & Media.	

## Creative Industries - Targeted Outcomes Report

Complete construction of the new Arts and Media building and utilise it as the primary venue for delivery of the Arts and Media programmes at NMIT.	The new building is fully operational and effectively houses Arts and Media staff and students.	The new Arts & Media building was fully operational at the beginning of 2011. Arts & Media staff moved into the facilities in a staged approach finishing in early February 2011. The building effectively houses Arts and Media staff and students.	
Phase out the Creative Writing components of the Arts and Media programmes over a period.	Creative Writing courses are delivered to enable students part-way through certificate, diploma & degree qualifications to have an opportunity to complete qualifications.	Creative Writing courses were delivered throughout 2011 and enabled students part-way through certificate, diploma & degree qualifications the opportunity to complete qualifications.	In 2012 the revised Diploma in Creative Writing, now titled Writing for Creative Industries is being delivered with a stronger vocational focus on writing and the effects of new media including gaming, blogs, etc.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	Throughout 2011 regular staff meetings focussed on the 2010 SAR actions to develop strengths and improve areas of weakness.	

## English Language and Foundation Studies – Targeted Outcomes Report

### Extract from the Investment Plan:

The Tertiary Education Regional Statement 2007 Foundation Studies (literacy and numeracy) identified training for new migrants to get into work, and that aimed at the older population as a gap in provision and as a priority – it is a key factor in increasing participation in both education and training, and in the workforce. In particular, it states that migration into Marlborough (and Nelson) is a driver for English, foundation, and entry level skills training, and the region is the fourth highest centre for refugees in New Zealand. It also identifies supported learning needs as a key change driver.

### Investment Plan proposals for English Language and Foundation Studies:

#### English Language

English language programmes are foundation programmes that have a dual focus on the migrant and former refugee communities locally as well as the international English language market. A third thread of our business is that NMIT is one of a small number of Cambridge Examination Centres in NZ.

Presently the English Language Programme Cluster is experiencing a reduction in domestic enrolments in 2010 and 2011 with the loss of Foundation Learning Pool and Refugee Study Grant funding to support former refugees and their families in learning English. International student numbers are variable within the year and we will retain the usual practice of recruiting staff as needed to meet demand. In 2010 programme development is occurring to align English Language with Certificate in Tertiary Studies Level 4, to create CTS Level 4 (English Language) and CTS Level 4 (Pathways) to provide a pathway for English Language students to further study. This will appeal to an international as well as a domestic market.

#### Intensive Literacy and Numeracy Fund

In order to cater to the settlement needs of Nelson's former refugee community, the English Language Programme wishes to apply for the Intensive Literacy and Numeracy Fund for 2011 - 2014. NMIT is a key part of the network of provision for refugee settlement in Nelson, which is one of 7 refugee settlement centres in NZ. The ethnicities re-settled here are mainly Myanmar and Bhutanese students, the majority of whom have very limited English language skills. Without some initial training in ESOL, the newly settled refugees have limited access to employment and pose a risk to employers, since they cannot understand workplace instructions or access help in the community. If we are granted ILN places, we can run an intensive ESOL programme for new entrants to Nelson. We would focus the provision on workplace and life skills, in the Nelson context. As Nelson receives 7% of the national quota of refugees each year, NMIT would require 32 learner places to meet the needs of the intakes.

NMIT has been a recipient of the Refugee Study Grant and Foundation Learning Pool during the last three years, which has allowed low level English speakers to gain necessary skills to get and succeed in procedural jobs. Running an ILN funded class for new entrants would go some way in mitigating the consequences of losing that funding, so entry level employment is attainable.

#### Foundation Studies

Foundation Studies is challenged to be a strong financial performer. Two key themes of this area are that the focus is on skill development (rather than knowledge acquisition), and pathways for learners to further study. This means that learners vary widely in ability and motivation, class sizes need to be kept small, fees low, and sufficiently wide choice of courses and flexibility of study must be available to meet diverse learner needs. Much of the value contribution of this area is that students follow pathways into higher level programmes at NMIT and elsewhere.

Programme development is under way to align Certificate in Tertiary Study (CTS) Level 4 with Certificate in English as an Additional Language (CEAL) Level 4 to provide a wider range of pathways to further tertiary study at NMIT or other institutions, including Universities.

The existing Supported Training Programme has had a year of review that has resulted in the development of a two year, Level 1 Certificate in Vocational Skills and to assist school leavers and others into employment, to make good lifestyle choices, and to live independently in the community. Alongside this will be a suite of Community Short Awards to meet the learning needs of those living independently in the community.

## English Language and Foundation Studies – Targeted Outcomes Report

### Key Actions and Direction: English Language and Foundation Studies

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Publish a Foundation Learning Strategy to integrate Foundation Learning across the institute.	Foundation Studies strategy published.  Measures developed to record student progression from level 4 & below to level 5 & above programmes.	Draft strategy presented to Directors for institute-wide Foundation Strategy the Innovation.  A draft paper was presented to Directorate members ready to be taken to Advisory Committees.  Progression measured as part of SDR using the Student Management Information System.	An outlined strategy was conceptualised by Claire Keenan in December 2011 for presentation to Chris Hubbard and Graham Bell. This working document will be turned into action an action plan for 2012.  Student progression from Foundation Studies programme has been recorded and will be reported in the SAR.
Redesign Supported Training Programme to meet identified learning needs of the community.	Cert. in Vocational Skills Y 1, 9 EFTS generated  Community Short Awards, 12 EFTS generated	Cert. in Vocational Skills programme approved and was delivered for the first time in 2011.  14 EFTS generated.  Community Short Awards programme documentation developed and approved for delivery, though not scheduled in 2011 – to be re-considered in 2012.  No EFTS generated in 2011.	Community Short Awards to be delivered if cost effective and providing there is sufficient demand in 2012.
Align English Language Programme with Certificate in Tertiary Studies.	10 additional EFTS to 2010 levels generated.  Plus international EFTS	Alignment achieved – both programmes re-developed to align.  Certificate in Tertiary Studies Level 4 Pathways generated at least 10 more EFTS (TBC)	
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	Action Plans implemented.	

## Health - Targeted Outcomes Report

### Extract from the Investment Plan:

#### Health

In 1995 the School of Health gained accreditation and approval from NZPPC and Nursing Council of New Zealand to offer a Bachelor of Nursing programme. Alongside this a 6 month full-time conversion course for Diploma Graduates to the Bachelor of Nursing was offered. In 1996 a degree completion course was offered to Registered Nurses part time over two and a half years. This was offered on three sites: Blenheim, Nelson and the West Coast. Significant numbers of Registered Nurses from these areas have graduated with a Bachelor of Nursing from NMIT since then.

Over the years the school has gained national and international recognition for the quality of the diploma and subsequently the degree of Comprehensive Nursing. Results of NMIT students in the Nursing Council State Final Examinations are consistently in the top three, with a 100% pass rate being achieved in recent years.

The Bachelor of Nursing programme prepares graduates who are 'work ready' and who are highly sought after nationally and internationally. The academic staff are engaged in the scholarship of teaching and research which contributes to the body of knowledge called nursing, and to the NMIT culture of teaching and learning.

#### Social Services

Counselling and Social Work programmes, in present or earlier forms, have been part of NMIT's programme mix for well over a decade. Social Work and Counselling programmes both have strong links to the local community of practice, and meet the needs of students (especially mature students) who are not able or willing to travel to distant places for their education. The Bachelor of Teaching (Early Childhood Education) and Certificate in Early Childhood Education offered in conjunction with the open Polytechnic and the Diploma in Career Guidance are recent additions to the Social Services programmes.

Social workers, to be registered, must hold a degree as minimum qualification. This is an issue that NMIT has addressed though a MOU with Massey University for NMIT Diploma graduates to enter Year 3 of their Bachelor of Social Work. Counsellors have no such requirement, although the profession has applied for registration under the Health Practitioner Competence Assurance Act. Following registration, they will need them to set up a regulatory body that will establish the minimum qualification for registration. This situation, plus the growing demand from students leads to an imperative for NMIT to develop or acquire a pathway to a degree in the Social Sciences field.

### Investment Plan proposals for Health:

#### Health

During late 2009 and early 2010 the Bachelor of Nursing has been the subject of an external review that has resulted in a series of recommendations to improve value for money. These are being addressed by the Programme Team in the Self - Assessment Report Action Plan and will form the basis for planned changes later in 2010 and during 2011. We are anticipating no change in overall staffing as a result of this review, but would expect some refocusing of staff guided learning hours (GLH). There is scope to expand the Bachelor of Nursing programme should sufficient practice placements become available.

Other programmes in the cluster - NZ Certificate in Nanny Education, Certificate in Mental Health Support Work - have been reviewed and cancelled at the end of 2009. The Certificate in Foundation Nursing and Bachelor of Nursing have both undergone curriculum reviews in the past two years; short programmes and courses have been developed and offered to meet the needs of Registered Nurses with lapsed practising certificates who wish to return to practice (NZ Cert in Contemporary Nursing Practice), and for professional development of Nurses in practice. We expect to undertake further development in professional development courses during the life of this Investment Plan.

Further options to explore in this area are:

- Development of an Enrolled Nurse programme – currently the DHB are considering whether they will support this scope of nursing practice;

## Health - Targeted Outcomes Report continued

- Development of a Graduate Certificate in Nursing through offering further professional development courses to lead to this qualification. This is to respond to the demand for relevant and accessible ongoing professional development opportunities for registered nurses;
- Involvement in the TANZ Master of Nursing project to offer a paper in this programme;
- Possible alignment of the Certificate in Foundation Nursing with the Certificate in Tertiary Studies;
- The possibility of supporting Open Polytechnic's offering of a qualification in mental health support work.

### Social Services

Both existing Diplomas in Applied Counselling (Level 7) and Social Work (Level 6) will be phased out over a three year period, being replaced in stages with the introduction of a Bachelor in Applied Social Sciences, with endorsements in Social Work and Counselling, in collaboration with Wintec. Transition arrangements from 2010 to 2011 will see an increase of 27 EFTS from 2010 to 2014 the total increase in EFTS is likely to be around 16, with staffing at approximately 2010 levels.

For more than a decade up to 2009, NMIT offered a Certificate in Nanny Education. This programme was phased out during 2009, and is no longer offered. Although on occasion it had experienced strong demand, student numbers were falling. From 2010 NMIT has entered into an arrangement with Open Polytechnic whereby we support the delivery of a Diploma in Teaching (Early Childhood Education), which in mid-2010 became a Bachelor in Teaching (Early Childhood Education). As well the Open Polytechnic Certificate in early Childhood Education is also supported by NMIT under this arrangement. This arrangement is in its infancy, we anticipate that it could be a model for further programme offerings in collaboration with this institute.

### Key Actions and Direction: Health

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Explore options for Enrolled Nurse programme	DHB confirmation of support for this programme. July 2011	Development of an Enrolled Nurse programme was not explored in 2011.	This was due to the extensive development project with CPIT and the Bachelor of Nursing programme and the ensuing Nursing Council Audit and NZQA Accreditation in August 2011. NMIT has a clear pathway forward with CPIT and development plans for a sustainable and collaborative Bachelor of Nursing curriculum. The options of an Enrolled Nurse programme will be explored in 2012/2013. This will also be discussed as a collaborative option with CPIT.

## Health - Targeted Outcomes Report

### Key Actions and Direction: Health

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Expand professional development courses for nurses in practice in collaboration with CPIT.	Diabetes Education offered; Menu of courses in collaboration with CPIT. 8 EFTS generated	<p><b>Diabetes Education</b> was offered in conjunction with the NMDHB. There were 24 enrolments generating 3 EFTS.</p> <p>A <b>Preceptoring programme</b> was also offered to Nursing providers in the Nelson region, who take students for practice placements. No Fees.</p> <p>A <b>Contemporary NZ Nursing practice programme (CAP)</b> was offered with 17 International students and 1 domestic student enrolled, generating 6.75 EFTS</p>	<p>This will be offered again in 2012.</p> <p>This will be offered again in 2012.</p> <p>Two programmes are proposed for 2012. With a total potential of 25 International and 25 Domestic students.</p> <p>All of these can be looked at in collaboration with CPIT as the two Nursing programmes become more closely aligned. The BN was the focus in 2011.</p>
Explore options for Enrolled Nurse programme	DHB confirmation of support for this programme. July 2011	Development of an Enrolled Nurse programme was not explored in 2011.	This was due to the extensive development project with CPIT and the Bachelor of Nursing programme and the ensuing Nursing Council Audit and NZQA Accreditation in August 2011. NMIT has a clear pathway forward with CPIT and development plans for a sustainable and collaborative Bachelor of Nursing curriculum. The options of an Enrolled Nurse programme will be explored in 2012/2013. This will also be discussed as a collaborative option with CPIT.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report	The Annual Operating and Action Plans from the 2010 Self-Assessment Report were developed and responded to in 2011.	Continual improvement during 2011 has been evidenced and will be reported on in the 2011 SAR.



## Health - Targeted Outcomes Report continued

### Key Actions and Direction: Social Sciences

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Work in collaboration with Wintec to offer the Bachelor in Applied Social Sciences with endorsements in counselling and social work at NMIT	Programme ready for delivery in February 2011.  EFTS: DSW 18 DAC 27 BAppSocSci 45	NMIT underwent a successful NZQA site accreditation in September 2010 and the Wintec Bachelor of Applied Social Science in both Counselling and in Social Work was introduced in February 2011 at NMIT.  <b>2011 Social Science EFTS</b> DSW= 17.5625 + 1 Int DAC= 22.7 CCSW = 13.1250 BAppSocSci = 72.5	BAppSocSci Level 5 was introduced in 2011 with 25 EFTS in each discipline and as well, Level 7 transition programmes were offered for graduates of the Diploma in Applied Counselling and the Diploma in Social Work. (21 students graduated with the BAppSocSci)  Level 6 will be introduced in 2012.
Work in collaboration with Open Polytechnic to support the offering of Bachelor of Teaching (ECE) Certificate in Early Childhood Education	MoA reviewed and working well for both parties; Tutorials delivered as per MoA	The MoA was reviewed and resigned on February 25 <sup>th</sup> 2011.  A visit from Raymond Young, OP in Semester two, helped to clarify each party's needs and understanding.	The Level 5 certificate was changed to a Level 4 certificate for 2011.  Tutorials are now organised and run by the OP using NMIT facilities.  Enquiries remain constant and high for ECE
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report	The Annual Operating and Action Plans from the 2010 Self-Assessment Report were developed and responded to in 2011.	Continual improvement during 2011 has been evidenced and will be reported on in the 2011 SAR.

## Hospitality and Wellbeing - Targeted Outcomes Report

### Extract from the Investment Plan:

#### Hospitality

NMIT has extensive experience in meeting regional training needs in tourism and hospitality, and training in tourism and hospitality has been offered at the Institute since 1987. Two years of culinary training are offered to train chefs to a professional level and there is also training for restaurant, bar and wine service to meet the needs of a rapidly expanding and diversified restaurant and café culture in Nelson and Marlborough. The tourism cluster currently consists of the Diploma in Tourism Management which includes the Certificate in Tourism and Travel, Diploma in Adventure Tourism and the Cultural Tourism programme as well as short courses.

#### Wellbeing

The twenty week Beauty Services course offered at the Marlborough campus introduces students to the beauty industry and provides the skill and knowledge to work in pharmacies or beauty therapy clinics as a junior. The Nelson campus Certificate in Beauty Therapy takes the training to another level and completes the training required to operate as a Beauty Therapist. Training is complemented with the Beautyzone Salon that provides a realistic work environment for students to develop their skills.

To ensure a healthy population with adequate exercise, it is important to invest in training professionals who can coach children, adults and the ageing population to increase physical activity, eat healthily and minimise obesity. There is a growing trend for individuals and groups to engage personal trainers to work with them to assist in realising personal fitness goals safely. Across Nelson and Marlborough, there is increasing interest in establishing high performance centres for promising athletes within the region.

NMIT supports these goals through the Diploma in Applied Fitness. Graduates are equipped to work in the fitness and related industries. They can also pathway to an AUT Bachelor of Sport and Recreation delivered at NMIT. The facilities for Applied Fitness include a working gym to allow students to act as trainers/personal trainers in a supervised environment.

The need for hairdressing services remains an important part of everyday life within New Zealand and around the world. NMIT's provision of hairdressing programmes includes a Certificate in Professional Hairdressing (Level 3), which encompasses a National Certificate in Hairdressing (Level 2), and an Advanced Professional Hairdressing programme at level 4.

#### Investment Plan proposals for Hospitality:

No specific proposals were included in the Investment Plan for Hospitality.

#### Investment Plan proposals for Wellbeing:

There are anticipated increases in EFTS in Beauty Therapy, Applied Fitness and Hairdressing that will enhance revenue and contribution from these programmes. Operating efficiencies will continue to be explored in the area of hairdressing.

Maintain and strengthen relationships with AUT in the delivery of the Bachelor of Sport and Recreation as a pathway from the Applied Fitness programme.

Enhance pathways of Maori students from local secondary schools to the applied fitness programme.

Develop facilities on NMIT campus for the delivery of the fitness programme.

Further develop beauty therapy training to include spa therapy.

Deliver the advanced hairdressing programme to increase the portfolio of hairdressing programmes at NMIT.

Ensure effective applied learning activities in wellbeing to increase the effectiveness of training.

## Hospitality and Wellbeing - Targeted Outcomes Report

### Key Actions and Direction: Hospitality

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Develop Self-Assessment to support the implementation of the Investment Plan & encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	2010 Self-assessment report Action Plans regularly visited in 2011.	Full details will be in the 2011 SAR.

### Key Actions and Direction: Wellbeing

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Develop facilities on NMIT campus for the delivery of the fitness programme.		Decision made to redevelop B-block as a Fitness testing centre. This has been implemented over Christmas 2011 for 2012 delivery.	Need to discuss future plans for the fast growing Fitness areas.
Develop beauty therapy training to include spa therapy.	28 EFTS Beauty Therapy Nelson  14 EFTS Beauty Services Marl.		Not developed for 2012. Awaiting the outcome of the Beauty TRoQ in 2012.
Deliver the advanced hairdressing programme to increase the portfolio of hairdressing programmes at NMIT.	10 EFTS Advanced hairdressing  28 EFTS Hairdressing Nelson  14 EFTS Hairdressing Marl.		Achieved in 2011 for the 1 <sup>st</sup> time with successful delivery of the Advanced hairdressing programme.
Develop Self- Assessment to support the implementation of the Investment Plan & encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report	Made progress in 2011 and expect this to be reflected in the 2011 SAR reports.	

## Investment Plan Targeted Outcomes Report - Institutional Sections

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## International Marketing - Targeted Outcomes Report

### Extract from the Investment Plan:

NMIT has developed an international student market over the last five years based around partnership agreements with individual off-shore institutions and a close working relationship with individual agents. The partnerships involve in-country delivery in China with progression to NMIT programmes; institution to institution and institution to government links in Sweden and Chile; exclusive agent recruitment in India and Germany. The Institute also has on-going relationships for recruitment with Saudi Arabia and Japan.

NMIT's overarching objectives for its international marketing through to 2013 are:

#### Revenue-generated recruitment are to:

- generate revenue for NMIT outside of the NMIT CAP environment;
- contribute to the viability and sustainability of NMIT; and
- be measured by the EFTS and revenue targets as indicated in the NMIT budget on an annual basis.

#### Targets by country are to:

- recognise NMIT's key international markets and saturation levels for students from each of the markets;
- be measured by looking at percentage EFTS and student enrolment numbers on campus;
- identify key methods of recruiting students from different regions; and
- benchmark against Education New Zealand's statistics.

#### Targets by programme are to:

- identify programmes which are attractive to and cooperative with international students within key markets; and
- obtain feedback from key partners including students, agents, and Education New Zealand.

#### Risk Management:

- to identify risk areas within each key market; and
- to ensure safety nets for changes identified in risk areas are managed.

#### Retention of Students:

- to provide appropriate support from enrolment to graduation for international students; and
- to ensure NMIT has policies and procedures in place in order to retain student numbers and their course completion.

International students are important to NMIT's future, both in terms of the revenue they generate and the exposure that New Zealand students get to other cultures.

To successfully achieve growth, institute-wide support of an international strategy where Management Team and International Team and tutors work together to the same strategy is required.

International students are an important area with growth potential for NMIT. There are opportunities to increase emphasis on commercial decision-making based on potential markets aligned with profile strategies, improved potential market analysis, competitor awareness, accurate pricing and consideration of opportunity cost to ensure that NMIT's international student activity contributes to the viability of NMIT.

## International Marketing - Targeted Outcomes Report

### Key Actions and Direction: International Marketing

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
<b><u>CHINA</u></b> Extend Marketing and Partnerships within China.	Identify improvements and extension to existing partnerships with Kaifeng University and Zhejiang Water and Hydro College.	The agreements with Kaifeng University and Zhejiang Water Conservancy and Hydropower College have been extended by a further 5 and 8 year terms respectively.	A further relationship has been established with Hunan University of Technology covering business, IT and Arts & Media
Attract inbound Chinese students.	Create a new inbound agent plan to host key agents from Auckland and Christchurch to NMIT.	NMIT visited a key China agent based in Auckland who is interested in pursuing programme development in aviation sector.	
Assess Programme demand from Chinese students.	Review existing programme and investigate extension into Viticulture, Aviation Engineering and Maritime studies.	NMIT CEO met with NZTE in Shanghai and ENZ Counsellor in Beijing Oct. 2011 & discussed NMIT's interest in exploring opportunities for maritime and viticulture education provision. Met with Zhejiang Ocean University to discuss maritime programmes; and also with China Eastern Airlines and China Civil Aviation Authority in Oct. 11 to discuss aviation training opportunities.	
<b><u>INDIA</u></b> Improve market intelligence.	Develop stronger strategic planning for Indian market – focus on support of key student recruitment agents.	Clean-up of recruitment agent database completed, and focus on support of key Indian agents to begin in 2012.	
Further develop programme and support initiatives attractive to agents and students.	Identify best practice within NMIT and other TEOs and incorporate in offer.	Business and IT applicants all receive a study plan with offer documents to help show study pathway at NMIT.	New NMIT structure and TRoQ prevented new programme development.
<b><u>JAPAN</u></b> Support existing partnerships and cohorts.	Review management and existing MoUs and agent agreements.	Oberlin pilot agreement integrated into Aviation Pilot Programme Area management and new agreement in place.	NMIT to look at other opportunities with Oberlin, Seinan Jo and Kanagawa Universities in 2012.

## International Marketing - Targeted Outcomes Report

### Key Actions and Direction: International Marketing

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
<p><b><u>SAUDI ARABIA</u></b> Extension of scholarship offering.</p>	Grow English Language Programme student numbers and progression opportunities to 'main stream' provision.	NMIT had 20 Saudi and Omani students in 2011 for English Language tuition.	NMIT not yet approved under Saudi scholarship programme to provide mainstream provision.
<p><b><u>GERMANY</u></b> Research and develop new agent relationship for German market.</p>	Complete selection of agent and set targets for recruitment.	Relationship with DHBWs expected to be expanded due to signature of MOU in 2012.	German agents not interested in working with new partners due to economic crisis, and want to support existing relationships until economic recovery underway.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report.	SAR completed and action plan in progress.	

## Māori Education - Targeted Outcomes Report

### Extract from the Investment Plan:

In 1991 the then Nelson Polytechnic council conducted research in regards to Māori participation within the institute and the accumulation of the research initiated the formation of a unique Maori pathway. Initially the linkages were with individual Māori members of the greater NMT region, however it very quickly became obvious that this needed to include the eight iwi from Te Tahī Ihu. A Iwi Advisory Committee to NMIT was put in place and recent developments have seen this Committee become the Iwi Māori Kaunihera with relationships at the Governance level and through the CE.

TTM was established as a Māori Unit in 1992 and began to offer Te Reo Māori language courses from 1994. Currently no other provider delivers Te Reo Māori to a National Certificate level in the region.

NMIT has a license agreement with Te Ataarangi Inc who is a national provider of te reo Māori programmes in the tertiary sector.

### Investment Plan proposals for Māori Education:

Te Reo Māori me ona tikanga remains a major priority for Iwi and Māori and this remains at the heart of TTM provision.

We currently offer two language programmes at pre-entry, entry and intermediate levels (Te Rito o Te Reo and Te Tuara me Te Tinana o Te Reo), which are offered both on and off Campus.

Some off campus delivery is on local marae allowing for the further development of relationships between TTM and Iwi and is beneficial for the Institution as a whole. Full and part-time study options are available and students participate in total immersion learning. New areas of expansion and growth are planned to enable more options for students who would not have the ability to study otherwise. An example is the development of a Diploma in Te Reo Māori L5/6.

We have recently undertaken research into the delivery of Diploma in Te Reo Māori L5/6. The research has shown that there is a need for a Diploma and TTM will continue to explore this including possible collaboration partners.

TTM has also progressed Te Reo Māori programmes in the last few years to Kaikoura/Marlborough/Takaka and Waimea with varying degrees of success. This provision is to be reviewed and flexible learning and distance learning options for students off campus will continue to be explored.

TTM also intends to deliver a wider range of programmes for students including Tikanga Māori, Mahi Toi and other kaupapa. TTM and NMIT has begun discussions in 2010 with possible collaboration partners and will look to progress these discussions

Te Tari Maori has offered Treaty of Waitangi workshops to a large number of students at NMIT each year and also to a range of community organisations, secondary schools, companies and government agencies. The workshops provide insight into historical events of importance to organisations interested in working with or for Iwi/Māori and Māori development organisations.

The Community workshops are currently self-funded and TTM is wanting to continue and increase the number of self-funded workshops offered.

Further to these developments TTM has been considering the existing delivery of kaupapa Māori topics which are in other programmes which are delivered outside of TTM, i.e Bachelor of Nursing, and whether the current delivery models are working in line with the directions in the current TEC Strategy. An option being explored is that all Kaupapa Māori topics be delivered by TTM.



## Māori Education - Targeted Outcomes Report

### Key Actions and Direction: Māori Education

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Explore the feasibility of introducing the Level 5 Diploma in Te Reo me ona tikanga.	Concept Plan and Impact reports taken through the academic, quality and financial processes.	Needs assessment project undertaken and discussion around providers initiated	Ongoing; project to be advanced in 2012.
Develop collaborative relationships with the wananga.	An agreed MoU in place with at least one wananga.	Discussions initiated with Te Wananga o Aotearoa	Ongoing; other potential partners to be explored.
Deliver Treaty workshops.	At least 6 Treaty workshops delivered to 10 employers.	The delivery of Treaty components for NMIT Programme Areas including Creative Industries and Aviation.	The delivery of Treaty relevant outcomes utilising a cultural awareness approach was initiated with Creative Industries.
Explore the feasibility of TTM delivering tikanga across NMIT curriculum areas.	Decision is made by Directorate.	Discussion initiated with Directorate and agreed to in principle.	Project to be further developed in 2012
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report	Self-assessment reports completed by Te Tari Māori staff.	Staff will be encouraged to continue utilising the self-assessment tool as a means to improve outcomes.

## Youth Transitions - Targeted Outcomes Report

### Extract from the Investment Plan:

Since its inception, the Curriculum Alignment project has resulted in 52 NMIT agreements with regional secondary schools. The subject areas have spanned: hairdressing, beauty, animal care, agriculture, cookery, hospitality, outdoor recreation, maritime, business administration, automotive, engineering, carpentry and childcare. These agreements allow secondary school students to experience tertiary study in their chosen areas of interest.

In addition to providing courses that are eligible for Secondary Tertiary Alignment Resource (STAR) funding, NMIT's secondary school portfolio of provision has expanded to support Gateway, industry collaborations and provide a wider range of services to meet the needs of senior students. The Gateway programme allows senior secondary students to experience structured workplace learning. The learning is hands-on and practical. Students are assessed in the workplace for unit and achievement standards which contribute to the National Certificate of Educational Achievement (NCEA), as well as industry specific qualifications. The programme is designed to strengthen the pathway for students from school to workplace learning.

### Investment Plan proposals for Youth Transitions:

Extent of stakeholder relationships with secondary schools in the region	2011	2012	2013	Increasing the number of young people moving successfully from school into tertiary education
Every school with year 11-13 students in top of the south has a presentation from NMIT on careers and course opportunities.	14 Schools (38 Presentations)	14 Schools (38 Presentations)	14 Schools (38 Presentations)	Number of presentations may vary depending on whether done in class groups or whole year groups.
Secondary students attend STAR funded programmes.	800	830	860	Depending on programme availability
Students from local secondary schools take up ½ degree for free scholarship	56	58	60	Depending if scholarship continues past 2011
Students* attend Student for a Day scheme to try out the programme they want to study in.	*35	*40	*45	Potential of one student per week by 2013 with focus on Marlborough uptake
Tutorial engage in presentations* to secondary schools in the top of the south	*15	*20	*25	Aim to have tutors present to aligning subject area at local school
16 and 17 year olds* in top of the south take up the Youth Guarantees Scholarship	*40	*50	*50	Depending if funding continues through TEC

## Youth Transitions - Targeted Outcomes Report

### Key Actions and Direction: Youth Transitions

Key Actions and Direction	2011 Targeted Outcomes	2011 Actual Outcomes	Commentary
Every school with year 11-13 students in top of the south has a presentation from NMIT on careers and course opportunities.	14 Schools (38 Presentations)	14 Schools and 38 presentations complete	
Secondary students attend STAR funded programmes.	800	601	Original figure of 800 was enrolment numbers not actual student numbers
Students from local secondary schools take up ½ degree for free scholarship	56	39	56 applications but only 39 were accepted on to the scholarship
Students* attend Student for a Day scheme to try out the programme they want to study in.	*35	34 achieved	
Tutorial engage in presentations* to secondary schools in the top of the south	*15	15 completed	
16 and 17 year olds* in top of the south take up the Youth Guarantees Scholarship	*40	56 places taken	
Recruit and integrate Youth Guarantee Students into NMIT	50 EFTS delivered	50 EFTS achieved	
Introduce new certificates meeting the requirements of the Youth Guarantee Programmes and focussing on the needs of YG learners including Maori and Pasifika young people.	Qualifications ready for successful recruitment for February 2011 50 EFTS generated with at least 10 Māori/Pasifika learners.	New Certificate postponed as only 50 YG EFTS 25% of YG Students Maori	
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2010 Self-Assessment Report		

## NMIT Performance Commitment Reporting – Participation

The following Performance Commitments are drawn from NMIT's Investment Plan 2011-2013; these were developed to align with the Government's Tertiary Education Strategy priorities.

The Institute's 2011 actual performance is reported against the planned performance, together with the Institute's performance from the previous three years.

When NMIT's 2011-2013 Investment Plan was completed final figures for the 2010 academic year for the measures below were not available, therefore, NMIT has noted below the figures recorded in the 2011-2013 Investment Plan and the actual 2010 results.

Commentary is provided on page 54 on those variances NMIT considers significant, these are based on variances against the planned performance targets recorded in the Institute's Investment Plan.

Participation	Previous Performance				Planned Performance	Actual Performance	TES relationship
	2008	2009	2010 (Planned as per Investment Plan)	2010 (Actual Results)	2011	2011	
The proportion of SAC EFTS enrolled who are <u>Māori</u>	11%	11%	11%	13%	10%	13%	Increasing the number of Maori students achieving at higher levels
Level 1 to 3	4%	4%	4%	5%	3.5%	4%	
Level 4 and above	7%	7%	7%	8%	6.5%	9%	
The proportion of SAC EFTS enrolled who are <u>Pasifika</u>							Increasing the number of Pasifika students achieving at higher levels
Level 1 to 3	2%	2%	2%	1%	2%	1% <sup>1</sup>	
Level 4 and above	3%	3%	3%	3%	3%	3%	
The proportion of SAC EFTS enrolled who are <u>aged under 25</u>							Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees
Level 1 to 3	14%	15%	17%	15%	18%	11%	
Level 4 and above	27%	27%	28%	30%	30%	35%	
The number of international EFTS			250	250	422	659 <sup>2</sup>	

<sup>1</sup> With regard to "The proportion of SAC EFTS enrolled who are Pasifika" at Level 1 to 3, these totalled 28.2 EFTS in 2011, so there are significant percentage changes from a small base.

<sup>2</sup> With regards to "the number of international EFTS" in 2011, the reported figure (659) includes 359 EFTS delivered in China.

## NMIT Performance Commitment Reporting – Completion

	Previous Performance				Planned Performance	Actual Performance	TES relationship	
	2008	2009	2010 (Planned as per Investment Plan)	2010 (Actual Result)	2011	2011		
Successful course completion rate for all students (SAC EFTS)	68%	68%	74%	78%	76%	71%	Improving the educational and financial performance of providers	
Level 1 to 3	60%	63%	72%	75%	76%	72%		
Level 4 and above	74%	71%	72%	80%	76%	71%		
Qualification completion rate for all students (SAC EFTS)	43%	51%	55%	60%	60%	61%		
Level 1 to 3	43%	60%	60%	67%	65%	66%		
Level 4 and above	44%	46%	42%	58%	55%	60%		
Student retention rate for all students (SAC EFTS)	40%	47%	48%	50%	50%	57%		
Student progression for students (SAC EFTS) at levels 1 - 3	27%	18%	28%	25%	30%	26%		
<b>Successful course completion for Māori students (SAC EFTS)</b>								
Level 1 to 3	64%	53%	55%	71%	60%	65%	Increasing the number of Māori students enjoying success at higher levels	
Level 4 and above	62%	64%	65%	72%	70%	68%		
<b>Qualification completion for Māori students (SAC EFTS)</b>								
Level 1 to 3	44%	52%	55%	59%	60%	59%		
Level 4 and above	35%	45%	48%	50%	50%	69% <sup>3</sup>		
<b>Increasing the number of Pasifika students achieving at higher levels<sup>9</sup></b>								
Level 1 to 3	60%	52%	55%	81%	60%	72%	Increasing the number of Pasifika students enjoying success at higher levels	
Level 4 and above	57%	54%	55%	49%	60%	58%		
<b>Qualification completion for Pasifika students (SAC EFTS)</b>								
Level 1 to 3	70%	98%	70%	76%	70%	62%		
Level 4 and above	22%	89%	60%	38%	70%	53%		

<sup>3</sup> With regards to “increasing the number of Pasifika students achieving at higher levels”, the percentage figures vary greatly (across years) with small base EFTS numbers.

## NMIT Performance Commitment Reporting – Completion

	Previous Performance				Planned Performance	Actual Performance	TES relationship
	2008	2009	2010 (Planned as per Investment Plan)	2010 (Actual Result)	2011	2011	
<b>Successful course completion for students (SAC EFTS) aged under 25</b>							Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees
Level 1 to 3	59%	62%	61%	68%	70%	72%	
at level 4 and above	77%	67%	73%	78%	80%	68%	achieving qualifications at levels 4 and above, particularly degrees
<b>Qualification completion for students (SAC EFTS) aged under 25</b>							
Level 1 to 3	46%	57%	53%	59%	60%	65%	
at level 4 and above	43%	36%	39%	50%	55%	50%	
The proportion of level 1 - 3 courses offered that contain embedded literacy and numeracy	n/a	n/a	50%	50%	70%	70%	Improving literacy, language and numeracy and skills outcomes from levels one to three study
The proportion of EFTS assessed as requiring additional literacy and numeracy who are enrolled in level 1 - 3 provision and make literacy and numeracy progress as measured by the Literacy and Numeracy for Adults Assessment Tool	n/a	n/a	target in trial period 50%		70%	18%	Improving literacy, language and numeracy and skills outcomes from levels one to three study

## NMIT Defined Educational Performance Commitments – 2011 Performance Reporting

NMIT Defined Commitments	2010	Planned Performance	Actual Performance	Commentary
		2011	2011	
Secondary students attending Tertiary Pathway Programmes	750	800	601	Total number attending STAR Courses for 2011 was 601 or 43.55 EFTS
Students from local secondary schools enrolling directly onto degree programmes	54	56	39	Received <u>56</u> applications, but only <u>39</u> were accepted onto programmes
Proportion of learners with an agreed and signed learning contract	-	70%	80%	This figure reflects main stream programmes. It does not include students on programmes delivered by our partners, such as SUTI and this shortfall will be addressed in 2012.
Proportion of level 1 – 3 learners using an Individual Learning Plan (ILP)	35%	55%	70%	
Proportion of level 4 – 5 learners using an ILP	-	20%	20%	
Proportion of teaching staff observed through the TALO scheme	30%	75%	59%	Ninety-one staff had at least one of their lessons observed. The lesson observation programme (TALO) was disrupted by the organisational restructuring which impacted on the opportunities for Heads of School and Programme Area Leaders to undertake observations.
Proportion of TALO observed learning activities judged to be 'good' or 'outstanding'	50%	40%	75%	12% of observations were judged to be 'outstanding', 62% 'Good' and 24% were judged to be 'Satisfactory'.
Proportion of TALO observed learning activities judged to be 'inadequate'.	10%	15%	2%	Staff development programmes will be introduced to increase the proportion of 'outstanding' grades and to address those considered only 'satisfactory'. Staff whose lesson was evaluated as 'inadequate' agree a personal action plan with their line managers focussing on immediate improvement.
First Impressions Survey - Learners' experience 'exceeded expectation'	24%	30%	16% 'exceeded expectations'	72% learners' experience 'met expectation'
Learner Experience Survey - Learners' experience' exceeded expectation'	27%	35%	26% 'exceeded expectations'	62% learners' experience 'met expectation'
Graduate Destination Survey - Proportion of respondents who would recommend the Programme to others	-	80%	90%	

## NMIT Defined Educational Performance Commitments – 2011 Performance Reporting

NMIT Defined Commitments	2010	Planned Performance	Actual Performance	Commentary
		2011	2011	
Proportion of courses recorded on the SDR against 'Internet code 3&4'.	8%	25%	15.3%	In 2011 there was a significant increase in number of courses at Ministry of Education (MoE) level 2 definition (141% increase) which should flow through to MoE levels 3 & 4 in 2012.  2011 figures reflected a focus on the use of the internet. 2012 figures will include a wider range of technology supported learning under NMIT's newly established definitions of blended learning.
Proportion of programme portfolio with evidence of up-to-date engagement and review	100%	100%	100%	All programme areas were subject to review either as part of Self-Assessment or the programme development and redevelopment process through to Academic Board.
Proportion of Curriculum Areas undergoing Internal Review per annum	10%	25%	26%	10 Internal Reviews were undertaken.
Proportion of Curriculum Area Moderation Actions Plans in place	65%	75%	70%	Progress has been made across most curriculum areas but there is a need for greater consistency.
Assessment materials meet national external moderation requirements for assessment against standards managed by NZQA	70%	75%	73%	Modification of assessment material required for 27%, therefore no assessment material was not approved, or required submission.
External Evaluation and Review (EER) reports 'High Confidence' in both Educational Performance and Capability in Self-Assessment	-	-	-	Not applicable for 2011. An External Evaluation and Review (EER) is scheduled for Oct./Nov. 2012.
Proportion of Programmes <sup>4</sup> where Advisory Committees meet at least twice a year.	80%	85%	37% <sup>5</sup>	The 2011 organisational restructure, which had a significant impact on curriculum area management, disrupted arrangements for the Advisory Committees. In some cases, notably in Tourism, Business and Pilot training, the Tertiary Review of Qualifications (TROQ) fulfilled some of the purpose of the Advisory Committee.

<sup>4</sup>When the Investment Plan was written the intention behind this measure was to record the proportion of Advisory Committees that met more than once a year, as opposed to calculating the proportion of programmes which had an Advisory Committee meeting.

<sup>5</sup>10 out of 27 Advisory Committees met at least twice, a further 10 Advisory Committees met once during the year.



## NMIT Defined Educational Performance Commitments – 2011 Performance Reporting

		Planned Performance	Actual Performance	Commentary
NMIT Defined Commitments	2010	2011	2011	
Published research which underpins the economic and social development of the region (number of reports)	10	20	21	

## Statement of Resources

For the year ended 31 December 2011

	2011 Land Area Ha	2011 Buildings Area m <sup>2</sup>	2010 Land Area Ha	2010 Buildings Area m <sup>2</sup>
<b>Crown Properties and Buildings</b>				
Nelson Campus	3.55	19,837	3.55	20,240
Richmond Campus	0	854	0	577
Marlborough Campus	5.47	876	5.47	876
Brook Campus	0	376	0	376
<b>Total</b>	<b>9.02</b>	<b>21,943</b>	<b>9.02</b>	<b>22,069</b>

	2011 Land Area Ha	2011 Buildings Area m <sup>2</sup>	2010 Land Area Ha	2010 Buildings Area m <sup>2</sup>
<b>Institute Owned Properties and Buildings</b>				
Nelson Campus	0.57	9,356	0.57	7,363
Richmond Campus	4.65	709	4.65	709
Marlborough Campus	0	1,723	0	1,723
Brook Campus	0	50	0	50
Woodbourne Campus	0	1,328	0	1,328
<b>Total</b>	<b>5.22</b>	<b>13,166</b>	<b>5.22</b>	<b>11,173</b>

	2011 Buildings Area m <sup>2</sup>	2011 Annual Rental (\$000)	2010 Buildings Area m <sup>2</sup>	2010 Annual Rental (\$000)
<b>Leased Properties and Buildings</b>				
Woodbourne RNZAF	5,812	0	5,812	0
Brook Campus	0	4	0	4
Cawthron Aquaculture Facility	204	13	199	13
<b>Total</b>	<b>6,016</b>	<b>17</b>	<b>6,011</b>	<b>17</b>

### Library Resources

Available resources include:

	2011	2010
Monographs	35,854	45,862
Serials	21,518	22,828
Non-book items e.g. DVDs	1,430	1,610

In addition, internet access was provided free of charge in both libraries.

## 2011 EFTS

	TEC	Int'l	ITO	YG	STAR	Other	Total
2011 Target	2,573	481	30	50	22	44	3,201
2011 Actual	2,499	659	38	51	44	60	3,351

### By Programme Area Actual 2011\*

	TEC	Int'l	ITO	YG	STAR	Other	Total
Applied Business	661	76	-	-	3	-	741
Applied Business (overseas delivery)	-	259	-	-	-	-	259
Aviation	414	30	-	-	-	8	452
Business Services	178	23	-	3	-	-	204
Business Services (overseas delivery)	-	101	-	-	-	-	101
Creative Industries	159	2	-	-	-	-	161
Foundation & English Language	65	60	-	-	-	6	131
Health <sup>#</sup>	432	10	-	-	2	4	448
Hospitality & Wellbeing	185	2	19	22	1	8	237
Learner Journey	5	-	-	-	-	-	5
Maori Education	47	-	-	-	-	-	47
Maritime	64	89	-	2	-	24	179
Primary Industries	130	7	-	-	2	10	149
Trades	159	1	20	25	35	-	240
<b>Total</b>	<b>2,499</b>	<b>659</b>	<b>39</b>	<b>51</b>	<b>44</b>	<b>60</b>	<b>3,351</b>

\*Numbers do not exactly add up due to rounding.

<sup>#</sup> Numbers do not include WINTEC EFTS.

### By Programme Area Target 2011\*

	TEC	Int'l	ITO	YG	STAR	Other	Total
Applied Business	500	77	-	-	1	-	578
Applied Business & Business Services (overseas delivery)	-	200	-	-	-	-	200
Aviation	481	32	-	-	-	12	525
Business Services	225	21	-	8	-	-	254
Creative Industries	175	-	-	-	-	-	175
Foundation & English Language	64	57	-	5	-	2	128
Health	406	4	-	-	1	6	417
Hospitality & Wellbeing	205	3	14	11	5	6	244
Learner Journey	10	-	-	-	-	-	10
Maori Education	54	-	-	-	-	1	55
Maritime	104	84	-	6	1	11	206
Primary Industries	174	4	-	-	2	6	186
Trades	176	-	16	20	12	1	225
<b>Total</b>	<b>2,573</b>	<b>481</b>	<b>30</b>	<b>50</b>	<b>22</b>	<b>44</b>	<b>3,201</b>

\*Numbers do not exactly add up due to rounding.

## Analysis of Enrolments

	2011	2010
Total unique students	7,364	8,782
Enrolments per EFTS	2.20	2.37

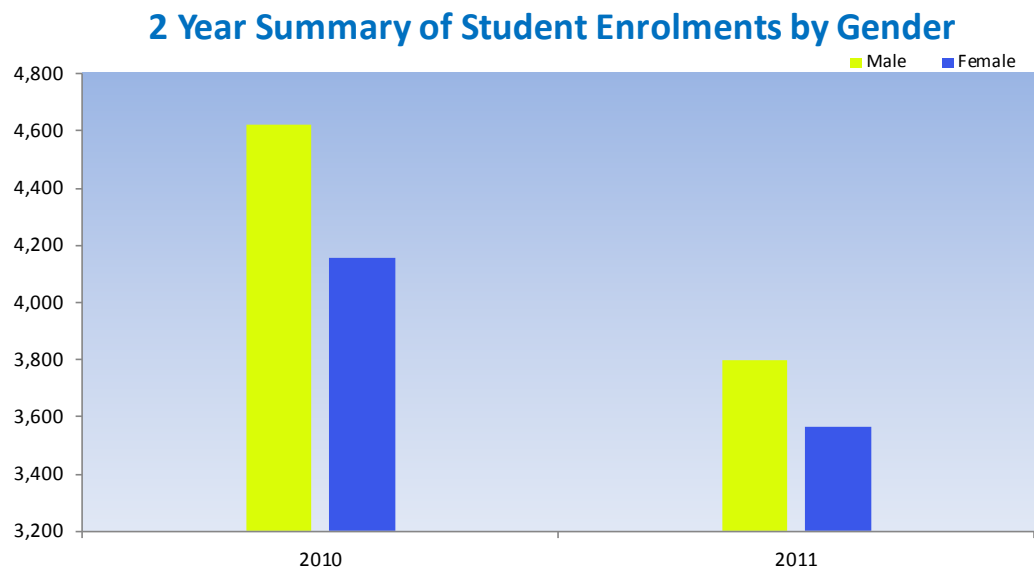
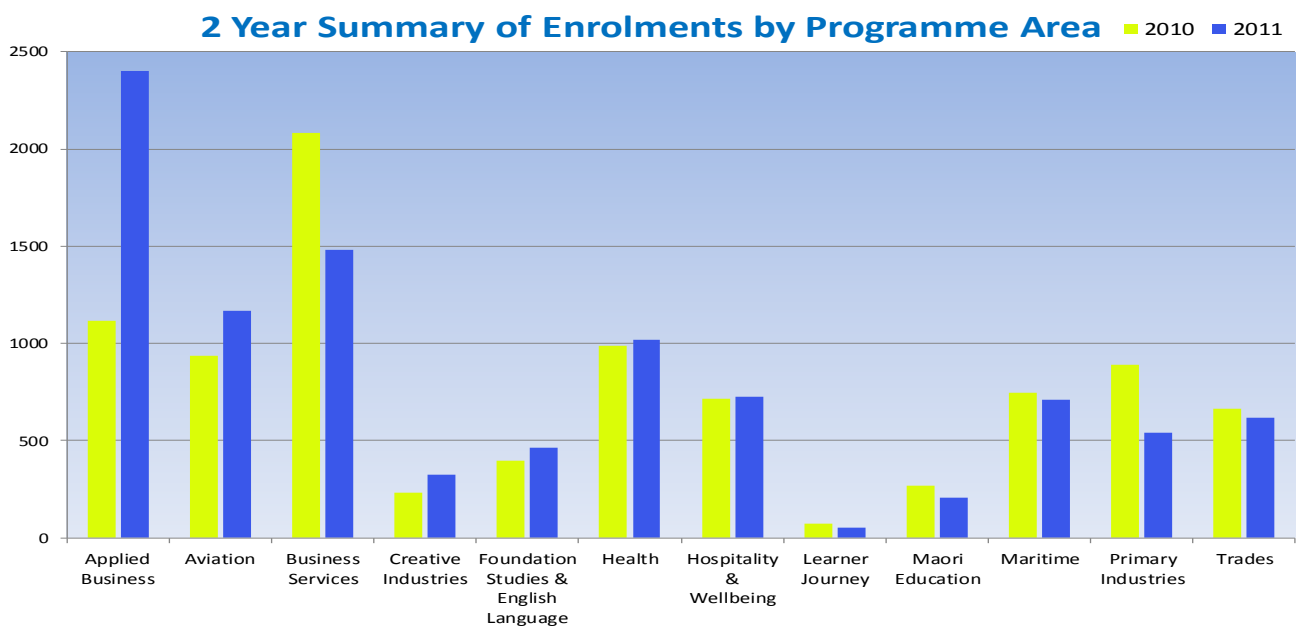
### Student Ethnicity

Percentage Māori students*	11.1%	10.7%
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\*Includes all categories of students, (i.e. SAC, ITO, Youth Guarantee and self-funded students)

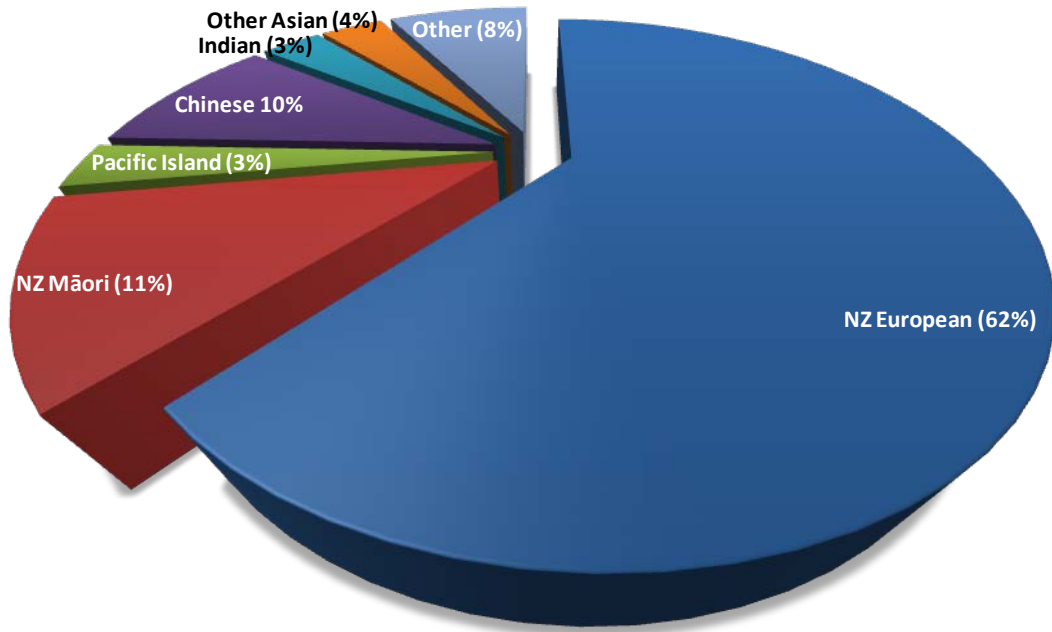
### Student Gender

Percentage female students	48.4%	47.0%
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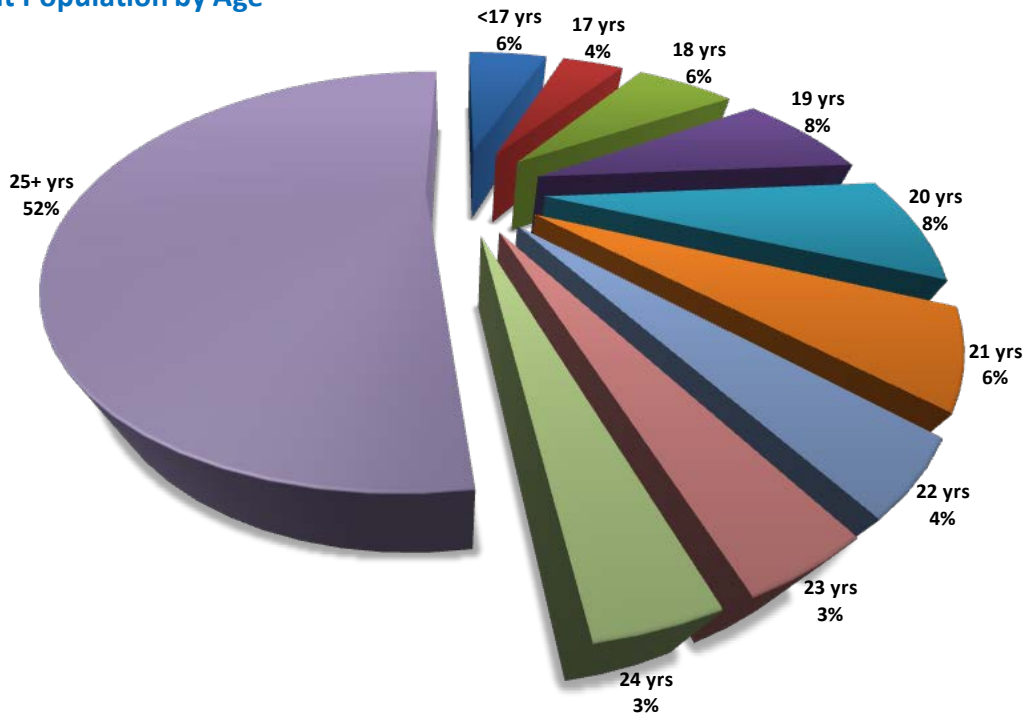
# Student Profile

## Student Ethnicity



Percentages do not add up due to rounding and multiple ethnicity reporting.

## Student Population by Age



## Summary of Activity – Planned and Actual EFTS for 2011

Course Classification Name (existing courses)	Course Classification Code	Funding Category	2011 Planned EFTS	2011 Actual EFTS
Agriculture; Horticulture	1	L1	156.63	113.65
Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences	3	A1	748.09	554.94
Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences	3	A2	43.36	49.50
Business; Accountancy; Office Systems/ Secretarial; Management	4	J1	246.12	552.45
Business; Accountancy; Office Systems/ Secretarial; Management	4	J2	80.00	118.63
Computer Science	6	B1	39.20	33.93
Computer Science	6	B2	46.85	68.38
Engineering; Technology	11	C1	528.22	447.77
Engineering; Technology	11	C2	3.30	5.75
Fine Arts; Design	12	B1	26.10	0.00
Fine Arts; Design	12	B2	52.79	59.25
Law	14	J1	5.00	4.58
Law	14	J2	12.00	12.63
Health Related Professions	17	B1	39.24	23.94
Science	18	L1	35.00	89.35
Trades 2	22	P1	312.59	245.24
Nursing	24	L2	130.30	144.13
<b>TOTALS</b>			<b>2,504.79</b>	<b>2,524.12</b>

# Research Activity Report

## RESEARCH OUTPUTS

### Journal Paper

Fraser, S. (2011). What do we see when we look in the mirror? A critical reflection on the missing role of the social worker as an educator in every day practice. *Australian Association for Social Work and Welfare Education Journal*, 13 (1).

Malthus, S., & Botica-Redmayne, N. (2011). Limited assurance standards: Does one size fit all? *Chartered Accountants Journal*, 26-28.

Mitchell, D., & Horn, A. (2011). Successful initiatives in men's health. *Best Practice Journal*, 34, 40-41.

Scott, C. (2011). Management control system support of initiatives for disruptive students. *International Journal of Educational Management*, 25, 2-3.

Scott, C., & Walker, P. (2011). Value chain analysis of a dairy farm. *The Chartered Accountants Journal*.

### Published Theses

Dalziel, M. (2011). *Living at the edge: Narratives of young people surviving cystic fibrosis* (Unpublished doctoral thesis). University of Western Sydney, Australia.

### Report to External Body

Swift, D. (2011). *The girls' project: Research report*. Stopping Violence Services, Nelson, New Zealand.

### Conference Contribution - Keynote Speaker

Atkins, C., & Diener, S. (2011). *The New Zealand virtual world grid: Jump on board!* 29th Annual Tertiary ICT Conference, Wellington, New Zealand.

Swift, D. (2011). *Welcome to girls' world*. Girls' Colleges New Zealand Principal's Conference, Hastings, New Zealand.

Swift, D. (2011). *Don't mess with me*. Health Research Council Un-Masking Violence Conference, Hawera, New Zealand.

### Conference Contribution – Published Refereed Proceedings

Inglis, J., & Allwright, M. (2011). Workplace bullying. Wayne Dreyer (Ed), *New Zealand Applied Business Journal*. Auckland, New Zealand: Manukau Institute of Technology.

### Conference Contribution - Oral Presentation

Atkins, C., & Gaukrodger, B. (2011). *Learning a second language in second life: Using 'holodecks' for the language classroom*. International Conference on eLearning Futures, Auckland, New Zealand.

Atkins, C., & Gaukrodger, B. (2011). *Virtual worlds virtually anywhere*. National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

Caukill, M. (2011). *The use of IT in marine education*. 2<sup>nd</sup> Annual Conference of Computing and Information Technology, Education and Research in New Zealand Rotorua, New Zealand.

Crawford, C. & Te Amo, P. (2011). *Kia Mahea te hua Makihikihi: Moari Learner Journey Initiatives*. Te Whakarawa Tuapapa Literacy and Numeracy Symposium, Rotorua.

Crawford, C. A. (2011). *The Learner Journey at NMIT: Using Technology*. Justice of the Peace regional Conference, Nelson.

Crawford, C. & Tup, F. (2011) *The Learner Journey In Practice*. NZITP Conference, Christchurch.

Crawford, C. (2011). *How well are we embedding?* ITP Leadership Forum, Hamilton.

Dalziel, M. (2011). *Teaching in a post-structural framework: Examples in a nursing context*. National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

Gaukrodger, B. (2011). *Learning a second language in Second Life*. Shar-e-Fest, Hamilton, New Zealand.

Gaukrodger, B., & Paillat, E. (2011). *Language learning through participation in communities of practice in virtual worlds*. National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

Mogridge, B., & Saunders-Singer, K. (2011). *Teaching and learning observations*. National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

Monahan, K. (2011). *Nursing clinical simulation at NMIT*. National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

Proctor, M. & Atkins, C. (2011). *Remixing the orientation experience: Challenging students to engender engagement and success*. National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

Ruha, E. & Malthus, S. (2011). *Maori land trusts: Facilitating user understanding of financial statements*. NZABE conference, Nelson, New Zealand.

Scott, C. (2011). *Negotiating residential tenancy agreements*. 5<sup>th</sup> New Zealand Management Accounting Conference, Wellington, New Zealand.

Smythe, M., (2011). *Blended learning: A transformative process?* National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

Sturrock, D., & Day, M. (2011). *Introducing individual learning plans at NMIT*. National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

Swift, D. (2011). *Cliques, crews and catfights: Educating the community*. 14<sup>th</sup> National Adult and Juvenile Female Offenders Conference, Salt Lake City, Utah.

Tilly, N. & Yahanpath, N. (2011). *An exploratory study into performance of corporate trustees in relation to failed finance companies in New Zealand*. Auckland Region Accounting Conference 2011, Auckland, New Zealand.

Topping, L., Weir, H., Day, M., James, P., Marwick, K., Hodson, C. & Barnes, A. (2011). *A carousel of successful literacy and numeracy embedded activities*. National Tertiary Learning & Teaching Conference, Te Huinga Ako ā-Motu, Building Futures, Nelson, New Zealand.

### Exhibition

Cornwell, G. (2011). *Indecipherable script (a message sent to the Philistines): Liquid sunshine* [mixed medium installation]. Curated by Kirker, A., Horace Mann Gallery, Print Installation Temporary Residency 2, New York City, New York.

Cornwell, G. (2011). *About appropriation* [drawing charcoal on paper]. A Fine Art Gallery, Matakana, Northland, New Zealand.

Hodson, C. & Wood, L. (2011). *4am Tondo Rondo* [Mixed medium installation]. Curated by Parkinson J., Blue Oyster Project Space, Dunedin, New Zealand.

Hunter, S. (2011). *Anthem*. World of Wearable Arts, Wellington, New Zealand.

Plank, C. (2011). *Patterns rhythms wraps* [Textiles, solo exhibition]. Curated by Martin, R., Fibre Spectrum Gallery, Nelson, New Zealand.

Plank, C. (2011). *Art informs shibori "Out of the box"* [Wool and silk fibre]. 8th International Shibori Symposium, World Shibori Network, Hong Kong.

### Publications – Poem

Fell, C. (2011). Ophelia. Manhire, B., & Wilkins, D. (Eds), *Best of best New Zealand poems*, Wellington, New Zealand: Victoria University Press.

Fell, C. (2011). On Blue Water and Bird View. Bowen, P., Furniss, D. and Wooley, D. (Eds), *The Captain's Tower* Seren, UK.

Fell, C. (2011). *Quietude of the inlet*. [Poem engraved in the Mapua Waterfront Park Reclamation Project], Commissioned by Friends of Mapua Library and Tasman District Council, Nelson, New Zealand.

Wallace, L. (2011). The poi girls. Manhire, B., & Wilkins D. (Eds), *Best of best New Zealand poems*, Victoria University Press: Wellington, New Zealand.

Wallace, L. (2011). Acknowledgements. Lane, C., Patchett, L., & Bell, A. (Eds), *Hue and Cry*, Issue 5, Wellington, New Zealand.

Wallace, L. (2011). The swing, The happy poem and I went to a movie by myself. Hussar, B. (Ed), *Starch*, Wellington, New Zealand: Kilmog Press.

### Publications – Short Story

Wallace, L. (2011). The Night Cyclists. (Ed) Barrowman, F., *Sport 39*, Wellington, New Zealand: Sport Magazine.

### Musical Composition

Ryan, L. (2011). Pacific Riviera (TM005) [Compact Disc]. Torch Music, Nelson, New Zealand. Released through iTunes and ODE Records.

### Original Musical Performance

Breukel, K. (2011). Video Jockey performance, *Lowlands Festival*, Biddinghuizen, Netherlands.



## Equal Employment Opportunities Report

Nelson Marlborough Institute of Technology (NMIT) is firmly committed to the principle of non-discrimination. Our purpose is to ensure that all employees and applicants for employment have equal employment opportunities regardless of gender, race, religious belief, disability, marital status or sexual orientation.

The Institute is also strongly committed to a policy of appointing to all positions on the basis of merit and will challenge any practices that are shown to disadvantage or potentially disadvantage applicants or employees.

### Our commitment to Equal Employment Opportunities includes:

- NMIT acknowledges the special place of Māori as the Tāngata Whenua/Indigenous People of Aotearoa New Zealand, and recognises the special relationship and obligations that this entails. NMIT also acknowledges the Treaty of Waitangi as the founding document of Aotearoa New Zealand, and is committed to its duty of acknowledging the principles of the Treaty of Waitangi.
- NMIT wishes to promote greater access to both the workforce and student body of people from the Pacific communities.
- The Institute continues its progress towards more equal representation of the sexes throughout all sections of the organisation and will continue to monitor this on an annual basis.
- The Institute wishes to ensure access to all parts of the campus by all staff, students and visitors regardless of physical ability or sensory appreciation. Regular audits will address access issues.
- NMIT will ensure that all communications are expressed in an inclusive way ensuring non-sexist and non-racist language.
- The Institute expects all employees to adhere to these principles when operating on behalf of NMIT.

## Human Resources Statistics

Academic staff by category of appointment	2011	2010	2009
FTE Academic staff	96.9	116.1	109.2
% of FTE Academic staff identifying as Māori to total FTE Academic staff	0.0%	0.1%	0.9%
% of FTE female Academic staff to total FTE Academic staff	43%	44%	48%

General staff by category of appointment	2011	2010	2009
FTE General staff	111.7	110.8	122.6
% of FTE General staff identifying as Māori to total General staff	4.5%	4.7%	3.0%
% of FTE female General staff to total FTE General staff	66%	69%	66%

# Equal Education Opportunities (EEoO) Report

This EEoO Plan reflects Nelson Marlborough Institute of Technology's Charter objectives and value statements; it aims to address inequity, increase participation and improve the learning experience of these groups across the Institute.

## 1. ELIMINATION OF UNNECESSARY BARRIERS TO THE PROGRESS OF STUDENTS (S220.2A.c).

### 1.1 Physical

- A Block refurbishment includes:
  - Automatic double doors from the administration hub.
  - Ramped one and half wide fire exit.
  - Low level reception desk and student phone.
- New Art Block includes:
  - Automatic doors.
  - Elevator.
  - Accessible toilets on each floor.
  - Ramped exit.
- The Printroom was re-located to ground floor in T-Block allowing improved ease of access
- Richmond Campus had a new classroom added and accessibility was provided by existing ramps
- The Student Advisor – Accessibility worked with the Facilities Manager to ensure that any identified barriers were removed and/or plans established to ensure going access and safety.
- All students who identified as having a disability were contacted at least 4 times in 2011 to ensure they were aware of the services available.
- There were no identified unmet needs and equipment was provided for students with identified needs on all campuses.

### 1.2 Academic

- In 2009 NMIT recruited a Learner Journey Manager to drive a learner centred approach and inclusivity in learning. Key targets established for 2010 were the embedding of literacy and numeracy across levels 1 to 4 and the introduction of student induction, diagnostic testing and individual learning plans. These targets were achieved.
- In 2011 the following students studied with NMIT:
  - 19 refugees under the Refugee ESOL Scholarship
  - full-time former refugees not on scholarships
  - 7 migrants.
- NMIT worked closely with RMS Refugee Resettlement, Nelson Multi Cultural Council, Work and Income, the Ministry of Social Development and schools to co-ordinate services to ensure that students are well provided for and well informed.

- The Certificate in Tertiary Study (levels 1-4) qualification, which was approved and completed in 2009 was delivered for the first time in 2010; 129 students enrolled on these qualifications.

### 1.3 Institutional/Administrative

- Equity funding used to provide 1 : 1 support and assistance to students with identified needs
- Individual assessment directed the provision and review of support; 'reader/writers,' and tutorial assistance
- The 0.6 Student Advisor - Accessibility Coordinator position for was maintained and 110 students seen in 1 : 1 assessment, review and support meetings
- Reader/writers were provided for 20 students for a total of 408 hrs
- Library Learning Services provided 14 students with disabilities; 94 hrs of 1 : 1 tutorial assistance
- 72 students accessed 202 hrs of the contracted counselling service
- Student Advisors provided 1 : 1 support to 128 students across campuses and received a total of 1,478 inquiries; providing information and referral to community and Government services.
- The Student Support Services Helpdesk dealt with 4,511 enquiries.
- The Kaitakawaenga and Pacific Island Liaison positions provided 1 : 1 support to 37 students and links to ensure access, participation and achievement for Māori and Pacific Island students.

## 2. AVOIDANCE OF CREATION OF UNNECESSARY BARRIERS TO THE PROGRESS OF STUDENTS (S220.2A.d).

### 2.1 Physical

- StudyLink presence at NMIT is prominent year-round at the Information and Enrolment areas in the Administration block on NMIT campuses via Studylink staff (Nelson), internet access (Nelson and Blenheim) and StudyLink 0800 phone number (all campuses).
- NMIT introduced a toll-free IT Helpdesk Service for students (in conjunction with Otago Polytechnic)

### 2.2 Academic

- 9 staff attended the Certificate in Adult Teaching course on Inclusive Teaching.

## Equal Education Opportunities (EEo) Report

### 2.3 Institutional/Administrative

- Support Services retained Kaitakawaenga and Pacific Island Liaison positions together with Student Advisors; health services; scholarship administration and assistance accessing community services.
- Pathways for students requiring learning support, has been reviewed and work begun to provide seamless delivery to all students.

### 3. DEVELOPMENTS TO ATTRACT UNDER-REPRESENTED GROUPS OR THOSE DISADVANTAGED IN TERMS OF ABILITY TO ATTEND (S.220.2Ae(ii)).

#### 3.1 Academic

- NMIT continues to offer Equity Scholarships for under-represented groups; scholarships (1 per category) are offered to Māori, Pasifika, person with a disability, women, rural, and ESOL (NZ resident) students studying full time towards a nationally recognised qualification.

#### 3.2 Institutional/Administrative

- In the curriculum review preceding the publication of the Investment Plan the Foundation Studies curriculum area was developed to ensure provision at levels 1 and 2 and pathway opportunities for progression. NMIT took full advantage of Youth Guarantee funding, utilising its EFTS allocation and introducing a Certificate in Trades and Primary Industry studies with xx students enrolled. The tutors and students presented their experiences on the Programme at the National Tertiary Learning and Teaching Conference held at NMIT in October.
- 61.3 EFTS in total were delivered in Foundation and Bridging Skills programmes and courses in 2012.

# Directory

## COUNCILLORS AND ORGANISATION REPRESENTATION

### NMIT Council membership

Ross Butler	Chairperson, Ministerial Appointment
Andrew Rowe	Deputy Chairperson, Ministerial Appointment
Claudia Wysocki (Scanlon)	Ministerial Appointment
Paul Steere	Ministerial Appointment
Virginia Watson	Council Appointment
Rachel Boyack	Council Appointment
Daryl Wehner	Council Appointment
Te Rehia Tapata-Stafford	Council Appointment

### Iwi Māori Kaunihera

Sue Buchanan (Chairperson)	Te Atiawa Manawhenua ki te Tau Ihu
Te Rehia Tapata-Stafford (Council Rep.)	Ngāti Rarua
Moetu Stevens	Ngāti Tama Manawhenua ki te Tau Ihu
Paia Riwaka-Herbert	Ngāti Apa ki te Rā Tō
Luke Katu	Ngāti Toa Rangātira
Kim Hippolite	Te Rūnanga o Ngāti Kuia
Richard Bradley	Te Rūnanga o Rangitane ki te Wairau
Melanie McGregor	Ngāti Koata no Rangitoto ki te Tonga
Maurice Manawanui	Ngai Tahu
Pania Raerino/Susan Piket*	Mātāwaka ki te Tai Aorere
Helen Joseph	Mātāwaka ki te Taihū

### Kaumātua & Kuia

Joe & Priscilla Paul	Nelson / Tasman Region
Rangi & Helen Joseph	Marlborough Region

### Directorate

Tony Gray	Chief Executive
Martin Vanner	Director - Finance and Corporate Services
Kay Chapman	Director - HR/Employee Services
PJ Devonshire	Director - Māori Education
Takutu Ferris <sup>^</sup>	Director - Māori Education
Sandra Williams	Director - Marketing & Student Management Services
Graham Bell	Director - Planning, Quality and Learner Services
Chris Hubbard	Group Manager - Community Support & Service Industries
Sharon McGuire	Group Manager - Regional Economic Development

### Programme Area Leaders

Ian Lister	Applied Business
Adam Bogg	Aviation
Mary Proctor	Business Services
David James	Creative Industries
Claire Keenan	Foundation Studies
Dale Bennett	Health
Bruce Mark-Miller	Hospitality and Wellbeing
Katherine Walker	Maritime
Jeff Wilson	Primary Industries
Takutu Ferris	Te Tari Māori
Kevin Roughton	Trades

## OTHER INFORMATION

### Auditor

Audit New Zealand (on behalf of the Auditor-General)

### Bankers

BNZ, Nelson

### Solicitors

Pitt and Moore, Nelson

### Insurance Broker

Marsh Ltd, Christchurch

### NMIT CAMPUSES

#### Nelson Campus

322 Hardy Street  
Nelson 7010  
Phone 03 546 9175  
Fax 03 546 2441

Private Bag 19  
NELSON 7042

#### The Brook Campus

451 Brook Street  
Brook Valley  
NELSON 7010

#### Marlborough Campus

85 Budge Street  
Blenheim 7201  
Phone 03 578 0215  
Fax 03 578 0216

PO Box 643  
BLENHEIM 7240

#### Richmond Campus

390 Lower Queen Street  
Richmond 7020  
Phone 03 544 3733

Private Bag 19  
NELSON 7042

#### Woodbourne Campus

RNZAF Base Woodbourne  
Springlands 7214  
Phone 03 572 9624

PO Box 643  
BLENHEIM 7240

<sup>^</sup>Takutu (Doc) Ferris replaced PJ Devonshire as Director of Maori Education on 31 October, 2011.

\* Susan Piket replaced Pania Raerino as the Mātāwaka ki te Tai Aorere representative in October 2011.

## Glossary

<b>ACE</b>	Adult Community Education	<b>QRP</b>	Quality Reinvestment Programme
<b>APERS</b>	Annual Programme Evaluation Report	<b>QMS</b>	Quality Management System
<b>BDC</b>	Business Development Company	<b>RCC</b>	Recognition of Current Competence
<b>CAT</b>	Certificate in Adult Training	<b>RNZAF</b>	Royal New Zealand Air Force
<b>CPIT</b>	Christchurch Polytechnic Institute of Technology	<b>RPL</b>	Recognition of Prior Learning
<b>EEdO</b>	Equal Education Opportunities	<b>SAC</b>	Student Achievement Component
<b>EEO</b>	Equal Employment Opportunities	<b>SANITI</b>	Students Association of Nelson Marlborough Institute of Technology Incorporated
<b>EFTS</b>	Equivalent Full Time Student	<b>SAR</b>	Self-Assessment Report
<b>ELTO</b>	English Language Training for Officials	<b>SEED</b>	Student Counselling service provider
<b>ESOL</b>	English for Speakers of Other Languages	<b>SFRITO</b>	Sport, Fitness, Recreation Industry Training Organisation
<b>ESI</b>	Encouraging and Supporting Innovation	<b>SSG</b>	Special Supplementary Grant
<b>FTE</b>	Full Time Equivalent	<b>STAR</b>	Secondary, Tertiary Alignment Resource
<b>HITO</b>	Hairdressing Industry Training Organisation	<b>STIC</b>	Secondary Tertiary Industry Collaboration
<b>HR</b>	Human Resources	<b>SUTI</b>	Skills Update Training Institute
<b>HSI</b>	Hospitality Standards Institute	<b>TAMU</b>	Tertiary Advisory Monitoring Unit
<b>ITO</b>	Industry Training Organisation	<b>TEC</b>	Tertiary Education Commission
<b>ITPs</b>	Institutes of Technology and Polytechnics	<b>TEI</b>	Tertiary Education Institution
<b>ITPNZ</b>	Institutes of Technology and Polytechnics of New Zealand	<b>TEO</b>	Tertiary Education Organisation
<b>ITPQ</b>	Institutes of Technology and Polytechnics Quality	<b>TEOC</b>	Tertiary Education Organisation Capacity
<b>KPI</b>	Key Performance Indicator	<b>TOP</b>	Training Opportunities Programme
<b>MAF</b>	Ministry of Agriculture and Forestry	<b>TSD</b>	Tertiary Students with Disabilities
<b>ML</b>	Marlborough	<b>TTM</b>	Te Tari Māori
<b>MOE</b>	Ministry of Education	<b>YG</b>	Youth Guarantee
<b>MOU</b>	Memorandum of Understanding		
<b>MNZ</b>	Maritime New Zealand		
<b>NCALE</b>	National Certificate in Adult Literacy Education		
<b>NCNZ</b>	Nursing Council of New Zealand		
<b>NCMN</b>	National Council of Māori Nurses		
<b>NMIT</b>	Nelson Marlborough Institute of Technology		
<b>NN</b>	Nelson		
<b>NPES</b>	Nelson Polytechnic Educational Society Incorporated		
<b>NSOM</b>	Nelson School of Music		
<b>NZQA</b>	New Zealand Qualification Authority		
<b>PAEET</b>	Pay and Employment Equity Tool		
<b>PD</b>	Professional Development		
<b>PI</b>	Pacific Islands		
<b>PINZ</b>	Polytechnics International New Zealand Ltd		



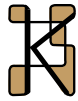
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