

2013

ANNUAL REPORT
NGA AHUATANGA

The logo for Nelson Marlborough Institute of Technology (nmit) features the lowercase letters 'nmit' in a bold, white, sans-serif font. Above the letter 'i' is a stylized graphic of three curved lines, suggesting a signal or a satellite dish.

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

ESTABLISHED IN 1905

New Applied Technology Facilities Open at NMIT



On 20 February 2014, NMIT officially opened its new \$7.9 million Applied Technology building and refurbished trades facilities on the Nelson Campus which will cater for the institute's range of trades, engineering and maritime provision.

Simulation suites that mimic real-world environments and trades workshop areas that enable students to work on real-size projects and kitted out with the latest teaching and learning technologies are key features of the upgrade.

- > **CARPENTRY & CONSTRUCTION**
- > **MECHANICAL ENGINEERING**
- > **AUTOMOTIVE ENGINEERING**
- > **CIVIL ENGINEERING**
- > **MARITIME**



"The focus has been to develop facilities and resources that are 21st Century technology orientated, fit for purpose and give NMIT and the region something to be proud of."

Tony Gray - NMIT Chief Executive

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. Recognise and develop the skills of our people
2. Embrace innovative learning for the future success of our learners
3. Invest every dollar wisely
4. Be an organisation of choice, recognised for its corporate responsibility and citizenship.

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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 section 220 of the Education Act 1989 and its amendments, Nelson Marlborough Institute of Technology must prepare and adopt the following key documents:

- Statement of Objectives including performance measures
- Investment Plan 2011-2013
- Investment Plan 2013-2015
- Annual Report.

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 2013 Annual Report was approved by the NMIT Council on 20 March 2014.

NMIT Council Members

1 January – 31 December 2013

Ross Butler (Chair), Andrew Rowe (Deputy Chair), Paul Steere, Virginia Watson, Scott Tambisari, Daryl Wehner, Te Rehia Tapata-Stafford and Gabrielle Hervey.

Council Chair's Foreword



E ngā mana, e ngā reo, tēnā rā koutou katoa.

On behalf of the Council of NMIT, I am pleased to present our Annual Report for 2013.

We congratulate our 2013 graduates, and wish them every success as they take the skills, learning abilities and networks they have acquired at NMIT into their careers, further study and their communities. The 2013 graduation ceremonies were the culmination of a great year for our students, staff and NMIT – more students graduated than in any previous year. They were a great opportunity for us all to recognise the efforts of all our graduating students and our staff, and to celebrate their successes.

In last year's Foreword, I suggested that 2013 would be a tough year for our institution and its people. As you will read in the Chief Executive's Report, and in the Annual Report, this was accurate. NMIT achieved a smaller than budgeted surplus.

However, our student, community, business and NMIT outcomes demonstrate and reinforce our strategy of being a collaborative, flexible, nimble, connected, responsive, relevant, lean and sustainable institution –

- Nearly 7,000 students in some form of study across the Top of the South
- New Zealand and global recognition as to the quality of our provision
- Further major investment - a new Applied Technology building, and refurbishment of other campus facilities
- New student management systems
- Trades Academy growth

Council is grateful our leadership, and academic and support staff have responded to the challenges NMIT faced during 2013, and their introduction and acceptance of change that will enable us to remain "fit for purpose". I wish to highlight the leadership and guidance of our Chief Executive, Tony Gray.

I recognise the contribution and commitment of Members of the NMIT Council, our governance body. These Ministerial and NMIT Appointees are generous in their investment of time and energy, providing NMIT with strong strategic and governance capability.

Nō reira.

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

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 2013 was a year of significant challenge, as we looked to ensure the continuation of a 'fit for purpose' range of provision for the Nelson, Tasman and Marlborough regions. Our continuing scrutiny of our effectiveness and efficiency against external and internal comparisons and targets remained a constant aspect of our work and resulted in a number of developments that reflected both the start and completion of major projects including a new Student Management System; new Applied Technology building and major refurbishments to the existing facilities; Lean business systems and the achievement of ISO 9001:2008 accreditation.

During 2013 NMIT provided education and training to 6,893 students delivering a wide range of provision to some 2,789 EFTS from foundation to degree and post-graduate level.

The loss of a significant overseas contract was a major contributor to a disappointing financial outcome and a group surplus of \$274k against a budget of \$1.1m.

Overall, the efforts of all staff of the Institute ensuring that costs were controlled, income development opportunities realised and that attention has been paid to effective management and utilisation of NMIT's resources, allowed us to still achieve a small surplus.

We continued the delivery of 2013-2015 Investment Plan ensuring that our stated aims and strategic goals were met especially in the context of NMIT's engagement, connection and collaboration with the Top of the South businesses, schools and communities. Our continued focus on the total 'Learner Journey' experience was further enhanced through our collaborative work to ensure provision and delivery that is able to provide for our customers in the rapidly developing technology world in which we operate; a critical part of this is enhancing enterprise activities for learners; providing qualifications on enterprise; embedding enterprise skills and knowledge across the curriculum and encouraging innovative teaching and learning to ensure we are able to contribute to an entrepreneurial economy.

During 2013 the work undertaken in the joint development of the Nelson Tasman Trades Academy was further enhanced by the inclusion of Marlborough schools; the Top of the South Trades Academy (ToTSA)

growing from 16.2 EFTS during its inception in 2012 to 40.8 EFTS in 2013. At the same time NMIT recruitment patterns to all programmes saw a marked shift with over 60% of applications coming from school leavers.

The Institute undertook and was successful in accreditation for ISO 9001:2008; the standard provides NMIT with a globally recognised quality assured 'kite mark' and enhances our competitiveness in our dealings with commercial organisations as we look to further build non-government funded income streams.

The year also saw further development in our already strong relationships in China and our internationalisation strategy. Examples of this included the opening of the NMIT Confucius Resource Centre and the partnership with Zhejiang University of Water Resource and Electric Power to deliver NMIT's Diploma in Information Technology, being award 'exemplary' status for an overseas programme by the Provincial Education Department.

NMIT remains focussed as a people organisation always seeking to recognise the very significant contribution of so many individuals and teams. The successes of NMIT during 2013 in meeting the demands of a very challenging environment, and in managing the complexity of a regional tertiary education institute to deliver government strategies, is unreservedly down to the willingness of all colleagues to respond to the challenges, and introduce and manage positive change.

All successful organisations rely on clear, strong and strategic governance/management relationships. These essential components of good governance have been delivered by NMIT's Council and particularly through the capability and commitment of Ross Butler as Chair of Council.

The challenges of 2013 will be no less for 2014 but will have undoubtedly provided lessons for our continued sustainability, through even greater flexibility, collaboration, continuous improvement, and response to the 'student voice'.

Nō reira.

Mā te atua, tātou e tiaki.

Tēnā koutou, tēnā koutou. Tenā tātou katoa.

Tony Gray
Chief Executive

Statement of Responsibility

for the year ended 31 December 2013

In the financial year ended 31 December 2013, the Council and management of Nelson Marlborough Institute of Technology were responsible for:

1. The preparation of the financial statements and targeted performance report 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 20 March 2014.



R Butler
Council Chair



A Rowe
Chair of Audit Committee



T J Gray
Chief Executive



M Vanner
Chief Operating Officer

Independent Auditor's Report

To the readers of Nelson Marlborough Institute of Technology and group's financial statements and non-financial performance information for the year ended 31 December 2013.

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

We have audited:

- the financial statements of the Institute and group on pages iii to xxviii, that comprise the statement of financial position as at 31 December 2013, 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 non-financial performance information of the Institute and group set out in the targeted performance report on pages 10 to 55.

Opinion

In our opinion:

- the financial statements of the Institute and group on pages iii to xxviii:
 - comply with generally accepted accounting practice in New Zealand; and
 - fairly reflect the Institute and group's:
 - financial position as at 31 December 2013; and
 - financial performance and cash flows for the year ended on that date;
- the non-financial performance information of the Institute and group set out in the targeted performance report on pages 10 to 55 fairly reflects the Institute and group's service performance achievements measured against the performance targets adopted in the investment plan for the year ended 31 December 2013.

Our audit was completed on 20 March 2014. 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 non-financial performance information are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements and non-financial performance information. 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 non-financial performance information. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements and non-financial performance information, 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 non-financial performance information 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 non-financial performance information; and
- the overall presentation of the financial statements and non-financial performance information.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements and non-financial performance information. Also we did not evaluate the security and controls over the electronic

publication of the financial statements and non-financial performance information.

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 non-financial performance information that fairly reflects the Institute and group's service performance achievements measured against the performance targets adopted in the investment plan.

The Council is responsible for such internal control as it determines is necessary to enable the preparation of financial statements and non-financial performance information that are free from material misstatement, whether due to fraud or error. The Council is also responsible for the publication of the financial statements and non-financial performance information, whether in printed or electronic form.

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 non-financial performance information 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 External Reporting Board.

Other than the audit, we have no relationship with or interests in the Institute or its subsidiary.



Julian Tan
Audit New Zealand
On behalf of the Auditor-General
Christchurch, New Zealand

TWO YEAR PERFORMANCE SUMMARY FOR THE GROUP

For the year ended 31st December 2013

	2013 (\$000)	2012 (\$000)
Revenue		
Government grants	18,703	22,042
Tuition fees	11,816	22,149
Finance income	791	1,318
Other income	4,505	4,131
Total	35,815	49,640

Expenses		
Personnel costs	16,987	17,325
Depreciation and amortisation expense	3,359	3,192
Impairment expense	-	-
Finance costs	47	232
Other expenses	15,148	26,673
Total	35,541	47,422

Surplus	274	2,218
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Ratio analysis

Surplus as a % of Total Revenue	0.8%	4.5%
Return on Fixed Assets (:\$1)	0.00	0.03
Return on Equity (:\$1)	0.00	0.02
Operating Revenue /Fixed Assets (:\$1)	0.4	0.7
Liquidity Ratio (:\$1)	2.0	2.0
Debt Equity Ratio (:\$1)	-	-
Equity (\$000)	91,005	90,731
Fixed Assets (\$000)	82,131	76,357
Bank and Short Term Funds (\$000)	11,026	23,810
Net Assets per EFTS (\$)	31,429	27,235
Net Cash Flows from Operating Activities (\$000)	(3,853)	(1,857)
Total Cash Flows from Operations including Investing & Financing Activities (\$000)	2,492	869
Purchase of Fixed Assets (\$000)	10,694	3,722
Purchase of Fixed Assets / Depreciation (:\$1)	3.2	1.2
Net Cost of Services (\$000)	35,494	47,190
Net Cost of Services per EFTS (\$) - Actual	12,258	14,165
Personnel Costs per EFTS (\$)	5,867	5,200
Capital Expenditure per EFTS (\$)	3,693	1,117
Fixed Assets per EFTS (\$)	28,364	22,920

Key student and staff performance indicators

TEC EFTS (includes Wintec)	2,106	2,479
International EFTS	178	230
International EFTS (Overseas Delivery)	268	323
ITO	23	26
Youth Guarantee	59	47
STAR	56	46
Other EFTS	206	182
Total	2,896	3,331
Total enrolments	6,913	7,359
TEC funding per TEC funded EFTS (\$)	8,882	8,893
Domestic student fees per TEC EFTS (\$)	3,974	7,217
International fees per international EFTS (\$)	19,354	18,540
Total revenue per total EFTS (\$)	12,369	14,900
Student satisfaction (overall)	95%	98%
Student completion	82%	83%
Total academic staff (FTE)	120	114
Total allied staff (FTE)	110	125
Total staffing (FTE)	230	238
Academic staff FTE / Allied staff FTE (:1)	1.09:1	0.91:1

STATEMENT OF COMPREHENSIVE INCOME

For the year ended 31st December 2013

	Notes	Institute			Group	
		Actual	Budget	Actual	Actual	Actual
		2013	2013	2012	2013	2012
		(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
Income						
Government grants	3	18,703	19,244	22,042	18,703	22,042
Tuition fees	3	11,816	12,110	22,149	11,816	22,149
Finance income	3	770	850	1,288	791	1,318
Other income	3	4,465	3,386	4,068	4,505	4,131
Total income	2	35,754	35,590	49,547	35,815	49,640
Operating expenses						
Personnel costs	4	16,987	17,405	17,325	16,987	17,325
Depreciation and amortisation expense	16 & 17	3,359	3,600	3,192	3,359	3,192
Finance costs	5	47	40	232	47	232
Other expenses	6	15,039	13,443	26,459	15,148	26,673
Total operating expenses	2	35,432	34,487	47,208	35,541	47,422
Operating surplus		322	1,103	2,340	274	2,218
Other comprehensive income						
<i>Items that will not be reclassified to surplus/(deficit)</i>						
Gains on property revaluations	14 & 16	-	-	3,183	-	3,183
Impairment of property, plant and equipment	14 & 16	-	-	(2,087)	-	(2,087)
Total other comprehensive income		-	-	1,096	-	1,096
Total comprehensive income		322	1,103	3,436	274	3,314

Explanations of major variances against budget are provided in note 22.

The accompanying notes form part of these financial statements.

STATEMENT OF FINANCIAL POSITION

As at 31st December 2013

		Institute			Group	
		Actual	Budget	Actual	Actual	Actual
		2013	2013	2012	2013	2012
	Notes	(\$000)	(\$000)	(\$000)	(\$000)	(\$000)
Assets						
Current assets						
Cash and cash equivalents	7	4,726	12,211	2,235	4,726	2,235
Debtors and other receivables	8	1,320	1,915	1,249	1,320	1,249
Investments	9	6,300	-	21,575	6,300	21,575
Prepayments		758	601	712	758	712
Total current assets		13,104	14,727	25,770	13,104	25,770
Non-current assets						
Investments	9	18	15	18	18	18
Prepayments		269	-	269	269	269
Property, plant and equipment	16	82,131	82,494	76,357	82,131	76,357
Intangible assets	17	2,161	1,272	1,513	2,161	1,513
Total non-current assets		84,578	83,781	78,156	84,578	78,156
Total assets		97,682	98,509	103,926	97,682	103,926
Liabilities						
Current liabilities						
Creditors & other payables	10	2,799	3,064	4,347	2,802	4,350
Revenue received in advance	11	2,373	2,444	7,249	2,373	7,249
Provisions	12	1,290	1,320	1,389	1,290	1,389
Other financial liabilities	13	680	1,671	714	77	63
Total current liabilities		7,142	8,500	13,700	6,542	13,052
Non-current liabilities						
Provisions	12	135	147	142	135	142
Total non-current liabilities		135	147	142	135	142
Total liabilities		7,276	8,647	13,842	6,676	13,194
Net assets		90,406	89,862	90,083	91,005	90,731
Equity						
Capital introduced	14 & 18	29,039	29,039	29,039	29,039	29,039
Accumulated funds	14	15,376	15,929	15,054	15,976	15,702
Revaluation reserves	14	43,135	42,039	43,135	43,135	43,135
Capital reserves	14	2,855	2,855	2,855	2,855	2,855
Total equity		90,406	89,862	90,083	91,005	90,731

Explanations of major variances against budget are provided in note 22.

The accompanying notes form part of these financial statements.

STATEMENT OF CHANGES IN EQUITY

For the year ended 31st December 2013

	Notes	Institute			Group	
		Actual 2013 (\$000)	Budget 2013 (\$000)	Actual 2012 (\$000)	Actual 2013 (\$000)	Actual 2012 (\$000)
Equity as at 1 January		90,083	88,759	86,648	90,731	87,417
Comprehensive income						
Surplus/(deficit)		322	1,103	2,340	274	2,218
Other comprehensive income/(expense)		-	-	1,096	-	1,096
Total comprehensive income		322	1,103	3,436	274	3,314
Equity as at 31 December	14	90,406	89,862	90,083	91,005	90,731

Explanations of major variances against budget are provided in note 22.

The accompanying notes form part of these financial statements.

STATEMENT OF CASH FLOWS

For the year ended 31st December 2013

	Notes	Institute			Group	
		Actual 2013 (\$000)	Budget 2013 (\$000)	Actual 2012 (\$000)	Actual 2013 (\$000)	Actual 2012 (\$000)
Cash flows from operating activities						
Receipts from government grants		18,703	19,244	22,042	18,703	22,042
Receipts from tuition fees		7,316	6,661	14,373	7,316	14,373
Receipts from other income		3,685	3,376	4,233	3,685	4,233
Interest income received		963	850	1,402	963	1,402
Payments to employees		(17,095)	(17,405)	(17,375)	(17,095)	(17,375)
Payments to suppliers		(17,634)	(12,048)	(26,287)	(17,634)	(26,287)
Interest paid		(47)	(40)	(232)	(47)	(232)
GST (net)		256	0	(13)	256	(13)
Net cash flows from operating activities		(3,853)	638	(1,857)	(3,853)	(1,857)
Cash flows from investing activities						
Receipts from sale of property, plant and equipment		24	-	24	24	24
Realisation of investments		15,275	-	7,485	15,275	7,485
Purchase of property, plant and equipment		(8,129)	(9,783)	(3,598)	(8,129)	(3,598)
Purchase of intangible assets		(825)	-	(1,182)	(825)	(1,182)
Acquisition of investments		-	-	(3)	-	(3)
Net cash flows from investing activities		6,345	(9,783)	2,726	6,345	2,726
Net (decrease)/increase in cash and cash equivalents		2,492	(9,145)	869	2,492	869
Cash and cash equivalents at beginning of the year		2,235	21,356	1,366	2,235	1,366
Cash and cash equivalents at end of the year		4,726	12,211	2,235	4,726	2,235

Explanations of major variances against budget are provided in note 22.

The accompanying notes form part of these financial statements.

STATEMENT OF CASH FLOWS (CONTINUED)

For the year ended 31st December 2013

Reconciliation of net surplus to the net cash flow from operating activities

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Reported net surplus	322	2,340	274	2,218
Add / (less) non -cash items :				
Depreciation and amortisation expense	3,359	3,192	3,359	3,192
Impairment charges	-	-	-	-
Add/(less) items classified as investing or financing activities:				
Net (gain) loss on sale of fixed assets	1	(6)	1	(6)
Add/(less) movements in working capital items:				
Net movement in non-current provisions	(8)	(5)	(8)	(5)
Capital creditors movement	(852)	42	(852)	42
(Increase) / decrease in non-current prepayments	0	38	0	38
(Increase) / decrease in accounts receivable	(71)	530	(71)	530
(Increase) / decrease in prepayments	(46)	(232)	(46)	(232)
Increase / (decrease) in trade creditors	(1,548)	513	(1,548)	512
Increase / (decrease) in revenue in advance	(4,877)	(8,123)	(4,877)	(8,123)
Increase / (decrease) in provisions	(99)	(45)	(99)	(45)
Increase / (decrease) in other current financial liabilities	(34)	(100)	14	22
Net cash inflow / (outflow) from operating activities	(3,853)	(1,857)	(3,853)	(1,857)

Explanations of major variances against budget are provided in note 22.

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 2013, the Institute and group consists of Nelson Marlborough Institute of Technology and its subsidiary Nelson Polytechnic Educational Society Incorporated (100% owned).

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 2013. The financial statements were authorised by the Council on 20 March 2014.

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.

Changes in accounting policies

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

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

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 used, replacing the many different impairment methods in NZ IAS 39. The new standard is required to be adopted for the year ended 31 December 2015. However, as a new Accounting Standards Framework will apply before this date, there is no certainty when an equivalent standard to NZ IFRS 9 will be applied by public benefit entities.

New Accounting Standards Framework

The Minister of Commerce has approved a new Accounting Standards Framework (incorporating a Tier Strategy) developed by the External Reporting Board (XRB). Under this Accounting Standards Framework, the Institute is classified as a Tier 1 reporting entity and it will be required to apply full Public Benefit Entity Accounting Standards (PAS). The effective date for the new standards for public sector entities is for reporting periods beginning on or after 1 July 2014. This means the Institute will transition to the new standards in preparing its 31 December 2015 financial statements. The Institute does not believe that the new Accounting Standards Framework will have a significant impact on its financial statements.

Due to the change in the Accounting Standards Framework for public benefit entities, it is expected that all new NZ IFRS and amendments to existing NZ IFRS will not be applicable to public benefit entities. Therefore, the XRB has effectively frozen the financial reporting requirements for public benefit entities up until the new Accounting Standards Framework is effective. 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.

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.

Donations & sponsorship revenue

Donations and sponsorship revenue are recognised as income in the Nelson Polytechnic Educational Society when received or invoiced.

Interest

Interest income is recognised using the effective interest method.

Leases*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 Statement of Cash Flows, 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 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, receivership or liquidation 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 instrument's 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 is measured at fair value.
- 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 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:

Class of assets	Rate
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 - 10 years 10% - 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 Comprehensive Income when the asset is derecognised.

Research costs

Research costs are recognised as an expense in the Statement of Comprehensive Income in the year in which they are 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 at balance date or 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.

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.

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.

Provisions

A provision is recognised for future expenditure of uncertain amount or timing when there is a present obligation (legal or constructive) as a result of a past event, it is probable that expenditure 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 Kiwi Saver, 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:

- Capital introduced
- Accumulated funds
- Revaluation reserves
- Capital reserves

Revaluation reserves

This reserve relates to the revaluation of land and buildings 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 Statement of Financial Position.

The net GST paid to or received from the IRD including the GST relating to investing and financing activities is classified as a net 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 by 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. Estimates 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 within 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.

Critical judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies for the year ended 31 December 2013:

Crown-owned land and buildings

Property in the legal name of the Crown that is occupied by the Institute and group is recognised as an asset in the Statement of Financial Position. The Institute and group consider it has assumed all the normal risks and rewards of ownership of this property despite legal ownership not being transferred and accordingly it would be misleading to exclude these assets from the financial statements.

The Institute and group has secured the use of the property by means of a lease from the Ministry of Education for a period of 99 years from 1 December 1995 at nil rent.

Suspensory loans with equity conversion features

The Institute and group has previously received suspensory loans from the Crown whereby the loans convert to equity when the conversion conditions of the loan are satisfied.

Because the Institute and group is committed to meeting the equity conversion conditions, it considers the loans are in substance equity contributions from the Crown and therefore recognises the amounts drawn down under the loan facilities directly in the Statement of Changes in Equity. Further information about the suspensory loans is disclosed in note 18.

2. Summary cost of services

	Institute		
	Actual	Budget	Actual
	2013	2013	2012
Notes	(\$000)	(\$000)	(\$000)
Income			
Applied Business	3,471	4,081	4,530
Aviation	1,872	1,951	2,006
Business Services	1,962	2,109	1,979
Creative Industries	1,548	1,967	1,818
Foundation Studies	1,792	1,796	1,865
Health	4,335	4,550	4,228
Hospitality & Wellbeing	2,999	3,617	3,254
Maritime	1,821	2,233	2,253
Primary Industries	2,143	2,163	2,465
Te Tari Māori	349	623	331
Trades	2,558	2,472	2,405
Sub Contractors	9,566	6,022	19,493
Other activities	569	1,157	1,633
Total income of services	34,984	34,740	48,259
Interest	770	850	1,288
Total Income	35,754	35,590	49,547
Expenditure			
Applied Business	2,075	2,043	2,020
Aviation	1,029	1,067	1,291
Business Services	1,089	1,049	1,095
Creative Industries	778	871	924
Foundation Studies	1,157	1,251	1,212
Health	1,956	1,960	1,826
Hospitality & Wellbeing	1,547	1,629	1,548
Maritime	1,198	1,436	1,453
Primary Industries	1,090	1,060	1,190
Te Tari Māori	259	531	213
Trades	1,426	1,352	1,151
Sub Contractors	7,415	5,028	17,894
Other activities	14,365	15,169	15,157
Total cost of services	35,385	34,447	46,975
Finance costs	47	40	232
Total expenditure	35,432	34,487	47,208

3. Income

	Institute		Group	
	2013	2012	2013	2012
(i) Government grants	(\$000)	(\$000)	(\$000)	(\$000)
Student Achievement Component (SAC) funding	16,555	19,907	16,555	19,907
Youth Guarantee (YG) funding	795	660	795	660
Other TEC funding	1,352	1,475	1,352	1,475
Total	18,703	22,042	18,703	22,042

There are no unfulfilled conditions attached to government grants (2012: \$Nil).

	Institute		Group	
	2013	2012	2013	2012
(ii) Tuition fees	(\$000)	(\$000)	(\$000)	(\$000)
Fees from domestic students	8,369	17,887	8,369	17,887
Fees from international students	3,447	4,261	3,447	4,261
Total	11,816	22,149	11,816	22,149

	Institute		Group	
	2013	2012	2013	2012
(iii) Finance income	(\$000)	(\$000)	(\$000)	(\$000)
Interest	770	1,288	791	1,318
Total	770	1,288	791	1,318

	Institute		Group	
	2013	2012	2013	2012
(iv) Other income	(\$000)	(\$000)	(\$000)	(\$000)
Resaleable items	44	51	44	51
Other funding	755	483	755	483
Rental income	336	342	336	342
Gain on sale of assets	10	18	10	18
Donations / sponsorship	0	23	0	23
Student services levy	279	310	279	310
Research income	6	-	6	-
Self funded courses	683	665	683	665
Other income	2,352	2,175	2,391	2,238
Total	4,465	4,068	4,505	4,131

4. Personnel costs

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Academic salaries	8,672	8,690	8,672	8,690
Allied salaries & wages	7,048	7,359	7,048	7,359
Defined contribution plan employer contribution	248	191	248	191
Contractors	890	1,025	890	1,025
Redundancies	130	59	130	59
Total	16,987	17,325	16,987	17,325

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

5. Finance costs	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)

Finance costs				
Interest payable to external providers for funds held on behalf	47	232	47	232
Total	47	232	47	232

6. Other expenses	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)

Audit fees for Audit NZ for the annual report	86	82	89	85
Repairs & maintenance	504	567	504	567
Other occupancy costs	1,111	1,168	1,111	1,168
Subcontractor payment	7,110	17,301	7,110	17,301
Course purchases	1,464	1,562	1,464	1,562
Net losses of assets disposed of	11	12	11	12
Bad debts	(18)	103	(18)	103
Other expenses	4,771	5,664	4,876	5,875
Total	15,039	26,459	15,148	26,673

7. Cash and cash equivalents	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)

Cash includes the following for the purpose of the statement of financial position:

Cash at bank and in hand	2,120	2,235	2,120	2,235
Short-term deposits maturing three months or less from date of acquisition	2,606	-	2,606	-
Total	4,726	2,235	4,726	2,235

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	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)

Cash includes the following for the purpose of the cash flow statement :

Cash at bank and in hand	2,120	2,235	2,120	2,235
Short-term deposits maturing three months or less from date of acquisition	2,606	-	2,606	-
Total	4,726	2,235	4,726	2,235

8. Debtors and other receivables

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Debtors	1,267	989	1,267	989
GST	92	348	92	348
Provision for doubtful debts	(39)	(89)	(39)	(89)
Total	1,320	1,249	1,320	1,249

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	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Aged debtors				
Current	337	227	337	227
30+ days	73	246	73	246
60+ days	417	64	417	64
90+ days	41	98	41	98
Other debtors	400	354	400	354
Total	1,267	989	1,267	989

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Movements in the provision for impairment of receivables are as follows:				
At 1 January	89	67	89	67
Additional provisions made during the year	(50)	41	(50)	41
Receivables written off during the year	(6)	(20)	(6)	(20)
Total	33	89	33	89

9. Investments

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Current portion				
Short term deposits with maturities greater than 3 months and less than 12 months	6,300	21,575	6,300	21,575
Non-current portion				
Investments carried at cost - Polytechnics International NZ Ltd (PINZ)	18	18	18	18
Total	18	18	18	18

Name of entity: Polytechnics International NZ Ltd (PINZ)

Principal activity: International Consultancy

Ownership: 1,551 \$10 Shares (2012: 1,551 \$10 Shares)

Owner: Consortium of New Zealand Polytechnics

Total Investment: \$18k (2012: \$18k)

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	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Current accounts & cash in hand				
Cash in hand	11	9	11	9
BNZ current accounts	2,109	2,225	2,109	2,225
Total	2,120	2,235	2,120	2,235

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Short term deposits (with maturities of 3 months or less)				
ANZ	400	-	400	-
BNZ	806	-	806	-
Westpac	1,400	-	1,400	-
Total	2,606	-	2,606	-

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Short term deposits (with maturities of 4-12 months)				
ANZ	200	8,050	200	8,050
BNZ	4,525	3,450	4,525	3,450
Westpac	1,575	7,025	1,575	7,025
SBS Bank	-	3,050	-	3,050
Total	6,300	21,575	6,300	21,575

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Counterparties with credit ratings				
AA-	11,015	20,750	11,015	20,750
BBB	-	3,050	-	3,050
Total	11,015	23,800	11,015	23,800

10. Creditors and other payables

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Trade payables	249	3,188	249	3,188
Accrued expenses	2,550	1,159	2,553	1,162
Total	2,799	4,347	2,802	4,350

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	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Funding	186	83	186	83
International tuition fees	1,100	510	1,100	510
Domestic tuition fees	327	735	327	735
Aviation fees	736	5,911	736	5,911
Other revenue received in advance	24	10	24	10
Total	2,373	7,249	2,373	7,249

12. Provisions

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Provisions:				
Provisions for redundancies	99	50	99	50
Total	99	50	99	50

Employee entitlements:

Accrued pay	185	235	185	235
Annual leave	783	893	783	893
Long service leave	103	104	103	104
Retirement gratuities	57	61	57	61
Sick leave	24	30	24	30
Holiday pay	11	7	11	7
Other	163	151	163	151
Total	1,325	1,482	1,325	1,482

Comprising:

Current	1,290	1,389	1,290	1,389
Non-current	135	142	135	142
Total Provisions	1,425	1,532	1,425	1,532

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	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Nelson Polytechnic Educational Society	603	651	-	-
ACC accrual	21	21	21	21
Other	56	42	56	42
Total	680	714	77	63

14. Equity

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Capital introduced				
Capital introduced in previous years	29,039	29,039	29,039	29,039
Crown equity injection	-	-	-	-
As at 31 December	29,039	29,039	29,039	29,039
Accumulated funds				
As at 1 January	15,054	12,715	15,702	13,484
Transfer between accumulated funds and revaluation reserve	-	-	-	-
Surplus / (deficit)	322	2,340	274	2,218
As at 31 December	15,376	15,054	15,976	15,702
Revaluation reserves				
As at 1 January	43,135	42,039	43,135	42,039
Revaluation of land	-	(1,460)	-	(1,460)
Revaluation of buildings	-	4,643	-	4,643
Impairment of PPE	-	(2,087)	-	(2,087)
As at 31 December	43,135	43,135	43,135	43,135
Capital reserves				
As at 31 December	2,855	2,855	2,855	2,855
Total equity as at 31 December	90,406	90,083	91,005	90,731

Capital contributions

Capital contributions received during the year from the Crown were \$Nil (2012: \$Nil)

15. Capital commitments and operating leases

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Capital commitments				
Property, plant & equipment				
Maritime simulator	650	-	650	-
A-Block 4th floor refurbishment	-	424	-	424
E-Block refurbishment and extension	2,774	-	2,774	-
H-Block contract	-	987	-	987
	3,424	1,411	3,424	1,411
Intangibles				
EBS4 Software (Student Management System)	-	675	-	675
	-	675	-	675
Total capital commitment	3,424	2,086	3,424	2,086

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	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Not later than one year	176	176	176	176
Later than one year and not later than five years	141	186	141	186
Later than five years	-	-	-	-
Total non-cancellable operating leases	316	362	316	362

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	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
Not later than one year	231	172	231	172
Later than one year and not later than five years	495	197	495	197
Later than five years	575	601	575	601
Total non-cancellable operating leases	1,301	969	1,301	969

Prior to 2013, NMIT only reported five years of the initial 33 year lease of campus land to Nelson Nikau Apartments as a commitment. NMIT now includes the full initial lease term as a commitment, and has restated the 2012 comparatives accordingly.

16. Property, plant and equipment

2013	Land (\$000)	Buildings (\$000)	Information Technology (\$000)	Lease Computers (\$000)	Plant & Equipment (\$000)	Vehicles (\$000)	Library books (\$000)	Artwork (\$000)	Total (\$000)
Gross carrying amount									
Balance as at 1 January	26,050	44,209	4,053	131	8,125	1,154	4,472	86	88,281
Work in progress	-	1,643	69	-	1	-	-	-	1,713
Total opening cost	26,050	45,852	4,122	131	8,127	1,154	4,472	86	89,994
Additions	-	3,091	591	-	435	9	86	-	4,212
Disposals	-	-	(152)	-	(265)	-	-	-	(417)
Impairment	-	-	-	-	-	-	-	-	-
Revaluation	-	-	-	-	-	-	-	-	-
Work in progress movement	-	4,614	33	-	40	-	-	-	4,687
Balance as at 31 December	26,050	53,557	4,594	131	8,336	1,163	4,557	86	98,475
Accumulated depreciation									
Balance as at 1 January	-	3	2,932	131	5,902	808	3,798	62	13,637
Reversal on disposal	-	-	(148)	-	(242)	-	-	-	(390)
Reversal on revaluation	-	-	-	-	-	-	-	-	-
Depreciation	-	1,673	542	-	617	124	137	4	3,097
Balance as at 31 December	-	1,677	3,326	131	6,277	932	3,935	66	16,344
Total Institute and group property, plant and equipment	26,050	51,880	1,268	-	2,059	231	622	20	82,131
2012	Land (\$000)	Buildings (\$000)	Information Technology (\$000)	Lease Computers (\$000)	Plant & Equipment (\$000)	Vehicles (\$000)	Library books (\$000)	Artwork (\$000)	Total (\$000)
Gross carrying amount									
Balance as at 1 January	27,510	44,989	3,690	131	7,769	1,077	4,357	83	89,606
Work in progress	-	869	146	-	-	-	-	-	1,014
Total opening cost	27,510	45,858	3,836	131	7,769	1,077	4,357	83	90,620
Additions	-	1,668	475	-	500	105	115	5	2,868
Disposals	-	-	(112)	-	(144)	(27)	-	(1)	(284)
Impairment	-	(2,087)	-	-	-	-	-	-	(2,087)
Revaluation	(1,460)	(362)	-	-	-	-	-	-	(1,822)
Work in progress movement	-	774	(77)	-	1	-	-	-	699
Balance as at 31 December	26,050	45,852	4,122	131	8,127	1,154	4,472	86	89,994
Accumulated depreciation									
Balance as at 1 January	-	3,426	2,496	131	5,448	714	3,654	60	15,930
Reversal on disposal	-	-	(104)	-	(134)	(27)	-	(1)	(267)
Reversal on revaluation	-	(5,005)	-	-	-	-	-	-	(5,005)
Depreciation	-	1,582	541	-	587	121	144	4	2,979
Balance as at 31 December	-	3	2,932	131	5,902	808	3,798	62	13,637
Total Institute and group property, plant and equipment	26,050	45,849	1,190	-	2,225	346	673	24	76,357

All land and buildings, excluding work in progress, were valued at fair value as at 31 December 2012 by an independent registered valuer, M W Lauchlan, FNZIV, FPINZ, AREINZ, of Duke & Cooke.

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	
	2013 (\$000)	2012 (\$000)	2013 (\$000)	2012 (\$000)
Computer software				
At 1 January net of accumulated amortisation	458	515	458	515
Additions	1,796	155	1,796	155
Disposals	-	-	-	-
Amortisation	(262)	(213)	(262)	(213)
Work in progress	170	1,055	170	1,055
At 31 December net of accumulated amortisation	2,161	1,513	2,161	1,513
At 1 January				
Cost (Gross carrying amount)	1,506	1,350	1,506	1,350
Accumulated amortisation	(1,048)	(835)	(1,048)	(835)
Work in progress	1,055	39	1,055	39
Net carrying amount	1,513	555	1,513	555
At 31 December				
Cost (Gross carrying amount)	3,301	1,506	3,301	1,506
Accumulated amortisation	(1,310)	(1,048)	(1,310)	(1,048)
Work in progress	170	1,055	170	1,055
Net carrying amount	2,161	1,513	2,161	1,513

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

18. Contingent liabilities**Suspensory Loan**

The Institute and Group no longer 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 was \$8.132m, with \$5.132m having been received in 2009 and the remaining \$3m in 2010.

The loan has now been converted to equity as all objectives required by contract have been met.

The conversion tranches were as follows:

Tranche One	2010	\$1.7m	Achieved
Tranche Two	2011	\$1.7m	Achieved
Tranche Three	2012	\$2.366m	Achieved
Tranche Four	2013	\$2.366m	Achieved

Other

The Institute and Group has a contingent liability for legal proceedings of \$40,000 (2012:\$Nil).

19. Staff and student grievances

At balance date there are no student or staff related claims against the Institute for which the outcomes are uncertain. (2012: Nil).

The maximum estimated exposure to staff and student grievances is \$Nil (2012: \$Nil).

20. Related party transactions

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

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 \$18.8m (2012: \$22.0m) 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 transactions occur within a normal supplier or client relationship on terms and conditions no more or less favourable than 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.

Transactions with Subsidiaries & Associates**Nelson Polytechnic Educational Society Incorporated**

The Institute entered into transactions with the Nelson Polytechnic Educational Society Incorporated (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 \$600k (2012: \$648k) are included within the accumulated funds in the Consolidated Statement of Financial Position.

Interest income of \$Nil was paid from NMIT to NPES for 2013 (2012: \$Nil).

In 2013 NMIT donated \$7k from the sale of a house built by the Trades programme to NPES (2012: \$Nil).

NMIT paid the audit fee for NPES for 2013 \$3k (2012: \$3k).

Transactions with key management personnel

Key management personnel compensation

	Actual	Actual
	2013	2012
	(\$000)	(\$000)
Salaries and other short term employee benefits	1,069	1,006

Key management personnel consists of the Institute's council, Chief Executive and senior management team. Key management personnel compensation above does not include council remuneration as this is separately disclosed in note 21.

During the year NMIT purchased services from the related parties listed below (excluding GST)

	Actual	Actual
	2013	2012
	(\$)	(\$)
Council members		
Merlot Ltd of which Ross Butler is a Director.	217	191
Cawthron Institute of which Daryl Wehner was a Director and staff member until March 2013 (\$1,053 is outstanding at balance date (2012: \$1,053)).	17,753	13,999
Cuddon Ltd of which Andrew Rowe is CEO.	1,337	1,098
SANITI of which Scott Tambisari is President (\$8,881 is outstanding at balance date (2012: \$5,290)).	298,114	307,932
Institute of Directors of which Ross Butler, Paul Steere, Virginia Watson and Daryl Wehner are members.	4,695	10,924
New Zealand Red Cross Ltd of which Paul Steere is a Director (\$152.17 is outstanding at balance date (2012: \$298)).	8,916	11,085
The Suter Gallery of which Gabrielle Hervey is a member of the Trust Board.	-	85
World of Wearable Art Ltd of which Gabrielle Hervey was a Director until 23 April 2012 and is now a consultant.	-	108
Marlborough Girls College of which Virginia Watson is a Board member.	(870)	1,739
Port Nelson Ltd of which Daryl Wehner is a staff member.	1,017	1,635
Other		
Tertiary Accord of NZ Ltd in which NMIT is a shareholder and Tony Gray is a director.	156,000	78,000

During the year NMIT provided services to the related parties listed below (excluding GST)

	Actual 2013 (\$)	Actual 2012 (\$)
Council members		
Merlot Ltd of which Ross Butler is a Director.	212	-
Cawthron Institute of which Daryl Wehner was a staff member until March 2013.	1,944	-
Marlborough Lines Ltd of which Ross Butler is a Director.	1,881	2,391
SANITI of which Scott Tambisari is President (\$3,225 is outstanding at balance date (2012: \$Nil)).	3,932	2,235
Marlborough Girls College of which Virginia Watson is a Board member.	6,171	5,053
NZ King Salmon Ltd of which Paule Steere is a Director.	15,038	-
Port Nelson Ltd of which Daryl Wehner is a staff member.	2,368	257

Other

Polytechnics International (NZ) Ltd of which NMIT is a shareholder and Tony Gray is a director.	7,446	2,653
Tertiary Accord of NZ Ltd in which NMIT is a shareholder and Tony Gray is a director.	6,508	7,000

21. Council remuneration

	Institute 2013 \$	2012 \$	Group 2013 \$	2012 \$
Fees and other benefits received by individual council members were as follows:				
Butler, Ross #	28,721	28,721	28,721	28,721
Hervey, Gabrielle #	14,360	7,732	14,360	7,732
Rowe, Andrew #	17,951	17,951	17,951	17,951
Steere, Paul #	14,360	14,360	14,360	14,360
Tambisari, Scott #	14,360	14,360	14,360	14,360
Tapata-Stafford, Te Rehia #	14,360	14,360	14,360	14,360
Watson, Virginia #	14,360	14,360	14,360	14,360
Wehner, Daryl #	14,360	14,360	14,360	14,360
Wysocki (Scanlon), Claudia	-	2,762	-	2,762
	<u>132,832</u>	<u>128,966</u>	<u>132,832</u>	<u>128,966</u>

current NMIT council at 31 December 2013

22. 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. NMIT subsequently lost funding for Embedded Literacy & Numeracy. In addition, NMIT received a reduced allocation of Level 1 & 2 EFTS/funding.

Tuition fees

Tuition fees are under budget due to lower international student numbers and EFTS mix changes.

Finance income

Finance income is under budget due to lower interest rates and reduced cash reserves available resulting from the exit from the delivery of pilot programmes.

Other income

Other income is over budget due to revenue from unbudgeted contracts such as Top of the South Trades Academy, Oberlin University pilot training administration fees, Ministry of Social Development Training for Work programmes, and new lease of premises to the University of Canterbury. Additional revenue was earned from Maritime short courses, and increased student numbers on the ELTO contract.

Personnel costs

Personnel costs are under budget due to reduced staff numbers and a reduction in the annual leave provision.

Depreciation and amortisation expense

Depreciation and amortisation expense are under budget due the timing of and an overall reduction in current year capital expenditure.

Other expenses

Other expenses are significantly over budget. This is mainly due to higher joint venture costs arising from the delivery of higher EFTS by our joint venture partners, and exit from aviation pilot training. Energy costs were also over budget due to increased consumption. These overspends were partly offset by savings in travel and accommodation, consultants, professional memberships, and lower international agents commissions (due to reduced student numbers).

Statement of financial position*Cash and investments*

Cash and investments are under budget due to the reduced surplus as explained above, as well as variation in capital expenditure and timing.

Debtors and other receivables

Debtors and other receivables are under budget due to improved debt collection.

Property, plant and equipment

Property, plant and equipment is under budget due to reduced capital expenditure, due to timing of construction of new buildings.

Intangibles

Intangible assets are higher than budgeted due to the implementation of the EBS4 Student Management System.

Statement of movements in equity

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

Statement of cash flows

Net cash flows from operating activities are lower than budgeted due to lower inflows from government grants, and higher payments to suppliers.

Net cashflows from investing activities are higher than budgeted due to higher inflows from the realisation of investments and lower than budgeted capital expenditure.

23. Events after balance date

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

24. Financial instruments**24A Financial instrument categories**

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

	Institute		Group	
	2013	2012	2013	2012
	(\$000)	(\$000)	(\$000)	(\$000)
FINANCIAL ASSETS				
Loans and receivables				
Cash and cash equivalents	4,726	2,235	4,726	2,235
Debtors and other receivables (excl GST)	1,227	900	1,227	900
Investments				
- term deposits	6,300	21,575	6,300	21,575
<i>Total loans and receivables</i>	12,254	24,710	12,254	24,710
Fair value through other comprehensive income				
Investments				
- unlisted shares	18	18	18	18
<i>Total fair value through other comprehensive income</i>	18	18	18	18
FINANCIAL LIABILITIES				
Financial liabilities at amortised cost				
Creditors and other payables	2,799	4,347	2,802	4,350
Other financial liabilities (excl GST)	680	714	77	63
<i>Total financial liabilities at amortised cost</i>	3,479	5,061	2,879	4,413

24B Fair value hierarchy

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

24C 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 performance report

This section outlines progress against curriculum area plans as set out in the Institute's *2013-2015 Investment Plan*.

Regional Economic Development encompasses the following curriculum areas:

- Applied Business –
 - Business delivered from the Marlborough and Nelson campuses (also online studies and in China)
 - Tourism 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 with Dept. of Conservation staff nationally
 - Horticulture 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 Services -
 - 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 –
 - Foundation studies are delivered from the Nelson and Marlborough campuses
 - English Language is 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 and counselling studies are delivered from the Nelson campus
- Hospitality and Wellbeing –
 - Beauty services and hairdressing delivered from the Marlborough and Nelson campuses
 - Hospitality training delivered from the Nelson campus

We also report on targeted performance for three institutional sections:

- International Marketing
- Māori Education
- Youth Transitions

Applied Business - Targeted Performance Report

The Applied Business Programme area comprises three programme clusters – Business, Tourism and China Programmes.

Applied Business comprises the Bachelor of Commerce Degree, Graduate Diplomas, Diploma in Commerce, New Zealand Diploma in Business, and New Zealand Institute of Management (NZIM) Diploma in Management. The degree is fully accredited to meet the New Zealand Institute of Chartered Accountants (NZICA) chartered accounting qualification. Business qualifications are delivered in Nelson, Marlborough (using some video conference deliveries), and on a limited basis in Auckland.

Most deliveries are face-to-face with online delivery available for New Zealand Diploma in Business and NZIM Diploma in Management.

The **tourism** cluster comprises the Diploma in Tourism Management, Certificate in Tourism and Travel, Diploma in Adventure Tourism Leadership, Certificate in Adventure Tourism and the Cultural Tourism programme. These programmes are delivered face-to-face with a high degree of interactive, experiential learning.

The Diplomas in Commerce and Information Technology are taught in China in conjunction with our partners on a 3-year +1 basis providing pathways for Chinese learners to complete their degree at NMIT.

Investment Plan proposals for Applied Business:

Applied Business programmes are primarily intended to meet regional business needs and add value to the regional economy. It is critical that the design of curriculum and delivery looks forward to meet future regional trends.

The balance of employer requirements is trending rapidly away from content and knowledge to the development of skills and personal qualities. A work-ready Applied Business graduate is now increasingly defined in terms of well-rounded abilities in:

- Analysis and problem solving
- Decision making
- Communication, including social media
- Researching and validating relevant information
- Literacy in relevant technologies including, but not limited to, information technology
- Initiative
- Bi- and multi-cultural appreciation.

The practical and interactive approach to delivery used in Applied Business programmes has ensured an excellent reputation for providing graduates with practical skills for the workplace. Over the next three years, Applied Business programmes will embed the development of these skills and personal qualities further into every programme.

The Tertiary Education Strategy places emphasis on youth education. Both the Tourism Management and Adventure Tourism programmes have very high proportions of learners under 25 years old. Both these areas will continue to foster and strengthen relationships with schools in the region. Equally important is the retention of youth learners into the second year of the Diplomas in Tourism Management and Adventure Tourism. These programmes will be reviewed to ensure they better match learner and employer needs, including opportunities for seasonal employment and off-season study.

A key internationalisation strategy will continue to be the maintenance and establishment of relationships with partner tertiary institutions in China. This strategy has the advantage of attracting international learners of a known quality, lower up-front investment required to recruit Chinese learners, and increased opportunities to export educational expertise in line with the new Chinese Tertiary Education Strategy.

Applied Business – Targeted Performance Report

Key Actions and Direction: Applied Business

Key Actions and Direction	2013 Planned Outcomes	2013 Actual outcomes	Commentary
Bachelor of Commerce (Nelson, Marlborough and Auckland)*	Streams in Organisational Behaviour and Integrated Logistics developed and approved. Level 7 Organisational Behaviour course delivered Semester 2. Pipeline growth in Marlborough. Auckland delivery – completion of 2012 learners only. No new intakes.	Logistics/Supply Chain and Advanced Operations courses added to Bachelor of Commerce and developed for delivery Semester 1, 2014 Organisational Behaviour course deferred pending programme review. Business EFTS in Marlborough declined by 4% to 24.25 EFTS No new intakes were made.	Effort was placed on redevelopment of the Graduate Diploma in Professional Accounting instead, at the request of International marketing New intakes were disappointingly lower than in 2012 but consistent with the general trend in Marlborough. The final 5 students are completing BCom. courses in early 2014.
NZ Diploma in Business and NZIM Diploma in Management*	Pipeline growth face to face Online delivery growth	Increased by 4%	Increase less than expected but in a flat market
Post Graduate Diploma in Business Enterprise*	Post Graduate Diploma in Business Enterprise approved Delivery Sept.	Approved September 2013 Delivery now planned to commence February 2014	Approval later than expected has caused deferral of first delivery to 2014
China Programme*	Establish Confucius Resource Centre in Nelson Campus Develop masters pathway ex BCom to Massey KFU Programme ends Graduates from ZJWCHC, HUT enrol at NMIT	Confucius Resource Centre opened in November 2013 Pathway available but no articulation agreement in place Exit completed 19 new students enrolled from our Chinese partner institutes	Consideration being given to Masters pathway at AUT via Post-Graduate Diploma in Business Enterprise

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Applied Business - Targeted Performance Report

Key Actions and Direction: Applied Business

Key Actions and Direction	2013 Planned Outcomes	2013 Actual outcomes	Commentary
Tourism Management*	No planned outcomes for 2013.		Low enrolments impacted negatively on EPIs. Programme has been repositioned and restructured for 2014
Adventure Tourism*	No planned outcomes for 2013.		Low enrolments impacted negatively on EPIs. Focus on recruitment for 2014

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Aviation Engineering - Targeted Performance Report

The NMIT Aviation capability was established in 2002 and has been successfully delivering engineering training at RNZAF Woodbourne for 10 years using RNZAF Training Facilities and Equipment under a formal paid sharing agreement. In that time, NMIT has established a sound reputation as a quality producer of work-ready aviation engineers and the programme area has become instrumental in supporting both the General Aviation and the Airline Aviation Industry. In recent years the NMIT Aviation Programme has also expanded to provide specialist engineering instruction for the RNZAF.

NMIT Aviation remains the only Aviation engineering training provider in New Zealand outside of Air New Zealand and the Royal New Zealand Air Force (RNZAF) and therefore must have a national as well as regional focus. As a result, 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, ServiceIQ. The programmes are designed to provide general pre-employment training and license preparation training for all aviation engineering organisations, including Air New Zealand and the RNZAF. There has been a slow and steady growth in aviation training numbers over the last three years, with over 240 learners undergoing training in 2013 either on a formal attendance training programme at Woodbourne or through flexible delivery on line.

Investment Plan proposals for Aviation Engineering:

The major challenge for aviation engineering is to expand its portfolio to meet regional, national and international demand and at the same time improve its financial contribution to NMIT. The Aviation Programme Area will focus first on providing programmes for qualifications already on the national framework that have key stakeholder demand in New Zealand and are attractive to the International markets. The Aviation Programme Area will also focus on opportunities to increase the delivery of higher level qualifications (level 6 Diplomas).

The Aviation area will investigate expansion opportunities in International markets for Aviation trades other than Maintenance Engineering and Pilot. Potential trades for investigation include Airport Operations (including Ramp and Air Traffic Control), Airport Services and Aviation Support & Manufacturing Engineering. The Aviation Programme Area will also collaborate with the Trades and Maritime Programme Areas to investigate other engineering opportunities at NMIT, in particular the delivery of a Bachelor of Engineering Technology.

Key Actions and Direction: Aviation Engineering

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Implement a programme to provide the qualification "Diploma in Advanced Avionics"*	Programme delivery methods prepared for national and international markets	Not progressed	Not enough demand from Industry for this qualification. Possibility of International offering in the future
Implement a programme to provide Advanced Standing for the Certificate in Aeronautical Maintenance Engineering*	1 year "accelerated" programme delivery method prepared for national and international markets	Not progressed	No decision made regarding the viability of EASA accreditation. High cost to implement and maintain.
Update and Upgrade Certificate in Aeronautical Maintenance Engineering to Diploma (L6) output standard*	Rationalise CAME and DAMC programmes on TRoQ into one L6 programme Investigate alignment of content with EASA syllabus	Not progressed	Development started up again in relation to opportunities in Indonesia and Brazil. Not EASA related
Engage with Māori & Pacific Peoples learners, community and other stakeholders to ensure that NMIT Aviation programmes are more accessible to Māori and Pacific Peoples learners*	Engage with Nelson & Marlborough iwi and Pacific Peoples community leaders to identify specific learning needs and opportunities for programme development in Aviation	We continue to collaborate with Omaka Marae during student induction and orientation.	We have a long standing relation with Rangitane and will continue to develop opportunities

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Aviation Engineering - Targeted Performance Report

Key Actions and Direction: Aviation Engineering

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Implement an Aviation Trades Academy*	Develop with the NTTA an Aviation Trades Academy based at Woodbourne	Nelson Aviation Engineering Trades Academy implemented	2014 Trades Academy Aviation will be offered in Nelson and Woodbourne
Investigate a entry level gateway qualification in Engineering Life Skills to be run in collaboration with the NZDF LSV scheme*	Investigate the key stakeholder market for the gateway programme	Not progressed	
Prepare an amended and future proof agreement between NMIT and NZDF for use of facilities at RNZAF Woodbourne Base*	Agreement written and approved for implementation	In progress	RNZAF Contract staff change. NMIT re-engaged with RNZAF to address the contract issue. Despite frequent attempts the Contract has not been resolved. NMIT has begun negotiations with RNZAF.
Explore the feasibility of establishing a collaborative pathway for the delivery of a BEngTech (Aeronautical Mechanics)*	Investigate establishing a Research capability in Aviation. Develop a programme to deliver the first year of a BEngTech with NMIT Trades and CPIT	Not progressed	Certificate in Engineering L3 now operating out of Woodbourne in parallel to Nelson campus programme
Investigate the opportunities for new Aviation Programmes and short courses to support the wider international market in order to support small specialist trades in New Zealand national market* Investigate common demand with Maritime programme*	Research the current demand for specialist Aviation skills in New Zealand such as Survival Equipment Repairs, Advanced Structural Repairs and Composite Structures	Not progressed	Three new short courses have been developed that can be rolled out Semester One 2014

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Pilot Training - Targeted Performance Report

In 2001, NMIT established the NMIT Aviation Network to provide a national pilot training capability. Over the following 10 years, this capability grew significantly with approximately 600 pilot students receiving pilot training from Aviation Network partners. Unfortunately, as of 2012 following the external review of TEC sponsored Pilot Training in New Zealand, the TEC has determined that NMIT is no longer able to sub-contract flying training organisations to deliver pilot training funded by TEC EFTS. As a result, NMIT Aviation will lose its national Aviation Pilot income stream and must look to identify new opportunities for training provision or training support for National and International markets.

Investment Plan proposals for Pilot Training:

NMIT Aviation has sought and obtained approval to deliver Aviation Pilot Diploma programmes under the new ServiceIQ pilot training framework approved by NZQA. This framework is aligned with the syllabuses of the Civil Aviation Authority (CAA) of New Zealand.

Many of the flight training schools have already gained accreditation to deliver the New Zealand Diploma in Aviation however they are, in some instances, currently unable to deliver some of the specific courses within their programme. NMIT has been approached to design and offer some of these courses (such as the ATPL theory) for the flight training schools and our online format resources lend themselves effectively to achieve this.

There is also a significant amount of room for further course development within the new Diploma structure in conjunction with ServiceIQ by adding useful Unit Standards to the framework and/or delivering the courses within the framework that may add further value to the Diploma programme on offer.

NMIT Aviation must now review and re-establish its relationships with a view to NMIT Aviation offering a support and quality assurance service to interested network. In addition, NMIT must investigate increasing the number of collaboration and joint ventures with Private Training Enterprises (PTE) for pilot training internationally.

Key Actions and Direction: Pilot Training

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Investigate service support opportunities with NMIT Aviation Network PTEs*	Jan 2013 - Establish a range of support service options and models for network providers	The opportunity to engage with these opportunities was missed in the first half of 2013 with other priorities taking the fore.	With the Pilot Training Team Leader's contract as an NMIT employee expiring in June 2013, the ability to use their specific aviation knowledge/skills directly also ended.
Investigate development of flexible learning/online delivery of programmes within NZDipAv Framework*	March 2013 – Investigate delivery of ATPL Online offered in collaboration with some providers but available to any learners	Sub-Contracted Delivery of ATPL Programmes online was explored in relation to three potential partners but abandoned with lack of uptake in January 2013.	AS NMIT does not hold the IP for these courses, we negotiated a sub-contracted delivery as 'middle-man' but it was difficult to produce a profit with tight margins.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Pilot Training - Targeted Performance Report

Key Actions and Direction: Pilot Training

Key Actions and Direction	2013 Planned Performance	2013 Actual Performance	Commentary
Investigate development of additional (postgraduate) courses to add to the NZDipAv framework*	Investigate delivery of C-Cat Supervision Course, GA Internship Programme	Neither of these courses have been progressed in 2013. They remain good ideas, but focus has turned toward Aviation Engineering opportunities with the last remaining domestic pilot students finishing in Dec 2013.	NMIT's sub-contracting relationship with the flight training network ended in December 2013. Furthering these opportunities is dependent on striking up new partnerships with flight trainers.
Investigate International Pilot Training joint venture opportunities with NMIT Aviation Network PTEs to provide specifically tailored programmes to meet individual nation CAA requirements.*	Establish a range of International Joint Venture models for contracts to deliver International Pilot Training in New Zealand. To include establishment of an International Ground School	This opportunity has not been furthered though a lot of work has been put into re-kindling our existing international pilot training venture with JF Oberlin University. Re-creating this model remains a viable business opportunity subject to other Business Development Priorities.	The opportunities report identified Pilot training opportunities but with the ending of the domestic training programme the focus has turned toward Aviation Engineering development.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Aquaculture - Targeted Performance Report

New Zealand has the fourth largest Exclusive Economic Zone (EEZ) in the world with an area approximately 14 times the country's land mass. Nelson's central location within the country provides significant competitive advantage as the preferred base for fishing the EEZ.

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 needs of the developing requirements 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. NMIT is well placed to facilitate collaboration between the major stakeholders within the Aquaculture Industry. The Cawthron Institute is a principal industry partner involved in our developing Aquaculture infrastructure as well as strong relationships being established with:

- Fish & Game NZ
- Aquaculture New Zealand
- New Zealand King Salmon
- Marine Farm Association
- Spat NZ
- Plant & Food Research, Nelson

A new Articulation Agreement that will enable learners to complete both the Diploma in Aquaculture and a subsequent Degree in Aquaculture at NMIT in Nelson will provide options for attracting international learners from a range of countries.

Investment Plan proposals for Aquaculture:

The Diploma in Aquaculture has been delivered for two years and will look to continue growing the programme to include both full-time and part-time options. New aquaculture facilities within the H Block in Nelson for Year 1 students are signed off by Directorate in March 2013. A new articulation agreement for the pathway of NMIT Diploma in Aquaculture graduates into a Degree in Aquaculture will be in place for 2014 start.

Key Actions and Direction: Aquaculture

Key Actions and Direction	2013 Planned Performance	2013 Actual Performance	Commentary
Diploma in Aquaculture (Fish Farming and Fishery Management)*	Programme increased to include both full-time and part-time learners for start of 2013	Partially Achieved	Still mostly fulltime learners
Complete the infrastructure developments for effective delivery at the Nelson Campus within the new H Block	The facilities in H Block at the Nelson Campus are regarded as 'fit for purpose' by the Directorate - March 2013	Partially achieved	NMIT completed the aquaculture facilities at the Cawthron site at the Glenn in 2012 and in 2012 commenced building the new H Block facility. Delay in obtaining a drum filter from the UK meant completion of H Block aquaculture facilities did not occur until Feb 2014
Degree in Aquaculture with pathways from the current Diploma in Aquaculture*	An Articulation Agreement for the pathway of Diploma in Aquaculture graduates into a Degree in Aquaculture programmes is signed off by NMIT Directorate	Achieved	Agreement signed with Sparsholt University, UK.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Conservation - Targeted Performance Report

NMIT has had a long and close relationship with the Department of Conservation (DOC) through the Trainee Ranger programme, first delivered in 1999. This relationship has been strengthened over recent years with the successful implementation of two cohorts of Tairā Kaitiaki Taiao (Conservation Māori Cadet) and the Conservation (Field Skills) programmes. NMIT is now recognised as the preferred provider for DOC nationally.

The Nelson/Tasman/Marlborough Region has significant conservation estate managed by the Department of Conservation (DOC) which administers one million hectares of land, (45% of total Nelson-Marlborough land area) and 20% of New Zealand's coastline. This includes three National Parks – Abel Tasman, Kahurangi, Nelson Lakes – 42 off shore islands, wetlands, and mountain areas and more than 50 reserves in the Marlborough Sounds area. The Regional Economic Development Strategy stipulates that future development, economic or otherwise, must lead to an enhanced and sustainable environment.

NMIT delivers workshops throughout New Zealand through the implementation of the Conservation (Field Skills) programme where NMIT delivers workshops throughout New Zealand NMIT develops closer working relationship with a wide range of councils and contractors nationally.

NMIT is a key partner with the Brook Waimarama Sanctuary Trust working under a MOU that provides for significant opportunities for environmental and conservation education, both formal and informal. The Sanctuary site is based on a former water reserve, an environment protected for the city's water supply since 1860s, and is an ideal place for a wildlife sanctuary. NMIT is working with the Trust to establish a range of learn-centred learning opportunities for students across the institute to contribute to the Sanctuary's development.

Qualification Development

The NZQA Conservation TROQ is currently scheduled to start in 2014; however DOC, in association with NMIT and Learning State will be reviewing this qualification to ensure it remains relevant.

Programme Development

NMIT will be working closely with DOC and other key stakeholders to ensure the current Conservation Trainee Ranger programme of study remains fit for purpose. NMIT plans to work with DOC and other stakeholders to ensure the highly successful Tairā Kaitiaki Taiao (Conservation Maori Cadet) programme is continued.

Investment Plan proposals for Conservation:

Conservation is about to start a significant growth phase, with NMIT as the preferred national provider for DOC.

Key Actions and Direction: Conservation

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Review of Trainee Ranger programme in consultation with key stakeholders*	An updated programme is approved and ready for applications	Partially Achieved	Conservation TROQ still progressing. NMIT on Governance Group
Internationalisation of Conservation programmes*	No specific 2013 outcomes planned.	Delayed	Delayed due to consultation with DOC.
Māori environmental practices programme researched*	Programme is developed	Delayed	DOC has reviewed delivery of this programme and it has not been funded at the present time.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Horticulture - Targeted Performance Report

Horticulture is the Nelson-Marlborough region's largest employer, and especially in the past five years as the apple-growing has stabilised. Pipfruit and kiwifruit growing works well together as their seasons are complementary, which extends the employment season. The grape harvest comes towards the end of pipfruit harvest, providing an additional extension for seasonal workers.

NMIT provision for Horticulture has been focussed on supporting regional businesses and industry through providing training courses and programmes that promote "hands-on" learning. As an example, NMIT's innovative Certificate in Horticulture programme allows Horticulture learners to complete National Qualifications by flexible study methods that involve online resources, face-to-face tutorials as well as practical components. This new programme has significantly increased the number of learners who are now able to study Horticulture, particularly in the Marlborough Region.

Qualification Development

Currently NMIT is involved in the NZQA Horticulture TRoQ process with representatives on the Governance Group and Working Groups. This process will result in a reduction in the overall number of Horticulture qualifications available nationally and provide NMIT with opportunities to engage with stakeholders both locally and nationally.

Currently there isn't a National Diploma in Horticulture; however NMIT is working closely with Lincoln University, EIT, and MIT in the development of a Network of Provision for the delivery of a Diploma in Horticulture. NMIT plans to continue this relationship and any other opportunities that may arise as a result of the Horticulture TRoQ process.

Investment Plan proposals for Horticulture:

Plans for Horticulture centre on accommodating the changes that will occur as a result of the NZQA Horticulture TRoQ process and the subsequent pathways of study developments for both the Certificate and Diploma Programmes.

Key Actions and Direction: Horticulture

Key Actions and Direction	2013 Planned Performance	2013 Actual Performance	Commentary
Create a new pathway of study and associated delivery resources for the Certificate in Horticulture to match the new NZQF Qualification that results from the NZQA Horticulture TRoQ process.*	Programme ready to recruit learners for Semester 1, 2014. Staff are ready to advise and recruit learners.	Achieved – October 2013	National Certificate in Horticulture Level 3 & level 4 programmes developed, approved & delivered in October 2013. NZQA qualification review still to be completed before New Zealand qualifications available on NZQF.
Collaborative delivery of the Diploma in Horticulture is established.*	Programme ready to recruit learners for Semester 1, 2014.	Not Achieved	Delayed due to Horticulture TROQ

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Viticulture and Wine - Targeted Performance Report

Viticulture and wine is the largest industry in Marlborough and is New Zealand's largest viticulture and wine production region. It produces 70% of New Zealand's total wine production, has over 100 wineries and more than 500 independent growers. The region has acquired an international reputation for the quality and flavour of its wines, based on the district's unique characteristics for cool climate viticulture.

Currently NMIT is involved in the NZQA Horticulture TRoQ process which includes Viticulture and Wine, with representatives on the Governance Group and Working Groups. This process will result in a reduction in the overall number of Viticulture and Wine qualifications available nationally and provide NMIT with opportunities to engage with stakeholders both locally and nationally.

As a result of the Horticulture TRoQ process, NMIT will be involved in development of pathways of study with a range of other providers. This is likely to include the Diploma in Viticulture and Wine as well as Certificate in Vineyard Practices. NMIT will work with other providers who deliver Viticulture and Wine programmes - which are likely to be Otago Polytechnic (OP) and Eastern Institute of Technology (EIT).

Currently NMIT has a close relationship with Lincoln University with an articulation agreement that allows a pathway for Diploma in Viticulture and Wine Production graduates to staircase directly into the Lincoln University's Bachelor of Viticulture and Oenology.

Investment Plan proposals for Viticulture and Wine:

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	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Develop and implement a Diploma(s) in Viticulture & Wine Production qualification and programme of study that fits into the new NZ Qualifications Framework in collaboration with other TANZ Partners*	Viticulture and Wine Production Diploma(s) programme of study is developed and approved in collaboration with other TANZ Partners	Partial Achieved – draft qualification map submitted to NZQA (May 2013). Currently being reviewed by NZQA.	Horticulture qualification review (TROQ) still in progress. NMIT represented on TROQ Governance Group
Develop and implement a Certificate(s) in Viticulture & Wine Production qualification and programme of study that fits into the new NZ Qualifications Framework in collaboration with other TANZ partners*	Viticulture and Wine Production Certificate(s) programme of study is developed and approved in collaboration with other TANZ partners	Not Achieved – Change of focus due to TROQ process.	Due to the Horticulture (TROQ) these qualifications are now unlikely to be available as originally intended. New qualifications are being drafted that may align with original intention.
Develop an articulation agreed for pathways from Diploma to Degree for NMIT Viticulture & Wine Production graduates*	A new articulation agreement for a pathway from Diploma to Degree qualifications is signed by NMIT Directorate	Achieved	NMIT – Lincoln University articulation agreement currently being extended until 2014. NMIT investigating development of own degree provision.
Deliver a range of fully funded Viticulture & Wine Production Short Courses, and are developed in collaboration with the Viticulture and Wine Industry*	Income generated	Achieved.	MSD Cellarhand course & Basic Wine Appreciation short course completed in 2013

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Maritime studies- Targeted Performance Report

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 maritime tourism) operations; and
- the region is home to a wide group of specialist companies servicing the seafood and maritime industries.

The Maritime and Seafood TRoQ's in 2012/2013 will define, nationally, what maritime NZQA qualifications are available to be developed for delivery in 2014. NMIT's ability to influence and collaborate is not insignificant and staff are fully involved in the Maritime and Seafood TRoQ's at governance level, representing our regional needs as well as ensuring the results of the TRoQ merge well with MNZ/seafood regulatory requirements. Being industry-led, the future pre-employment programmes will provide a clear pathway for school leavers and clarity for employers.

International and domestic regulatory requirements for simulation and practical workshops for Navigation and Marine Engineering are a key focus for Maritime Training in the future and will be key investments for NMIT. The learning will be more learner focused, practical, in line with best practice, and allow for individual assistance to be available in very specific learning areas. Maritime assessment practices will move from traditional forms to competency-based approaches fully utilising simulations and practical workshops.

The international market for Maritime Programmes in Nelson is currently predominantly based on Marine Engineering. This market is highly competitive and negatively impacted by study options available world-wide and high cost of living caused by the high New Zealand dollar exchange rate.

An Aquaculture and Maritime Trades Academy has been developed as a two-year programme starting in 2013.

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-develop the pre-employment programmes in line with regional requirements (Certificate in Maritime Crewing and Seafood Processing qualifications)
- Developing all appropriate programmes to have online/flexible learning options including MEC3, and all nautical programmes
- Re-developing the MEC3 programme for delivery by 2013, in order to maintain our ability to offer this internationally recognised qualification, and to continue to attract international learners
- Developing MEC2 programme for domestic & international maritime learner market to provide career progression from MEC3
- Develop the current Diploma in Second Mate Foreign Going cross-over programme, to a full Diploma in Nautical Science in order to service both New Zealand and international learners
- Extending fire and safety training offer for maritime and other industry, e.g. dangerous goods, enclosed space, warden training, and height training.

Maritime studies - Targeted Performance Report

Key Actions and Direction: Maritime studies

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Implement new maritime qualifications in line with the Maritime TRoQ*	Delivery of new Maritime New Zealand qualifications in place for February 2013	Not completed.	The Maritime qualification review process is still ongoing and new qualifications are not yet on the New Zealand Qualifications Framework (NZQF). It is expected that the new qualifications will be submitted for approval to NZQA in early February 2014. It is planned that NMIT will achieve this action by the end of 2014.
Increase and maintain nautical qualification enrolments by introducing flexible learning options*	Development of flexible learning options	Partially completed.	Several short courses are in development via flexible learning delivery options. These have not yet resulted in increased enrolments. These are not yet awarded the NMIT kite mark.
Re-development of MEC3 programme at level 6 in line with international requirements, including flexible learning options*	50% of MEC3 courses available for blended delivery Delivery of new MEC3 commences July 2013	Partially completed.	The redevelopment of MEC3 is dependent on the NZQA qualification review processes as outlined above. The new target for this is July 2014. It is planned that the maths and science courses will be available online, and these are in development.
Development of current Second Mate Foreign Going cross-over programme to full Diploma in Nautical Science (incorporating Second Mate Foreign Going) Level 6*	Development of Diploma. Delivery by Feb 2014	Not completed.	This development is dependent on the NZQA qualification review processes as outlined above. The new target for this is July 2015.
Develop Marine Engineering pathway with Marine Engineering Class 2 Programme. Level 7*	Programmes ready for delivery - December 2013.	Not completed.	The MEC3 redevelopment project is underway and completion due in August 2014. Once MEC3 is completed, the pathway to MEC2 can be developed. New target for this is December 2015.
Pre-Employment Programmes: Deliver re-developed Certificate in Maritime (Crewing) Level 3* Deliver Certificate in Superyacht Crewing (CSY) Level 4* Deliver Certificate in Seafood Processing (CSF) Level 3*	Programmes ready for delivery - February 2013	Certificate in Maritime Crewing – not completed as NZQA qualification review dependent Certificate in Superyacht Crewing, Level 4– completed Certificate in Seafood Processing - Completed	Delivery of Maritime Crewing will start in Semester 2 2014 or Semester 1 2015 Certificate in Superyacht Crewing - Delivered 18 EFTS in 2013 Certificate in Seafood Processing – delivered 115 EFTS in 2013

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Maritime Studies - Targeted Performance Report

Key Actions and Direction: Maritime studies

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Deliver self-funded Fire & Safety Short Courses.	Full cost recovery	Completed	<p>Delivered 27 EFTS in self-funded short courses in 2013.</p> <p>In 2012 NMIT delivered Fire & Safety, Fisheries Observers and Pacific Island Fisheries short courses which generated self-fund income of \$310,473 for the institute.</p>
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2012 Self- Assessment Report.	Partially Completed	<p>NMIT's NZQA External Evaluation and Review (EER) reports 'Highly Confident' in Educational Performance and 'Confident' in Capability in Self-Assessment.</p> <p>In the institute's 2012 Annual Report it was reported that:</p> <p>Maritime Operations had 1 action from the 2011 Self-Assessment report outstanding, Marine Engineering had 2 actions not completed and 1 in progress; the Superyacht programme had 3 actions not completed and 1 in progress.</p>

Automotive Engineering - Targeted Performance Report

NMIT has a long-standing and highly successful Automotive Programme which includes curriculum alignment and STAR programmes with many secondary schools in the Top of the South region (TOS). The department also offers a 1-year full-time pre-trade course as well as having a Managed Apprenticeship programme, and off-job teaching contracts with MITO (Motor Industry Training Organisation).

The Managed Apprenticeship Programme changed from the former National Certificate in Automotive Engineering (Level 4) to the new National Certificate in Motor Industry (Levels 3 & 4) in 2013.

NMIT has strong relationships with many TOS secondary schools through the highly successful Automotive Curriculum Alignment Programme. In addition to this programme, we also offer STAR and Trades Academy Programmes. This supports NMIT staff working closely with secondary school teachers to deliver Automotive courses to secondary school students.

NMIT has a strong and established relationship with MITO that supports NMIT's delivery of off-job training for MITO Trainees.

NMIT collaborates with other ITP's from around the country through the Trades Forum where sharing of ideas and teaching approaches are discussed.

Key Actions and Direction: Automotive Engineering

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Enter into supply agreement with another provider for resource material to be used for our Managed Apprenticeship Programme*	New material and level 3 qualification being offered	Level 3 material offered to the 2013 apprentice intake	2014 Automotive pre trade programme will be at level 3
Deliver MITO fully-funded training packages*	Income generated	Budgeted income achieved	MITO and NMIT apprentices combined for block courses and night classes
Increase number of Pre-trade learners*	30 learners on the new Level 3 programme	27 Learners enrolled	
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement*	Implement Annual Operating and Action Plans from the 2012 Self-Assessment Report	2012 Action plans implemented	

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Engineering - Targeted Performance Report

Both Nelson and Marlborough campuses offer a one-year Certificate in Engineering Trades (Level 3) programme designed to produce work-ready graduates for either the workforce or an apprenticeship in any one of the following fields: fitting and turning, tool-making, welding, fabrication, marine engineering, and refrigeration engineering.

Our aim is to ensure our programme remains flexible and adaptable to meet the needs of Industry whilst still producing graduates who have the skills Industry require.

NMIT is represented on the Nelson Engineering Cluster Management Team which supports training within the Industry. Due to closer ties with the ITO (Competenz), there has been an increase in the numbers of local and out of region apprentices attending block courses at NMIT.

NMIT collaborates with other ITPs from around the country through the Trades Forum where sharing of ideas and teaching approaches are discussed. In addition, reviews of all qualifications are taking place via the TRoQ process and will produce unified national engineering qualifications at all levels. This review could effect change to our existing qualifications, although it will ensure the qualification structure within New Zealand will be easier for all to understand. NMIT is represented in the Engineering TRoQ process.

Market needs will be met with the present intake rate of Pre-trade Engineering students and maintaining the high level of participation in the ITO Apprentice Training Group.

Key Actions and Direction: Engineering

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Deliver Competenz ITO fully-funded training packages	Generated income and cost recovery achieved	Achieved	In the institute's 2012 Annual Report it was reported that student numbers were down on the previous year (2011) and that NMIT only expected to see growth in Competenz ITO fully-funded in 2014. NMIT reported \$70,000 income generated, the figure in 2013 was \$114,000
Deliver a range of fully-funded Mechanical Engineering Short Course programmes	One Introduction to Welding course and one SolidWorks course Income generated	Achieved ran one welding and one Solidworks course	Solidworks course run as combined Competenz and short course. In the institute's 2012 Annual Report it was reported that NMIT had run 3 mechanical engineering short courses (welding and CAD), and generated income of \$70,000, in 2013 the income was \$5,000.
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement	Implement Annual Operating and Action Plans from the 2012 Self-Assessment Report	2012 Action plans implemented	In the institute's 2012 Annual Report it was reported that outstanding actions from the 2011 Self-Assessment Report were related to the new Trades & Maritime building now due for completion in March 2014. The new 3 story technology building is now (largely) complete with staff and students occupying the building from 27 February 2014.

Building and Construction - Targeted Performance Report

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.

NMIT maintains strong linkages with local secondary schools through tertiary partnerships that include STAR and Trades Academy Programmes. NMIT collaborates with other ITPs from around the country through the Trades Forum where sharing of ideas and teaching approaches are discussed. We also have an active advisory committee with members representing a cross-section of the local Building Industry.

NMIT also has a close working relationship with Certified Builders and Master Builders, and both are on our Advisory Committee. In addition, we offer the ITABS Managed Apprenticeship Programme which ensures our Apprenticeship Coordinators are in discussions with Industry on a daily basis.

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

Market needs will be met with the present intake rate of Pre-trade Carpentry students and continuation of the high level of participation in our ITAB (Managed Apprentice) Group.

Key Actions and Direction: Building and Construction

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Builder Licensing.*	All NMIT Carpentry tutors licensed by December 2012.	All Carpentry pre trade tutors licensed	
Deliver one-year Trades Academy Programme.*	One-year Programme delivered.	Achieved	2014 will deliver year 1 and 2 programmes
Civil Engineering Diploma introduced.*	Diploma development	Diploma qualification developed and approved for first intake delivery in 2014	
Develop Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.	Implement Annual Operating and Action Plans from the 2012 Self-Assessment Report.	2012 Action plans implemented	<p>In the institute's 2012 Annual Report it was reported that:</p> <p>The outstanding actions from the 2011 Self-Assessment Report related to the new Trades and Maritime building (which is due for final completion in March 2014), and carpentry tutors not using ITP Carpentry Consortium notes.</p> <p>The new 3 story technology building is now complete with staff and students occupying the building from 27 February 2014. The refurbishment of the workshops is ongoing and is due for completion towards the end of April 2014.</p> <p>The carpentry department has developed new resource material based on the Branz publication and will use this material for our 2014 pre trade course. Our carpentry managed apprenticeship programme will use the consortium notes in 2014.</p>

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Business Services - Targeted Performance Report

The Business Services Programme Area encompasses four programme clusters: Information Technology, Business Administration, Retail and Community Computing.

The Information Technology cluster comprises a Bachelor of Information Technology (BIT), Graduate Diploma, specialist Diplomas at level 5, Diploma in Information Technology, and Certificate in IT Service and Support. The BIT has been redeveloped to provide majors in ICT Infrastructure, Systems Development and Information Systems. The revised degree was implemented from 2011 in a staged process, 2013 is the last year of the roll out with the level seven courses from the new degree being offered.

The Business Administration cluster comprises Certificate qualifications at levels 2, 3, 4 and 5. The Employment Scholarship Programme (ESP) is a conjoint delivery of the level 3 and 4 Certificates as a partnership between NMIT, local employers, and learners that has particularly strong and successful employment outcomes. The National Diploma in Business Administration (Level 5) was introduced from 2011 in order to create more opportunities for successful learner completion and progression.

Investment Plan Proposals for Business Services

Across the Business Services Programme Area

- Develop a suite of short courses and pathways to qualifications to allow in work training and increased use of ICT
- Increased use of Open Education Resources to support flexibility of programmes
- Increase student placements and flexible opportunities for learning, including expanded ESP programmes, workplace based projects and internships.

Information Technology

- Continue the Bachelor of Information Technology programme with changes to curriculum content to encompass current and future directions in the industry such as cloud computing services and mobile application development. These changes will be made in consultation with the IT Advisory Committee and other stakeholders.
- Develop a Post-graduate Diploma in 3D Web Development, focussing on cross platform architectures and technologies to support future trends in web and software application development.
- Continue to offer the Certificate in IT Service and Support (CITSS) and to review and make changes to curriculum and programme structure, in line with the offering of this certificate by our collaboration partner Otago Polytechnic where a review is currently taking place.
- Development of a flexible delivery option in the CITSS programme, using online training modules supported with periodic technology-based practical tutorial sessions. This will allow penetration to areas where ICT training at this level is not currently provided: Blenheim and Motueka and potentially Golden Bay, Murchison and Kaikoura. Investigate the ESP model for use in this programme.
- Continue to provide the National Certificate in Computing (Levels 2 and 3) in partnership with Skills Update Training Institute and strengthen the pathway from the level 3 certificate to the Certificate in IT Service and Support.
- Review the level 5 Diplomas in Networking, Information Systems and Software and Web Development, in line with outcomes for learners and employers and to better support study plans for learners.

Business Administration

- Continue the Certificates in Business Administration at Levels 3 and 4 with a project based and assessment centre approach more suited to the learner. Continue successful ESP programme at these levels.
- Continue and strengthen the offer of the National Diploma in Business Administration (Level 5) as both a career progression qualification for administrators as well as a pathway into further Business Study.
- Provision of the level 2 Certificate in Business Administration:
 - Nelson: Move the programme offer to a flexible approach
 - Marlborough: Retain the face-to-face offer, as this is a successful and popular programme for the Marlborough Region.
 - Explore possibility of ESP approach at this level.
- Offer tailored group training to business units and organisations designed to support their specific operational needs.

Business Services - Targeted Performance Report

Community Computing Centres

- Retain the Marlborough Community Computing Centre as provision for people seeking to return to the workforce and/or provide study pathways to qualifications residing in other programme clusters.
- Strengthen pathways from the Marlborough CCC into our Marlborough Business Administration programmes.
- Offer flexible / tailored skills training to community groups in Nelson and Marlborough.

Retail

- Continue to provide the National Certificate in Retail (Levels 2 and 3) in partnership with Skills Update Training Institute.
- Retail is an area to target for youth to undertake skills based training, which would support them in a move into a career in retail. The feasibility of a Trades Academy approach to retail training is to be investigated.

Key Actions and Direction: Business Services

Key Actions and Direction	2013 Targeted Outcomes	2013 Actual Outcomes	Commentary
Bachelor of Information Technology*	Third year of redeveloped Degree delivered February 2013	Third year of redeveloped Degree delivered February 2013	Degree implementation successful.
Implement the redeveloped degree	Review and development of curriculum content	Review of curriculum content carried out in 2013	New content developed for course for delivery in 2014.
Changes to curriculum content			
Post-graduate Diploma in 3D Web Development*	Development Curriculum and approval processes	Decision made to delay development until 2014 in order to first build research capability, which was carried out in 2013 and is ongoing.	
Certificate in IT Service and Support*	Development of blended programme course material and programme offer for first delivery (NN and ML) in semester 2	Decision made to delay development of blended programme to fit in with E-campus priorities.	New curriculum and programme structure in place in Otago, changes to NMIT programme to be implemented in 2014.
Development of a blended programme	Redevelopment in line with Otago Polytechnic		
Changes to curriculum and programme structure			
Business Administration* Certificates at levels 3 and 4 project based and assessment centre approach	On-going review and delivery	Project based assessment for Level 4 implemented with Level 3 being implemented in 2014.	
Continue ESP programmes	On-going review and delivery	ESP programmes successfully continued.	
Continue and strengthen the offer of the National Diploma in Business Administration (Level 5)		Seminars to businesses on National Diploma Level 5 carried out in 2013 resulting in doubled enrolments for 2014.	
Review offer of level 2 Certificate			

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Business Services - Targeted Performance Report

Key Actions and Direction: Business Services

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Market research, curriculum development and branding of training courses* First delivery of courses Delivery of tailored courses	On-going review of industry and community needs and resulting changes Delivery of tailored courses	Review of curricula carried out with our industry partners in 2013. Positive feedback received as well as agreement on future direction Tailored courses delivered in Business administration.	Repeated participation in Employment scholarship programme by local organisations. Significant numbers of IT organisations employing our graduates – often on a repeated basis.
Retail Trades Academy*	Investigation of potential for a Retail Trades Academy and, if feasible, development of the programme with local schools	Frontline services (including Retail, Business administration and tourism pathways) Trades Academy concept developed and offered to top of the south Schools for 2014	

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Creative Industries - Targeted Performance Report

The Top of the South region is well known for the strength of its locally based Creative Industries which include Artists, Designers, Musicians and Writers who contribute to its unique blend of arts and culture. Increasingly, convergence across the Creative Industries is encouraging economic development, employment, and innovation as seen in local initiatives such as the Bridge Street Collective, The Icon Centre for Contemporary Art, Nelson Art Expo, and Oi You!! Nelson/Tasman's reputation for creative expression extends internationally and provides the base for a vibrant Cultural Tourism Industry. In 2010, just over 1,350 of the Nelson City's workforce were involved in 'cultural occupations'.

The Creative Industries are an increasingly significant contributor to the Top of the South regional economy. The economic contribution is estimated to be currently up to \$25 million per annum spent on Arts. In addition, the equivalent marketing value to the region of all activity connected to the Arts is also estimated to be up to \$25 million.

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.

Investment Plan proposals for Creative Industries:

The Creative Industries Programme Area comprises the Bachelor of Arts and Media, the Diploma in Arts and Media and the Diploma in Writing for Creative Industries which are part of an integrated suite of Arts and Media Programmes offered by NMIT. 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.

The Creative Industries Programme Area is well positioned to build on the strengths of its current suite of programmes by making key step changes to increase the professional, commercial and entrepreneurial aspects of Arts and Media education. The increasing convergence of technologies changes the playing-field; distinct 'silos' of discipline-specific education are being replaced by a model that prioritises collaboration, problem-based approaches, networking, and new technology to reflect real-world scenarios of working in the Creative Industries.

The development of new teaching methods and strategies that reflect the work environment are proposed, utilising problem-based approaches, collaborative projects, the increased use of online technologies, and Open Educational Resources (OER). The continued development of blended and online courses to enable off-campus learning for the Certificate in Arts & Media, and the Contemporary Music and Writing for Creative Industries programmes is also proposed.

Key Actions and Direction: Creative Industries

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Bachelor of Arts & Media & related Diplomas.* Develop design pathway in the BA&M for all GMM electives	Increased enrolments in BA&M for Design Specialty	Level 5 Graphic Design courses were double streamed all year	Demand for graphic design content increased in 2013 – also with demand from public/community for students to work on projects
Develop greater focus on Professional Practice and Marketing of Creative Enterprise*	Re-develop Professional Practice and Marketing the Arts Courses	Re-development was completed to offer 2 x level 6 course in Professional Development	This creates a clear pathway for the development of professional/business and marketing skills within the creative industries
Create internship/work placement into levels 5 and 6, and develop greater focus on business content*	Develop strategy and target specific industries	A number of level 5 & 6 students were able to complete work placement opportunities in 2013	This included graphic design, Sign's & Graphic's, community projects, promotion and competitions

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Creative Industries - Targeted Performance Report

Key Actions and Direction: Creative Industries

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Develop Digital Photography & Video Specialty*	Create new Digital Photography & Video courses at levels 4 & 5	New L4 and L5 Digital Photography were delivered in 2013	These courses were popular and achieved the focus we desired – to see the greater development of commercial skills within art/design projects
New Design & Photography Major in levels 5 & 6 Diplomas*	Plan, prepare and develop concepts for the major	New Diploma in Arts & Media (Digital Design & Photography) was developed for delivery in 2014	Currently low enrolments – however, greater promotion needed to build interest in this diploma
Spatial Design Diploma at level 5 (Interior, Landscape)*	Research existing programmes nationally and internationally	Connections made with UCOL and Otago. New Interior Design diploma was developed in 2013 for 2014 delivery.	Excellent interest to date – should meet targeted enrolments if not exceed.
New content at levels 6 & 7 in Commercial Design Production (e.g. Packaging/Typography)*	Increase Commercial Design content within Design Specialty at levels 6 & 7	Level 6 & 7 graphic design students worked on many community/business projects throughout 2013	These projects – often in competition- provided ‘real world’ experience and enable the students to work with and discuss idea with clients
Post graduate or Graduate Diploma in Event Management for Creative Industries*	Research existing programmes nationally and internationally	No further development in this area in 2013	Research and feasibility to be undertaken in 2014
Post graduate or Graduate Diploma in Entrepreneurship & Innovation (Cross-institute)*	Initiate Institute wide discussion and direction	As above	As above
Diploma/degree in Māori Art & Design*	Offer Level 5 programme	New collaboration with TOA developed in 2013 to offer Kawai Raupapa Rauangi programme in 2014	March start date in 2014 – currently waiting for final approvals and accreditation before further promotional work. (Note: approvals secured in February 2014).
Diploma in Arts & Media (Contemporary Music)* Re-develop Sound and Moving Image courses to encompass Sound Production	Create Sound Production courses to improve live and recorded sound content	New Sound Production courses were delivered in 2013.	These new courses saw a greater focus and development of industry related knowledge in respect to live sound production and sound recording
Develop online courses in Instrument Tuition*	Plan, prepare and strategise use of OER for instrument teaching	Currently underway	Currently underway
Diploma in Writing for Creative Industries* Develop course design to increase industry relevance and pathways, including internships/work-placement/collaborations	Development of course content; name and purpose changes to reflect industry relevance	All courses within the Writing for Creative Industries diploma were redeveloped to engage with a greater vocational focus and stronger industry relevance	Further development is necessary – and the development to online delivery essential

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Creative Industries - Targeted Performance Report

Key Actions and Direction: Creative Industries

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Certificate in Arts & Media* New Design based programmes for Marlborough (use existing Certificate in A&M)	Plan, prepare and strategise best option for Marlborough delivery and focus	No further development in this area in 2013	Marlborough options to be discussed for 2015 offering
Create blended commercially focussed version of Certificate in A&M for in-work market*	Research existing programmes nationally and internationally	No further development in this area in 2013	Marlborough options to be discussed for 2015 offering

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

English Language and Foundation Studies – Targeted Performance Report

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.

Intensive Literacy and Numeracy Fund

In order to cater to the settlement needs of Nelson's former refugee community, the English Language Programme received 60 places of 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 Myanmarese 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.

The current focus of the ILN courses is the provision on workplace and life skills, in the Nelson context. NMIT has worked with employers such as Advanced Personnel and Sealord, running programmes for their potential employees, preparing them for jobs in their industries and readying them for induction programmes and health and safety in the workplace, as well as ESOL. As Nelson receives 7% of the national quota of refugees each year, the fund is very well utilised – demand is high.

Foundation Studies

Foundation Studies is challenged to be a strong financial performer. Two key themes of this area are that the focus is on skills 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 a 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. In particular, the CTS Level 4 Pathways programme has had very successful course completion rates and graduates have been accepted onto their programmes of choice at Diploma and Degree level.

Key Actions and Direction: English Language and Foundation Studies

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Foundation Learning Strategy actioned*	Audit of programmes delivered from levels 1 – 4 carried out. Re-design of delivery planned and published for consultation	New level 3 Certificate in Preparation for Tertiary Study introduced in collaboration with Whitireia. Level 1 and 2 programmes no longer offered.	The foundation programmes have been refocused on programmes that provide entry to diplomas and degrees. This provides better progression and use of teaching resources.
Redesign the Certificate in Vocational Skills to enable better participation and remove barriers*	Community/stakeholder needs analysis completed Stakeholder buy in confirmed. Minor re-development work planned and carried out.	Re-development of Community Living Training Schemes create more appropriate smaller qualifications. Feb 2014 delivery.	Development of lower cost part time training schemes are a better fit for this market. Combined with the new government subsidy for under 25's has created strong demand.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

English Language and Foundation Studies

Key Actions and Direction: English Language and Foundation Studies

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Re-develop the ESOL curriculum through the Natquals forum*	Curriculum planning and review of all key documentation and processes across institutes	All existing programmes have been replaced with the new New Zealand Certificates in English Language (NZCEL) for 2014 start. All 60 credit single semester from level 1 – 5.	The new programmes are a result of the TRoQ process and have taken a lot of work by the teaching staff. They use a higher percentage of Guided Independent Learning (GIL) and provide a clear pathway with either a General, Workplace or Academic focus.
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement*	Implement Annual Operating and Action Plans from the 2012 Self- Assessment Report Internal review process	All planned actions have been completed.	Self-assessment processes have been improved across all programmes within the EL and Foundation area.
Build up connections to provide learning opportunities for Māori and Pacific Peoples learners in culturally relevant contexts*	Continue talks with communities Seek advice from successful providers; e.g. Bay of Polytechnic Action Plan developed if all parties buy in	In progress. Existing programmes provide provision as required.	Specific programmes have been developed in other areas to fit relevant needs such as the visual arts, and trades. Additionally English language and Te Reo programmes are working closer together in 2014.
Introduce Certificate in Tertiary preparation (Level 3)*	Carry out feasibility study If approved and supported by stakeholders, sign MOU and train staff	Completed. Ran in Nelson and Marlborough in 2013.	The programme was successful but was late starting due to accreditation issues. Numbers were low in Marl.
Secure enough funding to run the above programmes – REG, ILN Targeted ESOL, Equity funding for TAs, English for Migrants, SAC and ACE*	Complete any further funding application work required, complete all reporting requirements and meet funding criteria	REG, ILN Targeted ESOL, and Equity funding for Certificate in Vocational Skills funding secured for 2014. SAC for NZCEL secured in Mix-of-Provision.	Budgeted funding all secured and reported against to TEC.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Health - Targeted Performance Report

The Health Area at NMIT comprises programmes in Nursing, Counselling and Social Work, Career Guidance, and Community Support Services, and is supportive of the Open Polytechnic Early Childhood Education programmes. The Health Area is therefore involved with health education across the whole life span. Staff are committed to maintaining and developing relationships with professional bodies, and there is considerable importance placed on giving back to the community through clinical placements, community workshops and meetings.

In 2012 the Health Area vacated from its dedicated building (due to seismic performance concerns); NMIT is currently investigating options to accommodate the needs of health education in the upper South Island for the medium to long term. This will accommodate collaborative education with other institutes, becoming a Centre of Health Education and Knowledge Transfer for all communities in the Top of the South Region.

Nursing

Nurses make a major contribution to the delivery of a mix of services for rural, urban, Māori, Pacific and Asian communities. These services include primary health care, the prevention and management of long-term conditions, maternity, child and adolescent health, mental health, palliative care, services for older people and for people with disabilities (Ministry of Health 2011).

In 2011 a Memorandum of Cooperation was signed between CPIT and NMIT to enable these Institutes to work collaboratively in the on-going design, development and delivery of a common Bachelor of Nursing Degree. NMIT has gained accreditation to offer the CPIT Bachelor of Nursing qualification in the Top of the South region.

Social Sciences

Counselling and Social Work programmes have been part of NMIT's programme mix for well over a decade. In 2010 approval was gained to deliver the Wintec Bachelor of Applied Social Science (BAppSocSci) on the Nelson NMIT campus with endorsements in Counselling and Social Work. Offering the BAppSocSci has strengthened the networks of the local and national social services sector, addressed local market needs and has met TES requirements.

Social Science programmes offer students the opportunity to develop the knowledge and skills necessary to enable them to undertake safe, ethical and competent practice across a wide range of settings. The core focus is the commitment to produce graduates who perform to a high standard of ethical, appropriate and empowering practice in the fields of social and community work.

Investment Plan proposals

Nursing

The collaborative curriculum with CPIT will be fully introduced by 2014, and the new blended model of delivery provides advantages for students who live in the region outside of Nelson City. The age range of Bachelor of Nursing applicants is from 18 years through to 45+, with the sector requiring a greater focus on younger applicants to ensure continuity of service due to an ageing workforce. Areas of investigation in the future are: Acute Care Assistant programme; Graduate courses at Level 7; as well as access to postgraduate programmes and support for students studying extramurally.

International students participate in the Contemporary Nursing Practice Programme, which links with English Language and contributes to the global culture of Nursing Practice in New Zealand.

Social Sciences

The adoption of the Wintec Bachelor of Applied Social Science in Social Work and in Counselling will be completed by 2014. Electives will be introduced in 2013 for the first time and the opportunity for NMIT to develop modules to be offered at Wintec and with Wintec's collaborative partners.

During 2013 NMIT will investigate postgraduate opportunities for Health and Social Science, further increasing collaborative arrangements and partnership opportunities. The need for specialised postgraduate study in areas such as abuse, care and protection, supervision, mental health and addictions have been identified. Social Science graduates will be able to continue studies in the Nelson Region, thus further engaging the community of practice.

Health - Targeted Performance Report continued

Key Actions and Direction: Health

Key Actions and Direction	2013 Planned Outcomes	2013 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	This was not achieved for 2013; 2014 but has been discussed as a potential for 2015. CPIT booked these courses very early with the District Health Board.	NMIT now has the staff on-board to deliver this training, but the existing programme would require redevelopment into a Training Scheme. Resourcing was not available to do this in 2013. Financially compensated by taking on more students into Nelson Foundation Nursing programme.
Align foundation level programmes as part of NMIT Foundation Strategy*	Investigate alignment with Certificate in Foundation Nursing (CFN) where possible with Certificate in Tertiary Study and CPIT pre-entry programmes.	CFN programme reviewed in 2012 and 2013 with adjustments made to content and delivery to better equip students who continue on to BN. Major changes not possible to programme due to TRoQ environment.	CPIT pre-entry programmes are at Level 3 and designed more for entry into Science degrees. Science in CPIT BN1 challenging for students and CFN has been geared more to helping students meet the level of science required. 2013 profiling completed of CFN students' achievements in the BN year-one science. The students who withdrew from the BN who had come from CFN did not withdraw through failing science.
Develop Self- Assessment to support the implementation of the Investment Plan, encouraging continuous improvement	Implement Annual Operating and Action Plans from the 2012 Self-Assessment Report	Action Plans from the SAR developed, completed and reported on.	<u>Nursing</u> <u>Confident</u> : Performance <u>Confident</u> : Self-Assessment <u>Social Science</u> <u>Highly confident</u> : Performance <u>Highly Confident</u> : Self-Assessment SUTI CSS EER: A poor result for EER and a not yet confident for Self-assessment in 2013 SAR. This has led to a closer evaluation of the programme self-assessment practice. Improvements being made and increased communication with SUTI happening. Still a way to go. In the institute's 2012 Annual Report it was noted that continual improvement had been evidenced and followed, this continues to be the case, the Health Area programmes have produced a substantial evidence base of self-assessment in 2013.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Health - Targeted Performance Report

Key Actions and Direction: Health

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Continue to work in collaboration with Wintec to offer the Bachelor in Applied Social Sciences with endorsements in counselling and social work at NMIT*	<p>BAppSocSci Social Work: full three years of the degree offered</p> <p>BAppSocSci Counselling. Full three years of the degree offered plus one final level 7- transition year</p> <p>Opportunities for Blended Learning investigated with Wintec</p> <p>Investigation into and planning for graduate or Postgraduate programme offering in 2014</p>	<p>2013 was the first year of the graduation of students from the full three years of the BAppSocSci and the final year for transitioning Counselling students to graduate.</p> <p>30 Counselling graduates and 14 Social Work Graduates.</p> <p>Application for site accreditation to deliver Postgraduate Certificate in Professional Supervision.</p> <p>Still awaiting NZQA approval.</p> <p>Strong community interest. Will offer in 2014</p>	<p>Excellent Monitors Report.</p> <p>Continuing excellent relationship with Wintec.</p> <p>MOU renegotiations with Wintec have added to delay in NZQA approval to deliver PGCPs.</p> <p>Counselling Clinic set up at NMIT with Community Clinic proposed for 2014.</p> <p>Evidence of Staff making a valuable contribution to community.</p> <p>Learner performance well meeting IP targets. Course completions (88%) Refer to EPI data.</p>
<p>Certificate in Counselling and Social Work*</p> <p>Will be part of the TRoQ in 2013</p>	<p>Change to full time one semester delivery well supported</p> <p>Example of best practice for embedding literacy and numeracy and preparing learners for degree study or support work</p>	<p>Students well held during a challenging year. Learners well prepared for degree study. 5 students have enrolled on the degree.</p> <p>TRoQ completed and possible new programme to consider for 2015.</p>	<p>Course completions 88%. Refer to EPI data.</p>
Continue to research into the changing needs of the community. The role of the support worker and the pathway of graduates from health certificate programmes into support work employment. Identification of possible additional pathways in to mental health support work*	<p>Research project into the needs of the community.</p> <p>This will be a part of the TRoQ in 2013 and 2014</p> <p>NMIT to investigate how best to meet the needs of the community and how best to offer pathways for learners.</p> <p>Be part of national groups revising the role of the support Worker in New Zealand</p>	<p>This continues to be discussed at Advisory Meetings. The TRoQ is completed and a new programme will become available. This will offer pathways to higher study for Support Workers and Care givers.</p>	<p>It is planned that with the reshuffle of the Health Area that a greater focus can be given from 2014 on the Care for the Older Person study and possible new programmes and pathways.</p>

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Health - Targeted Performance Report continued

Key Actions and Direction: Health

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Investigate the development or collaborative adoption of a Bachelor in Career Coaching*	Investigation development and accreditation	Planning re this development has happened in 2013 with PAL, Counselling Coordinating Tutor and with SUTI Auckland. A timeline for development and delivery identified.	2014 finalise Concept Plan and timeline for development and a 2016 delivery. This development is dependent on the External approval of the new Diploma in Advanced Career Guidance (first delivery planned for semester two 2014), as well as the development of the new Wintec Bachelor of Counselling and 4 year Bachelor of Social Work degrees. (starting 2015)
Work in association 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	MOU reviewed at the end of 2013	Still financially viable to offer this support to the Open Polytechnic. NMIT needs to ensure that the information on the Website reflects the MOU in that students who access application info through NMIT online receive the double badged application forms.
Early Childhood Education* Access to Early Childhood programmes identified as a need from secondary schools and the community*	Investigate a possible level 3 programme to offer a local onsite programme through NMIT Trades Academy involvement and investigation into NMIT delivery	Decision made during 2013 not to offer the Early Childhood STAR programmes from 2014.	Interest in Early Childhood Education still high at Open days etc.
Work in Partnership with Skills Update Institute of New Zealand (SUTI)* Diploma in Career Guidance Research into the future directions of Career qualifications and the needs of the community*	Continued review of the qualification offered under NMIT accreditation Review of work based training opportunities. Investigation into a Level 7 Diploma in Advanced Career Guidance and possible higher qualification	Current Level 6 Diploma in Career Guidance reviewed in 2013. Work based training information reviewed and information to students and work placements updated. Information regarding Police Checks and Health Declarations, clarified and updated. Significant input from Advisory Committee.	General update of documentation.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Health - Targeted Performance Report

Key Actions and Direction: Health

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
<p>Work in Partnership with Skills Update Institute of New Zealand (SUTI)*</p> <p>Certificate in Community Support Services (Care for the Older Person)*</p>	<p>Continued review of the qualification offered under NMIT accreditation and the quality of delivery</p> <p>This will be a part of the TRoQ in 2013</p>	<p>This programme has been well reviewed, through the EER in 2012 and the 2013 SAR process as well as an NMIT 2013 Internal Review. Aspects of the programme have been identified as requiring significant improvement.</p> <p>Relationships with SUTI strengthened and communication improved during 2013.</p>	<p>In 2013 there have been increased regular meetings with the SUTI Programme Manager for this programme and involvement with self-assessment by the learning Facilitators in Nelson, Marlborough and Auckland.</p> <p>There has been excellent tracking of student withdrawals and reasons all recorded. Evidence of increased student evaluations and diagnostic assessment.</p> <p>2014 must result in evidenced and measurable improvements.</p> <p>TRoQ completed in this area with input from SUTI and NMIT. Discussion re new programme and opportunities to start early 2014.</p>
<p>Sign MoU with Annesbrook Leadership College (ALC).*</p>	<p>Offer certificate and diploma leadership programmes in Nelson.</p>	<p>Certificate and Diploma in Christian Ministries Internship programmes approved and offered through ALC / NMIT partnership in 2013. Excellent relationship with ALC.</p> <p>Advisory Committee established and two meetings held.</p> <p>Graduates part of NMIT Graduation ceremony as well as ALC graduation.</p>	<p>In 2014 NMIT intends to review assessment processes.</p> <p>ALC working well with NMIT Quality Assurance processes.</p> <p>Pathways identified for students to NMIT and from NMIT to ALC as elective options.</p>

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Hospitality and Wellbeing - Targeted Performance Report

Hospitality

NMIT has extensive experience in meeting regional training needs in hospitality and training in 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 Trades Academy programmes in Hospitality offer excellent opportunities for young learners to explore careers in the Cookery and Front of House areas of the industry.

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 and Marlborough campuses both offer the Certificate in Beauty Therapy that 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. In 2013, the Diploma in Beauty and Body Therapy was added to the programmes available from the Nelson campus.

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:

There are anticipated increases in EFTS in Beauty Therapy, Applied Fitness, and Hairdressing that will enhance revenue and contributions from these programmes. Operating efficiencies will continue to be explored in the area of Hairdressing. The relationship with AUT, in the delivery of the Bachelor of Sport and Recreation, as a pathway from the Applied Fitness programme, will be maintained and strengthened as well as enhanced pathways for Māori learners from local secondary schools to the Applied Fitness programme. We will develop the Beauty Therapy training to include Spa Therapy. We will deliver the Advanced Hairdressing programme to increase the portfolio of Hairdressing Programmes at NMIT, and ensure effective applied learning activities in Wellbeing to increase the effectiveness of training.

Significant knowledge exchange opportunities are apparent as a result of the applied, customer focussed nature of the programme area. Applied Fitness tutors and learners are consistently working with schools, local sports bodies, and individual athletes in the community. This is a strong feature of the programme offering. The Rata Room (NMIT's training restaurant) provides the platform to showcase the work of the Cookery and Restaurant, Wine and Bar Services learners. The reputation of the Rata Room and Lecture Theatre being used as a conference/presentation venue is growing amongst local businesses and social groups. The Training Kitchen facility will continue to hold Master Class Demonstrations for industry, and likewise the Hair and Beauty Salons are often the focus of industry-related training activities.

Hospitality and Wellbeing - Targeted Performance Report

Key Actions and Direction: Hospitality and Wellbeing

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
TRoQ being finalised late 2012 and will necessitate redesign of delivery*	New qualifications released and developed in collaboration with other ITP's for 2014 delivery	TRoQ up to final draft. No major changes expected to be required to existing programmes.	Looks like required changes will be relatively minor but will need aligning with AUT. Will not be for 2014 delivery.
Move the Professional Cookery start date from April 2013 to December 2012.*	Implemented	All but one student from year one of the Cookery programme transitioned into year 2 and the Professional Cookery programme achieved a high success rate.	The change of date has had pluses and minuses but is part of a larger plan across the Hospitality area to deliver a diploma that can have national and international appeal.
Deliver the Certificate in Applied Cookery for Chefs working in Industry who need to gain formal qualifications*	July 2013 start date	This did not proceed due to lower than expected applications.	One the Cookery tutors visited all the main restaurants in the area, and although there was a reasonable level of interest this did not translate into enrolments due to the cost of the programme and their availability to attend.
Development and delivery of Short Courses to meet demand from local communities and showcasing regional produce and flavours.*	No specific 2013 outcomes planned.	In 2013 we delivered a higher number of short courses than was budgeted for in areas such as Barista, Bar Managers and Wine Appreciation.	Short Courses in the Hospitality area continue to receive a high level of interest with an equivalent number planned for 2014. These are quick to adjust to suit a particular markets and added to as opportunities arise.
Develop facilities on NMIT campus for the delivery of the Fitness programme*	No specific 2013 outcomes planned.	Plans on hold. B Block being investigated as an interim facility.	Plans are in place for the programme and team to move into B Block as an interim measure. This will greatly improve the facilities for the programme.
Develop Beauty Therapy training to include Spa Therapy*	No specific 2013 outcomes planned.	Spa Therapies included within the Diploma in Beauty & Body Therapy	New Diploma picked up from EIT at beginning of 2013

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Hospitality and Wellbeing - Targeted Performance Report

Key Actions and Direction: Hospitality and Wellbeing

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Deliver the Advanced Hairdressing Programme to increase the portfolio of Hairdressing Programmes at NMIT	No specific 2013 outcomes planned.	2013 saw the delivery of Advanced Professional Hairdressing at both Nelson and Marlborough campuses	<p>This is intended to continue and 2014 is already showing strong enrolments in Professional Hairdressing for progression to Advanced Professional Hairdressing in 2015.</p> <p>In the institute's 2012 Annual Report it was reported that NMIT achieved 5 EFTS in Advanced Hairdressing in 2012, in 2013 the results were 6 EFTS in Marlborough and 15 EFTS in Nelson.</p>
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement	Implement Annual Operating and Action Plans from the 2012 Self- Assessment Report	SARs completed annually. Actions implemented when within programmes capabilities.	<p>Programme well bedded in with only minor improvements required.</p> <p>In the institute's 2012 Annual Report it was reported that the action plans from the 2011 Self-Assessment Report were regularly reviewed and updated throughout 2012, Self-Assessment continued to be a focus for Hospitality and Wellbeing areas in 2013.</p>

International Marketing - Targeted Performance Report

It is worth noting that the majority of international EFTS at NMIT is the result of strong relationships at the institutional level (China, Japan, Sweden & Germany), or individual agent level (India). In-bound international learners from off-shore educational agents are not a strong contributor to NMIT's international learner community.

Therefore, the International Education Strategy will focus on identifying and developing opportunities for:

- maximising the value and utility of existing institutional partnerships in China;
- leveraging the experience and expertise gained in China to build new partnerships in other target markets;
- trans-national delivery of NMIT qualifications, courseware and consultancy;
- cohorts from Institutional Partners to an on-shore study programme at NMIT and its education partners in New Zealand; and
- articulation agreements to facilitate and encourage pathways to on-shore study at NMIT and its education partners in New Zealand.

Market by Programme Area

Currently most international learners study Applied Business programmes including Cultural Tourism, Bachelor of Commerce, and Business Graduate Diplomas; Business Services programmes including BIT and Graduate Diplomas; and English Language and Foundation Studies.

NMIT has a number of programme areas that are closely related to the needs of 'Top of the South' industry and community and which are increasingly important in the international target markets. A more strategic focus on the promotion of these niche areas of expertise may help NMIT develop international education opportunities that contributes to the 'social, economic, cultural and environmental development of Nelson, Tasman and Marlborough.

Therefore, the International Education Strategy proposes focussing on developing new international opportunities in the following programme areas whilst retaining international student recruitment in traditional areas and developing the international appeal of those programmes:

- Viticulture
- Aquaculture
- Maritime
- Aviation
- Conservation
- Arts and Media

International Marketing - Targeted Performance Report

Key Actions and Direction: International Marketing

Key Actions and Direction	Planned Outcomes for 2013-2015	Commentary
CHINA Extend Marketing and Partnerships within China	Identify improvements and extension to existing partnerships with Hunan University of Technology, Zhejiang University of Water Resources and Electric Power and Hubei Polytechnic University	Arts and Media programmes established with Hubei Polytechnic University (first intake Sept 2013) and Hunan University of Technology (first intake Sept 2014). Application for reaccreditation of Zhejiang University of Water Resources and Electric Power (previously known as ZJWCHC) completed. Discussions commenced with ZJWREP re extension to double degree programmes for Commerce and IT
Attract in-bound Chinese learners	Create a new in-bound agent plan to host key agents from Auckland and Christchurch to NMIT	IEF has been a regular visitor to NMIT in 2013. New agents identified in Auckland. Agent famils planned for 2014 and 2015.
Assess Programme demand from Chinese learners	Review existing programme and investigate extension into Viticulture, Aviation Engineering, Maritime and Arts and Media	All areas investigated. Arts and Media programmes established with Hubei Polytechnic University (first intake Sept 2013) and Hunan University of Technology (first intake Sept 2014). Discussions/visits on joint programmes in aquaculture and viticulture underway with Beijing Agricultural University and China University of Agriculture. Application for approval for vocational Diploma programmes in operations management and civil engineering submitted with Guangdong Engineering Polytechnic.
INDIA Improve market intelligence	Develop stronger strategic planning for Indian market – focus on support of key agent	Kiwilndo contract disestablished. AUPP, CIIS are old agreements which did not prove valuable. Oceanic still needs to be developed to see if they are a potential key agent for NMIT.
Further develop programme and support initiatives attractive to agents and learners	Identify 'best practice' within NMIT and other TEOs and incorporate in offer; introduce Level 7 and 8 programmes to market	All Level 7 Graduate Diplomas carry funded internship component from 2014 to assist with career progression of Indian graduates. Introduction of level 8 Postgraduate Diploma in 2014 on back of research and feedback from agents and students.
JAPAN Support existing partnerships and cohorts	Review management and existing MoU and agent agreements	Refined process and improved communication on back of direct feedback from partners. Now seeing increased numbers for 2014 from all 3 universities. New potential partner Toyo University to send first group in August 2014. To investigate NZ-based agent partner relationship for development of new institutional partnerships in Japan.
SAUDI ARABIA Extension of scholarship offering	Grow ELP Programme learner numbers and progression opportunities to 'main stream' provision	SACM has confirmed a new student stream from scholarship scheme which had previously been on hold until 2014. SACM has confirmed that choice of institution lies with student so no indication of numbers yet. Now that scholarship funding is available again, next step is to make proposal to gain approval to deliver foundation and degree to SACM students.
GERMANY Research and develop new agent relationship for German market	Complete selection of agent and set targets for recruitment; review 'Internship' activity to grow opportunities from Germany and /or other countries	Trialled alliance with three other ITPs, called Study Applied Sciences, in 2013 which is now under review. On back of a marketing trip December 2013, NMIT has now established solid relationships with two Berlin-based agents for both mainstream and ELP students going forward.
Establish an International Education Steering Group	ESG identified as Directorate and in place to review, monitor and make decisions on International business cases and appropriately resource agreed projects	ESG in place and have presented Opportunities for Aviation, Maritime, Tourism, Indonesia and India is currently underway.

International Marketing - Targeted Performance Report

Key Actions and Direction: International Marketing

Key Actions and Direction	Planned Outcomes for 2013-2015	Commentary
Develop a strategy for internationalisation to the learner and learning experience.*	Ensure that the context of NMIT's 'Internationalisation' is continually developed as part of the Institute's culture and embedded in all curriculum and support services	Actions identified in 2011 and 2012 SAR in process and being worked through.
Complete team Self-Assessment to support the implementation of the Investment Plan and encourage continuous improvement.*	Implement Annual Operating and Action Plans from the 2012 Self-Assessment Report	Actions identified in 2011 and 2012 SAR in process and being worked through.

*This is a new measure which was not part of the previous Investment Plan, MIT has not previously reported against this measure.

Māori Education - Targeted Performance Report

NMIT has offered programmes in Te Reo Māori me ōna tikanga to the iwi and community of the Nelson region for 20 years. We currently offer two te reo Māori programmes aimed at the entry to intermediate Levels.

Te Rito o Te Reo is an introductory reo Māori programme aimed at those with very little, to no experience, in te reo Māori.

The Te Tuarā me te Tinana o te reo, National Certificate of Te Reo Māori is an NZQA approved and accredited programme and provides learners with the opportunity to advance their reo to an intermediate level and enable them to pursue higher education opportunities.

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 Māori Education provision. We currently offer two language programmes at pre-entry and entry to intermediate levels (Te Rito o Te Reo and Te Tuarā 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 Te Toki Pakohe (TTP) and Iwi and is beneficial for the Institution as a whole. Full and part-time study options are available and learners participate in total immersion learning. New areas of expansion and growth are planned to enable more options for learners to advance their tertiary education. These areas include the delivery of a level 5 te reo Māori qualification and a Mātauranga Māori qualification in collaboration with Te Wānanga o Raukawa, other areas being explored are Mahi toi and marae based deliveries.

TTP is currently in a period of redevelopment and it is envisaged that under the new structure TTP will be able to take up the delivery of Treaty of Waitangi and tikanga Māori workshops to a wider audience including the community and corporate arenas.

Key Actions and Direction: Māori Education

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Establish collaborative relationships with Wānanga to enhance NMITs ability to delivery kaupapa Māori*	MOU in place with at least 1 Wānanga and delivery in partnership initiated	Delivery in partnership with Te Wānanga o Raukawa commenced with the delivery of the Poupu Karanga programme from NMIT. MOU signed with TWA for the delivery of Māori Art in 2014	Growing relationships with strong Māori providers continues to be an area of development for NMIT as we aim to broaden our areas of provision and quality assurance
Expansion of curriculum offered from Te Tari Māori*	Mātauranga Māori qualification and Level 5 te reo Māori delivery initiated	The Mātauranga Māori qualification was offered by a local marae and NMIT respectfully withdrew. Negotiations for a level 5 Te Reo programme are ongoing	Other options for the delivery of Mātauranga Māori qualifications are being explored
Staff cultural development programme developed and delivered*	Programme for staff cultural development initiated, minimum of 100 NMIT staff attend the programme	Three all staff development engagements were held throughout the year focusing on, how to engage with Māori youth, Māori use of Social networking sites, Te Whare Tapa Wha and Māori concepts of constructive alignment	Ongoing opportunities for staff cultural development will be implemented in 2014. Many staff have taken the proactive step of enrolling into part time Te Reo programmes
Oversight of tikanga Māori deliveries across NMIT curriculum areas*	TTM delivers kaupapa Māori content for areas identified as 'high need areas' in 2012	The delivery of kaupapa Māori content was achieved through the collaborative efforts of the DME, Māori Learner Journey staff and the Kaitakawaenga roles	The development of a strategy to ensure quality provision and appropriate resources are available to facilitate this will be advanced in 2014

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Māori Education - Targeted Performance Report

Key Actions and Direction: Māori Education

Key Actions and Direction	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Treaty of Waitangi and tikanga Māori workshops*	Delivery of TOW and Tikanga Māori workshops to the community and corporate sector is initiated	A Treaty of Waitangi and cultural workshop was delivered by the DME to the staff of Motueka High School at Te Awhina Marae	Further progress to be made in broadening these deliveries in 2014
Develop Self- Assessment to support the implementation of the Investment Plan and encourage continuous improvement*	Implement Annual Operating and Action Plans from the 2012 Self- Assessment Report	Annual operating and action plans were implemented resulting in the delivery of a fulltime Reo Māori programme, the broadening of TTM offerings through partnership with TWOR, the delivery of the first Māori youth intro to trades programme and an Iwi supported Kaumatua Reo programme	The implementation of key outcomes from 2013 SAR will be implemented in 2014 to ensure continued development and improvement

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Youth Transitions - Targeted Performance Report

To respond to the challenges of youth transition and pathways, NMIT brought together its support staff resources in 2011 under one Youth and Community team. This team champions activity for NMIT with a specific objective to increase the number of young people moving successfully from school to tertiary education by taking a lead role in managing the delivery of NMIT's Youth Engagement Strategies to achieve Investment Plan Performance Commitments to increase the number of young people (aged under 25) achieving qualifications at levels 4 and above.

As well as the delivery of Youth Guarantee (YG), curriculum alignment, tertiary pathway courses, 'Experience NMIT' activities and NMIT's role as trades academy tertiary provider, the team delivers strategies to:

- develop a culture at NMIT which supports young people to successfully move from school into tertiary studies at NMIT and to successfully move from one level to another at NMIT.
- provide appropriate information and advice for young learners and their families on study pathways and options for higher education related to career choices; and
- support young people to move from tertiary education at NMIT into the labour market (graduate outcomes) or into higher-level education.

The Youth and Community Team works to assist the Regional Economic Development and the Community Support and Services Industries teaching and learning (programme) groups at NMIT to achieve the best possible engagement with schools, colleges, and community services and networks through the establishment and maintenance of effective working relationships across the Top of the South (Te Tau Ihu) region, and nationally and internationally where appropriate.

Strategies are grouped to reach a primary target of 14 to 19 year olds, their parents and influencers, and a secondary group of 20 to 25 year olds.

Investment Plan proposals for Youth Transitions:

Strategies for the 2013 Investment Plan:	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Increase the number of Youth Guarantee Scholarships for 16-17 year olds to reach 40% of potential demand. (Note: allocation of 50 scholarships available each year.)	55	59 places reached (2012: 50)	NMIT received an extra allocation mid-year
Improve the pastoral care and learning support for Youth Guarantee learners throughout their learner journey.*	Every learner has individual learning and pastoral care plan; 80% Qualification Completion Rate for YG learners; Service Level Agreement with Student Association, SANITI, meets youth needs; on campus recreational activity programme is delivered; and establish relationships with MSD Youth Service Providers.	All Youth Guarantee students received a learning and pastoral care plan. 64% Qualification Completion.	Recreational activity programme to be increased and strengthened in 2014. Percentage of Qualification Completion brought down by 25% Automotive and 44% Certificate in Introduction to Trades. These will be focus areas for 2014.
Secondary learners attend Tertiary Pathway courses.*	500 Tertiary Pathway Courses complement Trades Academy.	316 students attended Tertiary Pathway Course. 202 students attended Trades Academy.	Trades Academy and a number of courses being cancelled due to low numbers has resulted in not gaining 500 places.
Implement a professional development programme for teaching and learning, learner support and pastoral care staff engaging with youth.*	All tutors of programmes up to level 5 with learners in 16-19 age range complete; and all learner support and pastoral care staff complete.	Professional development was implemented in January 2013.	

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

Youth Transitions - Targeted Performance Report

Investment Plan proposals for Youth Transitions:

Strategies for the 2013 Investment Plan:	2013 Planned Outcomes	2013 Actual Outcomes	Commentary
Maintain and grow the scholarship portfolio offered to school leavers.*	50 students from local secondary schools take up '½ degree for free' scholarship.	53 Students took up the scholarship.	
	15 NMIT Awards for secondary school prize-givings are offered.	11 students accepted and took up the awards.	Due to the Diploma and Degree study requirements not all students coming to study are eligible.
Develop Hospitality and Maritime Course modelled on the existing MSD Cellarhand Course targeted at NEETs in Kaikoura.*	14 learners participate and secure work placements.	15 cellar hand students gained employment. Hospitality and Maritime course run in Kaikoura. Trades and Primary Industries course also run in Nelson	17 students now on Cellar Hand for 2014 and MSD have asked for another Trades based course.
Provide careers guidance services to young people considering NMIT.*	Careers NZ Kiosk at Info Centres; and all enquiries staff have Careers Basic training.	PD sessions for enquiries staff completed. Careers NZ website at Info Centres.	
Every school with year 11-13 students in Top of the South has a presentation from NMIT on careers and course opportunities. Presentations are made by subject matter experts from NMIT and Industry.	14 Schools (38 Presentations)	All presentations completed. (2012: All presentations completed; 14 schools, 38 presentations)	
Industry is involved with NMIT Promotional activity.*	Industry participates in field trips, Futures Conference, Open Days, Trades Academy and other activities as assessed. 14-19 year olds, their parents and influencers have opportunity to participate in activities to learn about NMIT training and associated careers.	All activities included industry involvement.	
Learners attend 'Student for a Day' scheme to try out the programme they want to study.	45 attend 'Student for a Day' scheme	28 students attended student for a day. (2012: 44 students attended)	Due to staffing resources the Youth and Community Team was unable to fully market and coordinate the Student-for-A-Day scheme.

*This is a new measure which was not part of the previous Investment Plan, NMIT has not previously reported against this measure.

NMIT Performance Commitment Reporting

The following Performance Commitments are drawn from NMIT's Investment Plan 2013-2015; these were developed to align with the Government's Tertiary Education Strategy priorities.

The Institute's 2013 performance (provisional) is reported against the planned performance, together with the Institute's performance from the previous three years.

SAC Performance Commitments	Actual 2012	Target 2013	Actual 2013
Total SAC EFTS at level 1 -3:	774	530	616 ¹
Total SAC EFTS 4+:	2,244	2,054	1,461 ¹
Total SAC EFTS from MoP:	3,018	2,584	2,077 ¹

Educational Performance				Actual			Target	Provisional ²
<i>Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010</i>				2010	2011	2012	2013	2013
Successful course completion rate for all learners (SAC Eligible EFTS)	All Learners	Course Completion	All levels	78%	79%	77%	80%	78%
			Level 1 to 3	75%	75%	82%	77%	78%
			Level 4 and above	80%	80%	75%	80%	78%
		Qualification Completion	All levels	60%	64%	69%	72%	84% ⁴
			Level 1 to 3	67%	69%	76%	72%	71%
			Level 4 and above	58%	62%	66%	72%	90%
	Māori	Course Completion	All levels					
			Level 1 to 3	71%	69%	77%	75%	70%
	Level 4 and above		72%	73%	72%	78%	64%	
	Qualification completion for Māori learners (SAC Eligible EFTS)	Qualification Completion	All levels					
			Level 1 to 3	59%	62%	68%	68%	64%
			Level 4 and above	50%	67%	55%	70%	73%
Learner retention rate for all learners (SAC Eligible learner count)	All Learners	Learner Retention	All levels	50%	57%	65%	61%	64%
Learner progression for learners (SAC Eligible learner count) at levels 1 - 4		Learner Progression	Level 1 to 4	25%	25%	29% ³	28%	29%

¹ EFTS figures reported here for 2013 only include SAC 01 and SAC 26 source of funding

² The 2013 reported results are provisional results and NMIT expects to confirm these results with the TEC in June / July.

³ Confirmed actual of 29% compared to provisional of 19% (reported in 2012 Annual Report), due to inclusion of enrolments at other institutes as per official measure.

⁴ Improvement in qualification completion rate for all learners due to a significant number of part-time learners, on specific programmes, completing the requirements of their intended qualification.

NMIT Performance Commitment Reporting

Educational Performance				Actual			Target	Provisional	
<i>Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010</i>				2010	2011	2012	2013	2013	
Successful course completion for Pacific Peoples learners (SAC Eligible EFTS)	Pacific Peoples	Course Completion	All levels						
			Level 1 to 3	81%	65%	84%	75%	75% ¹	
			Level 4 and above	49%	63%	69%	70%	63%	
		Qualification completion for Pacific Peoples learners (SAC Eligible EFTS)	Qualification Completion	All levels					
				Level 1 to 3	76%	62%	78%	68%	66% ¹
				Level 4 and above	38%	50%	63%	65%	54%
Successful course completion for learners (SAC Eligible EFTS) aged under 25	Under 25	Course Completion	All levels						
			Level 1 to 3	68%	73%	83%	76%	77%	
			Level 4 and above	78%	79%	76%	82%	78%	
		Qualification completion for learners (SAC Eligible EFTS) aged under 25	Qualification Completion	All levels					
				Level 1 to 3	59%	66%	75%	69%	66%
				Level 4 and above	50%	45%	59%	60%	86% ²
The proportion of EFTS assessed as requiring additional literacy and numeracy who are enrolled in the level 1 - 3 provision and make literacy and numeracy progress as measured by the Adult Literacy and Numeracy for Assessment Tool (ALNAT)		Literacy and Numeracy Progress	Level 1 to 3	N/A	70%	45% ^{3,6}	>50%	59% ^{4,5,7}	

¹ Figures for Pasifika students vary across years with small base EFTS

² Improvement in qualification completion rate due to a significant number of part-time learners, on specific programmes, completing the requirements of their intended qualification.

³ 2012 figure (45%) for Level 1-3 was the proportion of learners who made any gain in scale score.

⁴ 2013 figure (59%) for Level 1-3 was the proportion of learners who made any gain in scale score.

⁵ 2013 figures for **significant gains** (at levels 1-3) were 11.93% for literacy; 13.24% for numeracy; combined significant gains (levels 1-3) were 12.59%.

⁶ 2012 figures for **significant gains** (at levels 1-5) were 11.9% for literacy; 12.5% for numeracy

⁷ 2013 figures for **significant gains** (at levels 1-5) were 14.4% for literacy; 14.0% for numeracy

As measured by ALNAT (significant gains)

NMIT Performance Commitment Reporting

Participation				Actual			Target	Actual
				2010	2011	2012	2013	2013
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori	Māori	Participation	All levels	13%	13%	No plan commitment at this level		
			Level 1 to 3	5%	4%	5%	4%	6%
			Level 4 and above	8%	9%	9%	10%	10%
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific Peoples	Pacific	Participation	All learners	4%	4%	No plan commitment at this level		
			Level 1 to 3	1%	1%	2%	2%	1%
			Level 4 and above	3%	3%	3%	3%	4%
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25	Under 25	Participation	All levels	45%	47%	No plan commitment at this level		
			Level 1 to 3	15%	11%	12%	14%	13%
			Level 4 and above	30%	36%	36%	38%	32%
The number of international EFTS	International	Participation	All levels	250	576	552		444

Statement of Resources

For the year ended 31 December 2013

	2013 Land Area Ha	2013 Buildings Area m ²	2012 Land Area Ha	2012 Buildings Area m ²
Crown Properties and Buildings				
Nelson Campus	2.90	13,425	2.90	13,425
Richmond Campus	0	811	0	811
Marlborough Campus	5.47	1,101	5.47	1,101
Brook Campus	0	396	0	396
Total	8.38	15,733	8.38	15,733
Institute Owned Properties and Buildings				
Nelson Campus	1.24	10,093	1.24	10,093
Richmond Campus	4.65	675	4.65	675
Marlborough Campus	0	1,650	0	1,650
Brook Campus	0	56	0	56
Woodbourne Campus	0	1,376	0	1,376
Total	5.22	13,850	5.22	13,850
Grand Total	13.6	29,583	13.6	29,583

	2013 Buildings Area m ²	2013 Annual Rental (\$000)	2012 Buildings Area m ²	2012 Annual Rental (\$000)
Leased Properties and Buildings				
Woodbourne RNZAF	5,812	66	5,812	48
Brook Campus	0	3	0	3
Cawthron Aquaculture Facility	204	40	204	40
Total	6,016	109	6,016	91

Library Resources

Available resources include:

	2013	2012
Monographs	37,928	40,654
Serials	18,276	22,467
Non-book items e.g. DVDs	2,458	1,221

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

2013 EFTS

	TEC	Int'l	ITO	YG	STAR	Other	Total
2013 Target*	2,394	595	27	50	44	57	3,166
2013 Actual	2,106	445	23	59	26	100	2,789

*Numbers do not exactly add up due to rounding.

By Programme Area Target 2013*	TEC	Int'l	ITO	YG	STAR	Other	Total
Applied Business	280	49	-	-	2	-	330
Applied Business & Business Services (overseas delivery)	-	200	-	-	-	-	200
Aviation	141	38	-	-	-	7	186
Business Services	275	10	-	-	-	-	285
Creative Industries	181	2	-	-	1	-	183
Foundation & English Language	73	50	-	-	-	9	129
Health	410	19	-	-	3	1	433
Hospitality & Wellbeing	220	-	5	18	14	4	262
Māori Education	98	-	-	-	-	-	98
Maritime	89	43	-	-	-	22	153
Primary Industries	156	4	-	-	9	3	172
Trades	142	-	11	32	16	-	199
Other	47	-	-	-	-	-	47
Total	2,110	414	17	50	45	46	2,681

*Numbers do not exactly add up due to rounding.

By Programme Area Actual 2013*	TEC	Int'l	ITO	YG	STAR	Other	Total
Applied Business	225	52	-	-	-	-	278
Applied Business (overseas delivery)	-	268	-	-	-	-	268
Aviation	150	31	-	-	1	9	191
Business Services	402	7	-	-	-	-	409
Business Services (overseas delivery)	-	-	-	-	-	-	-
Creative Industries	123	3	-	-	1	-	126
Foundation & English Language	68	44	-	-	1	-	135
Health [#]	470	16	-	-	2	1	489
Hospitality & Wellbeing	165	2	6	17	21	17	229
Māori Education	56	-	-	-	-	-	56
Maritime	183	10	-	-	-	39	232
Primary Industries	142	12	-	-	8	4	166
Trades	122	1	17	42	22	7	211
Total	2,106	445	23	59	56	100	2,789

*Numbers do not exactly add up due to rounding.

[#] Numbers do not include WINTEC EFTS.

Analysis of Enrolments

	2013	2012
Total unique students	6,893	7,359
Enrolments per EFTS	2.47	2.28

Student Ethnicity

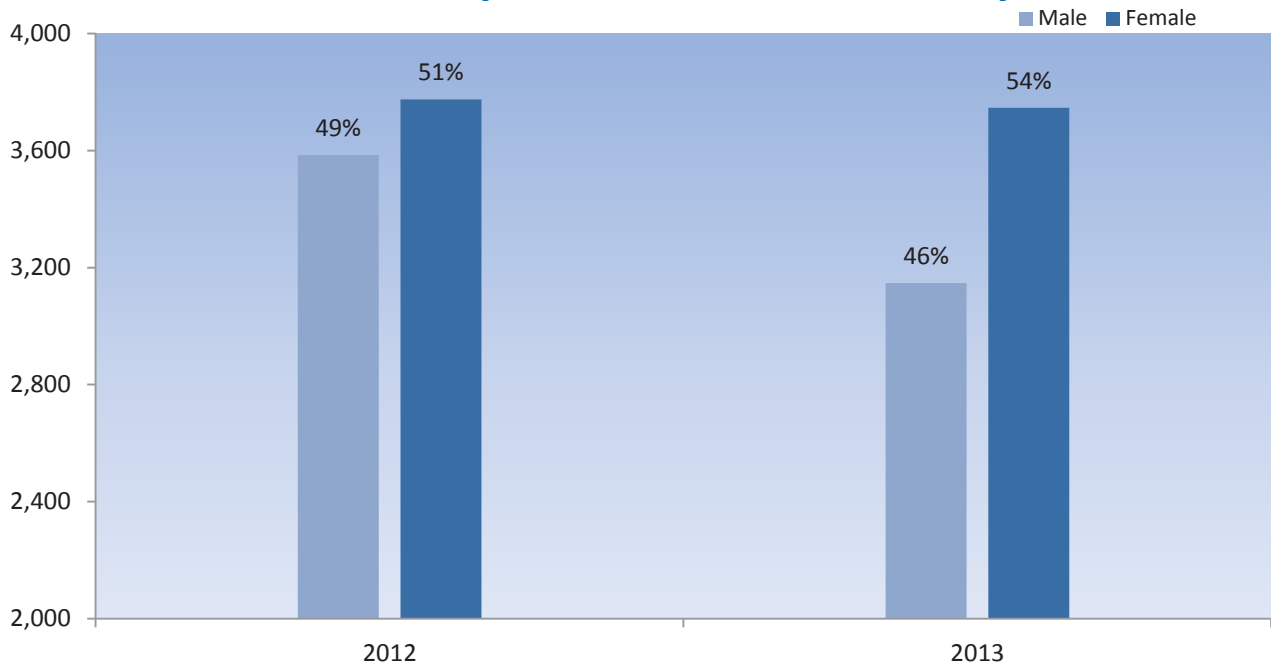
Percentage Māori students*	12.4%	12.0%
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*Includes all categories of students, (i.e. SAC, ITO, Youth Guarantee and self-funded students)

Student Gender

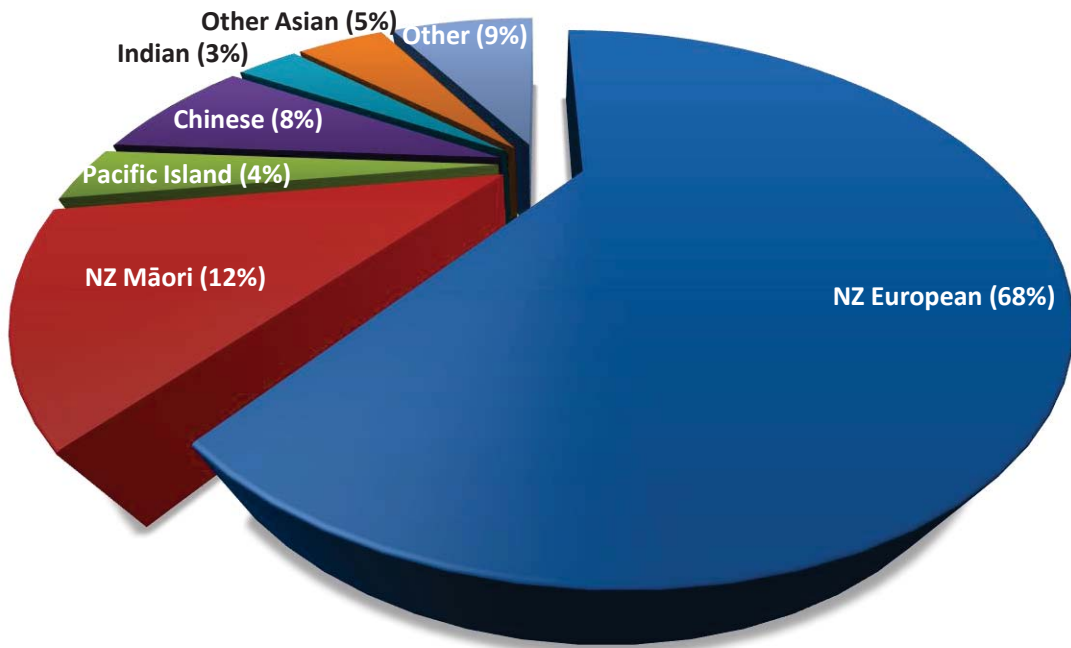
Percentage female students	54.3%	51.3%
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2 Year Summary of Student Enrolments by Gender



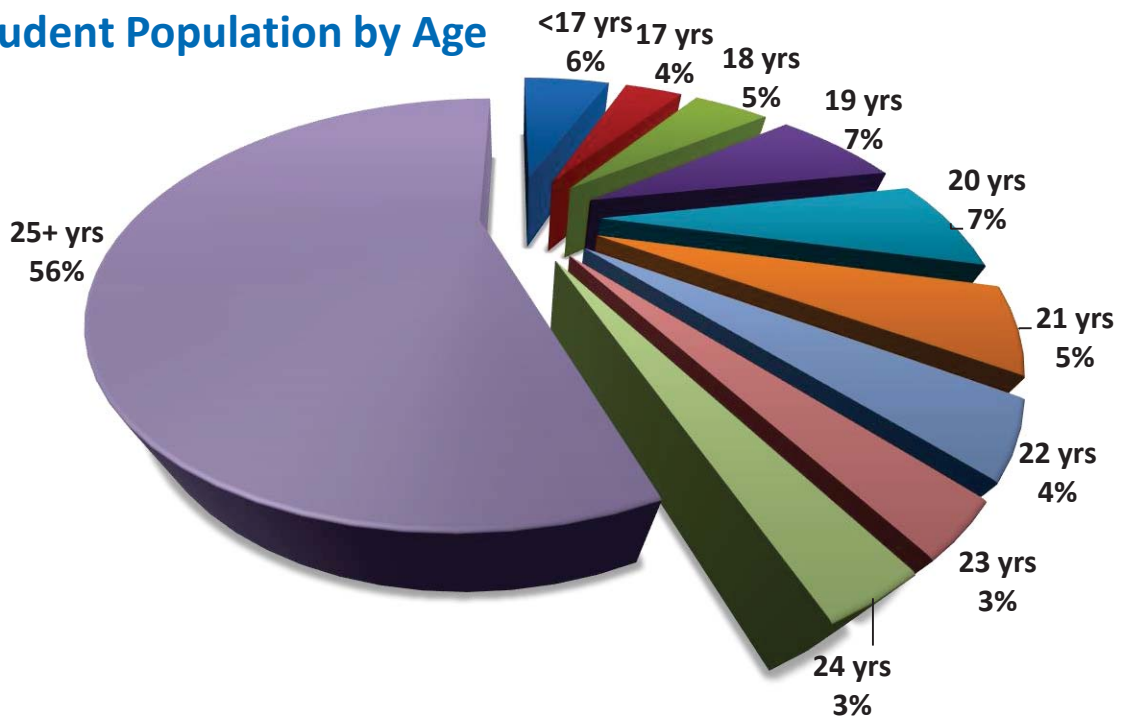
Student Profile

Student Ethnicity



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

Student Population by Age



Research Activity Report

RESEARCH OUTPUTS

Books Edited

Davison, J. (2013). Value added tax. *The reference book for the self-employed and smaller business* (pp. B1-B862). London, UK: Wolters Kluwer. ISBN 978-85524-022-3

Davison, J. (Ed.) (2013). *VAT planning CCH*. London, UK: Wolters Kluwer.

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Cochrane, T., Davis, N. & Morrow, D. (2013). A proposed theory seeded methodology for design based research into effective use of MUV in vocational education contexts. *International Journal of Virtual and Personal Learning Environments*, 4(2): 50-64. doi:10.4018/jvple.2013040103

Davison, J. (2013). Are you special? *CCH VAT News*, 49: 4-6. ISSN 2046-1143

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Davison, J. (2013). Pension fund costs. *De Voil Indirect Tax Intelligence*, 208: 12-14. ISSN 1363-9560

Davison, J. (2013). Perennial VAT questions. *De Voil Indirect Tax Intelligence*, 205: 14-16. ISSN 1363-9560

Davison, J. (2013). Storage facilities. *CCH VAT News*, 59: 13-14. ISSN 2046-1143

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Hall, R. J., Leblanc-Maridor, M., Wang, J., Ren, X., Moore, N. E., Peacey, M., . . . McLean, D. J. (2013). Metagenomic detection of viruses in aerosol samples from workers in animal slaughterhouses. *PLoS One*, 8(8): e72226 DOI: 10.1371/journal.pone.0072226

Inglis, J. S. & Moulder, A. (2013). Can business schools instil ethical values in their students? *Journal of International Business*, 3(2): 99-110. ISSN:1172-0085

Kjellstrom, T., Lemke, B. & Otto, M. (2013). Mapping occupational heat exposure and effects in South-East Asia: Ongoing time trends 1980-2011 and future estimates to 2050. *Industrial Health*, 51(1): 56-67.

Livingston, M., Fidler, A., Mellord, D., De Kloet, S., Eason, D., Elliott, G. & Moorhouse, R. (2013). Prevalence of IgY antibodies against *Erysipelothrix rhusiopathiae* in a critically endangered parrot (kakapo, *Strigops habroptilus*) and associated responses to vaccination. *Avian Pathology*, 42(5): 502-507. DOI 10.1080/03079457.2013.832146

Malthus, S., & Botica Redmayne, N. (2013). Checking on charities. *The Chartered Accountants Journal*, 40-42.

Mitchell, D. F. (2013). Preceptorship: A 'three way' relationship. *Nursing Review*, 13(7): 29.

Mundy, D. (2013). Do tendrils on retained canes increase the risk of *Botrytis Cinerea* the following season? *New Zealand WineGrower*, (78): 76-77.

Mundy, D. (2013). New opportunities for sustainable grape thinning. *New Zealand Wine Grower*, (80): 63.

Peacey, M., Hall, R. J., Wang J., Todd, A. K., Yen, S., Chan-Hyams, J., . . . Huang, Q. S. (2013). Enterovirus 74 infection in children. *PLoS One*, 8(10): e76492. doi:10.1371/journal.pone.0076492

Todd, A. K., Hall, R. J., Wang, J., Peacey, M., McTavish, S., Rand, C. J., . . . Huang, Q. S. (2013). Detection and whole genome sequence analysis of an Enterovirus 68 cluster. *Virology Journal*, 10(103): doi:10.1186/1743-422X-10-103

Van der Burg, J. G. J. (2013). A paradigm shift in finance theory? *The Chartered Accountants Journal*, 78-80.

Wu, R. & Malthus, S. (2013). The role of related party transactions in the failure of New Zealand finance companies. *New Zealand Journal of Applied Business Research*, 11(1): 1-16.

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Atkins, C. (2013). How fascinating! An entrepreneurial learning initiative. *NMIT Working Paper Series*. Retrieved from <http://www.nmit.ac.nz/aboutnmit/research/nmit-journals-and-reports/>

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Inglis, J. S., Coman, K., John, N., Young, S., Turner, C., Malthus, S. M., . . . Allwright, M. A. (2013). *Contemporary small business cases*. In Liddicoat, L. (Ed.), Nelson, New Zealand: NMIT.

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Perkins, R. & Marwick, K. (2013). *A comparison of two individual learning plan models [Report]*. Nelson, New Zealand: NMIT.

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Weir, H. (2013). *Matariki tāpuapua: The effectiveness of embedding kaupapa Māori in the NMIT bachelor of nursing degree [Report]*. Nelson, New Zealand: NMIT.

Yoda, Y. & Cochrane, T. (2013). English as a foreign language (EFL) child learners: HTML5 - resource or not? *NMIT Working Paper Series*. Retrieved from <http://www.nmit.ac.nz/aboutnmit/research/nmit-journals-and-reports/>

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Carson, P. (2013). Developing circles of influence. *AAPNZ Professional Development National Newsletter*, (8): 6-8.

Carson, P. (2013). Leadership. *AAPNZ Professional Development National Newsletter*, (7): 4-5.

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Laurenson, R. (2013). Coaching and counselling in the workplace: Clarity or confusion? *Career Development Association of New Zealand Ezine*, (17).

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Reay, P. (2013). Wine column [Regular articles]. *Wild Tomato*, Nelson, New Zealand

Young, S. (2013). [16 articles & editorials]. *Career Development Association of New Zealand Ezine*.

Published Poetry, Short Stories and Literary Reviews

Fell, C. (2013). And then we speak [Poem]. *Tuesday Poem*. Retrieved from <http://gurglewords.wordpress.com/2013/05/27/tuesday-poem-and-then-we-speak-by-cliff-fell/>

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Research Reports

Edgecombe, K., Monahan, K., Seaton, P., LePage, S., Meyer, S., Erlam, G. & Jefferies, P. (2013). *Collaboration in clinical simulation - leading the way*. Wellington, New Zealand: Ako Aotearoa. ISBN: 978-1-927202-51-7

Inglis, J. S. (2013). *Assisting exports of NZ products to China [Confidential report]*. Nelson, New Zealand: Confidential.

Inglis, J. S. (2013). *[Confidential report for a major NZ cooperative]*. Auckland, New Zealand: Confidential.

Inglis, J. S. & Canning, D. (2013). *Strategic review of the Riwaka RFC*. Nelson, New Zealand: NMIT.

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Conferences

Atkins, C. (2013). How fascinating! An entrepreneurial learning initiative. In Lopez, M. & Verhaart, M. (Eds.), *Proceedings of the 4th Annual Conference of Computing and Information Technology Research and Education* (pp. 11-16). Hamilton, New Zealand: CITRENZ. ISSN: 2230-2921

Atkins, C. & Gaukrodger, B. (2013). Second life calling: Language learners communicating virtually across the world. In Carter, H., Gosper, M. & Hedberg, J. (Eds.), *Electric Dreams: Proceedings of 30th the Australasian Society for Computers in Learning in Tertiary Education Conference* (pp. 303-307). Sydney, Australia: Macquarie University Press. ISBN: 978-1-74138-403-1

Benson, N. & Kilday, S. (2013). Minecraft or mindcraft. Exploring the value of PC gaming within education in the contest of a science research project [Poster]. In Lopez, M. & Verhaart, M. (Eds.), *Proceedings of the 4th Annual Conference of Computing and Information Technology Research and Education* (pp. 146-147). Hamilton, New Zealand: CITRENZ. ISSN: 2230-2921

Caukill, M. (2013). *Getting the most from your smart(?) mobile tech*. Paper presented at the Master Joiners Conference, Nelson, New Zealand.

Cochrane, T., Davis, N. & Mackey, J. (2013). Reflecting on using a theory seeded methodology for designing and building effective 3D multi-user virtual environments for vocational education. In Carter, H., Gosper, M. & Hedberg, J. (Eds.), *Electric Dreams: Proceedings of 30th the Australasian Society for Computers in Learning in Tertiary Education Conference* (pp. 162-165). Sydney, Australia: Macquarie University Press. ISBN: 978-1-74138-403-1

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Cochrane, T. & Wincer, R. (2013). How not to sink a ship: Vocational education in 3DVWs [Poster]. In Lopez, M. & Verhaart, M. (Eds.), *Proceedings of the 4th Annual Conference of Computing and Information Technology Research and Education* (pp. 154-155). Hamilton, New Zealand: CITRENZ. ISSN: 2230-2921

Dalziel, M., Dunn, C. & Gaukrodger, B. (2013). *Nursing students on cloud 9: Engaging students in their assessments*. Paper presented at the National Tertiary Learning Conference, Invercargill, New Zealand.

Fraser, S. (2013). *Is there a place for social work's twin sister in Aotearoa New Zealand?* Paper presented at Protecting the Public, Enhancing the Profession Social Work Registration Board Conference, Wellington, New Zealand.

Gregory, S., Gregory, B., Reiners, T., Fardinpour, A., Atkins, C., Gaukrodger, B., . . . Hiller, M. (2013). Virtual worlds in Australia and New Zealand higher education. In Carter, H., Gosper, M. & Hedberg, J. (Eds.), *Electric Dreams: Proceedings of 30th the Australasian Society for Computers in Learning in Tertiary Education Conference* (pp. 312-324). Sydney, Australia: Macquarie University Press. ISBN: 978-1-74138-403-1

Hegarty, L., Jones, L., Ross, J., Bennett, D., Tengu, B. & Burdass, M. (2013). Mussel hatchery techniques and growth trial. Poster presented at New Zealand Aquaculture Conference, Nelson, New Zealand.

Laurenson, R. (2013). *Coaching or counselling in the workplace confusion or clarity?* Paper presented at the New Zealand Association of Counsellors Research Conference, Hamilton, New Zealand.

Marwick, K., Perkins, R. & Crawford, C. (2013). *Online individual learning plans: a tool for effective learning and successful outcomes?* Paper presented at the National Tertiary Learning Conference, Invercargill, New Zealand.

Mundy, D. (2013). *Evaluating the FMR recycling sprayer*. Poster presented at the Australian Wine Industry Technical Conference, Sydney, Australia.

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Monahan, K. & Childs, H. (2013). *Unexpected challenges created by loss of nursing facilities*. Paper presented at the Australasian Nurse Educators Conference, Wellington, New Zealand.

Otto, M., Kjellstrom, T. & Lemke, B. (2013). A software tool to identify extreme heat exposures from weather station data. In Cotter, J. D., Lucas, S. J. E. & Mundel, T. (Eds.), *Proceedings of the 15th International Conference on Environmental Ergonomics* (pp. 24-25). Queenstown, New Zealand: International Society for Environmental Ergonomics. ISBN 978-0-473-22821-7

Rainsbury, L., Hart, C. & Malthus, S. (2013). *Non-GAAP earnings disclosure by New Zealand companies*. Paper presented at the Accounting & Finance Association of Australia and New Zealand Conference, Perth, Australia.

Riley, J. (2013). *Leave no trace: background, overview and resources*. Paper presented at the World Outdoors Summit, Rotorua, New Zealand.

Salmon, C. (2013). *Communicating science through art: A contemporary creative practice*. Paper presented at the 7th Southern Connection Congress Conference, Dunedin, New Zealand.

Swift, D. (2013). *Give as good as you get [Keynote]*. Paper presented at Children: A Resource Most Precious Conference, Perth, Australia.

Swift, D. (2013). *He said and she did: The patriarchy behind girls' violence*. Paper presented at the No to Violence Conference, Melbourne, Australia.

Swift, D. (2013). *Violent girls: Daughters of family violence [Keynote]*. Paper presented at the Children: A Resource Most Precious Conference, Perth, Australia.

Swift, D. (2013). When bullying becomes bashing: The escalation of girls' anti-social behaviour. *No2Bullying Conference Book of Proceedings* (pp 135-146). Nerang, Australia: Australian and New Zealand Mental Health Association. ISBN 978-1-922232-01-4

Valverde, I. & Cochrane, T. (2013). *Innovative Dance-Technology Educational Practices within Senses Places. Procedia Technology*, [in press]. ISSN: 2212-0173

Young, S. (2013). *The quest for truly impactful leadership cases: Exploring the nexus between research & development*. Paper presented at the International Leadership Association Oceania Conference, Auckland, New Zealand.

Seminars and Workshops

Atkins, C. (2013). *Blog wise [workshop]*. National Business Administration Forum Annual Conference. Nelson, New Zealand.

Cochrane, T. (2013). *How to deploy a 3D virtual world on OpenStack Cloud [invited workshop]*. Cyberport, Hong Kong.

Cornwell, G. (2013). *Talking about trees [Invited public lecture]*. Takaka Memorial Library, Tasman, New Zealand.

Dyke, S. E. (2013). *How cloud-based freeware can be used within Business and Business Administration programmes [workshop]*. National Business Administration Forum Annual Conference. Nelson, New Zealand.

Gaukrodger, B. (2013). *Moodle [Invited workshop]*. Nelson and Marlborough Secondary School Teachers, Nelson, New Zealand.

Gaul, C. (2013). *Researching caregiver's perspectives of people with dementia [Seminar]*. Victoria University, Wellington, New Zealand.

Jago, T. (2013). *Ahikaa [Facilitation of 5 day Journey]*. Wakatu Incorporation, Nelson, New Zealand.

Jago, T. (2013). *River rescue [workshop]*. New Zealand Rivers Association, Rotorua, New Zealand.

Jago, T. (2013). *Waka ama [workshop]*. New Zealand Outdoor Instructors Symposium, Marlborough, New Zealand.

Laurenson, R. (2013). *Effective communication & managing effective relationships [workshops]*. Tasman District Council, Nelson, New Zealand.

Laurenson, R. (2013). *How to manage procrastination and avoidance [workshop]*. Tasman District Council, Nelson, New Zealand.

Laurenson, R. (2013). *Workplace stress & management [workshop]*. Nelson Youth Collective, Nelson, New Zealand.

Mundy, D. (2013). *All current grapevine diseases: A review [Presentation]*. Plant and Food Grape Research Review, Auckland, New Zealand.

Mundy, D. (2013). *Botrytis with mechanical thinning [Presentation]*. Grape Day, Hawkes Bay, New Zealand.

Mundy, D., Agnew, R. & Timewell, E. (2013). *Grape vine trunk disease [Factsheet]*. New Zealand Wine Industry Conference, Blenheim, New Zealand.

Mundy, D. (2013). *[Invited speaker]*. Grapevine Trunk Disease Workshop, Sydney, Australia.

Mundy, D. (2013). *Technology transfer needs of the New Zealand wine industry [Presentation]*. Trunk Diseases Workshop, Hawkes Bay, New Zealand.

Otto, M. (2013). *Climate change and heat resources: ClimateChip [Workshop]*. Climate Change and Health, Chennai, India.

Otto, M. (2013). *Climate data processing [Seminar]*. Centre for Climate Change & Adaption Research, Anna University, Chennai, India.

Otto, M. (2013). *Hothaps-soft: Using weather station data to estimate climate risks [Presentation]*. Regional Labour Institute, Chennai, India.

Otto, M. (2013). *Introduction to ClimateChip [Seminar]*. Symposium on Climate Change Research, Victoria University, Wellington, New Zealand.

Otto, M. (2013). *Using weather station data to estimate climate risks: Technologies [Presentation]*. Centre for Atmospheric Sciences, India Institute of Technology, New Delhi, India.

Plank, C. J. (2013). *[Invited tutor]*. Eco Dyeing Workshop, Tiapapata Art Centre, Apia, Samoa.

Riley, J. (2013). *Leadership in adventure tourism [Invited lecture]*. American Universities International Programs. Nelson, New Zealand.

Riley, J. (2013). *Leave no traces [Presentation]*. NZOIA Annual National Assessor Forum, Anakiwa, New Zealand.

Swift, D. (2013). *At home and at school: Girls' Violence & anti-social behaviour [Seminar]*. Professional Development Seminars, Auckland, New Zealand.

Swift, D. (2013). *Cliques, crews and catfights [Presentation]*. Canadian Regional Soroptimist Committee, Ontario, Canada.

Swift, D. (2013). *Difficult teenage girls [Workshop]*. Salisbury School, Nelson, New Zealand.

Swift, D. (2013). *Sugar and spice and not so nice & Girls' world [Invited presentations]*. Girls: Pathways & Strategies Preparing Girls to Navigate the 21st Century Symposium. Hastings, New Zealand.

Swift, D. (2013). *Understanding teenage girls' violent behaviour [Presentation]*. Nelson Marlborough District Health Board, Nelson, New Zealand.

Swift, D. (2013). *What is up with girls & Cliques, Crews and Catfights [Invited presentations and workshops]*. Nga Tawa Diocesan School and Rangitikei Community, Marton, New Zealand.

Swift, D. (2013). *Working with violent and anti-social girls [Invited seminars and workshop]*. Wanslea Social Services, Albany, Australia.

Swift, D. (2013). *Working with violent girls [workshops]*. Workshops for Child Youth and Family & The Ministry of Education, Auckland, New Zealand.

Exhibitions

Agnew, C. D. (2013). Mr. Wilson [Audio & video]. In Cornwell, G. & Haig, N. (Ed.), *Q&A-2: Honey I'm home* (pp 12-13). Nelson, New Zealand: Refinery Artspace. ISBN 978-0-473-26738-4

Agnew, C. D. (2013). *Nada [Audio]*. Light Nelson Festival. Nelson, New Zealand.

Breukel, K. (2013). The fridge & Queen of diamonds [Mixed media]. In Cornwell, G. & Haig, N. (Ed.), *Q&A-2: Honey I'm home* (pp 18-19). Nelson, New Zealand: Refinery Artspace. ISBN 978-0-473-26738-4

Cornwell, G. (2013). Melita domi asum [Charcoal drawing]. In Cornwell, G. & Haig, N. (Ed.), *Q&A-2: Honey I'm home* (pp 6-9). Nelson, New Zealand: Refinery Artspace. ISBN 978-0-473-26738-4

Plank, C. J. (2013). *Current climate [Art Textile]*. Changing Threads. National Contemporary Fibre Art Awards: Art Textiles Exhibition. Nelson, New Zealand: Refinery Artspace.

Plank, C. J. (2013). *Get a grip [Art Textiles]*. By My Hand, New Zealand Academy of Fine Arts, Wellington, New Zealand.

Plank, C. J. (2013). *Wool shed blues [Art Textiles]*. Second Life, Bowen House Gallery & New Zealand Parliament, Wellington, New Zealand.

Salmon, C. (2013). *Fracture [Sculpture]*. Southern Connection Congress. Otago Museum, Dunedin, New Zealand.

Salmon, C. (2013). *Canards et citron* [mixed media]. In Clover, A. & Walker, A. (Eds.), *Day of the Dead* (pp. 13-17). Nelson, New Zealand: Refinery Artspace. ISBN: 978-0-473-26561-8

Salmon, C. (2013). *Milk jug and water fowl* [Mixed media installation]. Refinery Artspace, Nelson, New Zealand.

Performances

Bush, R., Fell, C., Rafills, M. & Wallace, L. (2013). [Poetry readings]. NZ Book Month, Nelson, New Zealand.

Fell, C. (2013). [Poetry reading]. Nelson Live Poets 20 Year Anniversary, Nelson, New Zealand.

Fell, C. (2013). [Musical performance]. Livestock Festival, Nelson, New Zealand.

Fell, C. & Bathgate, G. (2013). *Roots folk and the rest* [Musical performance]. Nelson, New Zealand.

Fell, C., Hawken, D., Newton, J. & Wedde, I. (2013). [Poetry readings]. New Zealand Poet Laureate: Going Home, Millennium Gallery, Blenheim, New Zealand.

Fell, C. & Newton, J. (2013). *The Adulterators* [Poetry & music events]. Nelson, New Zealand.

Fell, C. & Wallace, L. (2013). [Poetry readings at book launch]. Enough, The Freehouse, Nelson, New Zealand.

Equal Employment Opportunities Report

Nelson Marlborough Institute of Technology (NMIT) is firmly committed to the principle of non-discrimination. Our aim 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.

Equal Employment Opportunity principles:

- NMIT acknowledges the special place of Māori as the Tāngata Whenua/Indigenous People of New Zealand, & recognises the special relationship & obligations that this entails. NMIT acknowledges the Treaty of Waitangi as the founding document of New Zealand, & is committed to its duty of acknowledging the principles of 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.
- NMIT ensures 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.

Our commitment to Equal Employment Opportunities is demonstrated by:

- A senior colleague to co-ordinate EEO issues
- Collection of EEO data on all new staff
- Annual reporting of EEO issues to the CEO and NMIT Council
- Treaty of Waitangi workshops to new students and plans for delivery to new staff
- A position responsible for accessibility issues for staff and students
- Regular reminders to staff and students of EAP and support services provided by independent providers
- NMIT is developing its work life balance philosophy according to guidelines provided by the Ministry of Business, Innovation and Employment. Currently NMIT provides work life balance features such as flexible working hours, managing child and elder care, gradual retirement, work away from the office, educational leave, EAP, breastfeeding support, health checks and parental leave. NMIT seeks to enable all staff the opportunity to balance their work and life commitments and in turn generate a more flexible and productive workforce
- NMIT collaborates with similar tertiary institutions around New Zealand to maintain up to date EEO practices. Additionally, monthly newsletters from the EEO Trust in New Zealand are received by the HR Dept. which keep the organisation both up-to-date and in touch with what is new and how other organisations are approaching EEO issues
- As an EEO employer NMIT attempts to eliminate any barriers employee candidates may have when applying for a job; for example, candidates may bring a support person with them to interviews. Our advertisements state we are an EEO employer and welcome applications from all sectors of society.

Human Resources Statistics

Academic staff by category of appointment	2013	2012	2011
FTE Academic staff	120.1	113.78	96.9
% of FTE Academic staff identifying as Māori to total FTE Academic staff	0.0	0.0%	0.1%
% of FTE female Academic staff to total FTE Academic staff	49%	48%	44%
General staff by category of appointment			
FTE General staff	110.1	124.6	111.7
% of FTE General staff identifying as Māori to total General staff	3.8%	4.0%	4.5%
% of FTE female General staff to total FTE General staff	66%	64%	66%

Equal Education Opportunities (EEEdO) Report

This EEEdO 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

In 2013 the following were implemented at NMIT:

- New E block building has lift, accessible bathrooms on all levels and automatic doors.
- Maritime moving into the new E block with greater ease of access.
- A large rubbish receptacle was moved from the rear of the café to unclutter the access ramp.
- Additional 2 designated disabled car parks in a new car park next to H block
- New Reception areas in H block and E block are fully accessible – high and low desks
- SANITI have moved into a single storey building with greater accessibility through automatic doors (N).
- Showers in H & E accessible bathrooms.
- A ramp connecting the old refurbished section of E block to the new portion of E block (completion in 2014).
- Intention to provide two more disabled car parks closer in location to G/T/E blocks.

1.2 Academic

- Learning Support renewed and increased access to the LADS+ testing license to enable continued assessment for dyslexia and specific learning disabilities at Nelson and Marlborough campuses.
- In 2013 the following students studied with NMIT:
 - 49 former refugees and migrants on fully funded programmes for English for the Workplace
 - 29 learners studied at level 3 and above through the Refugee English Grant
- NMIT worked closely with RMS Refugee Resettlement, Nelson Multicultural Council, Work and Income, the Ministry of Social Development and schools to coordinate services to ensure that students are well provided for and well informed.
- The provision of general foundation programmes allows second chance learners to enter tertiary studies and be better prepared for the demands of the tertiary environment. Learners build confidence and strategies and soft skills that enhance their chances of success in study and daily life. The Certificate in Tertiary Studies (levels 3 & 4) qualifications allows learners to re-enter education

at a level that will assist them to increase their skills in order to enrol in further study; 22 EFTS of learners came through the programmes in 2013.

- The Certificate in Vocational Skills is provided for learners with low level literacy and numeracy as a transition from school into work and the community. A high number of these learners have intellectual or learning challenges; the level 1 Certificate in Vocational Skills and the Certificate in Tertiary Studies (Level 4) have both had good completion rates. Over 80% of the learners on the level 3 & 4 programmes have progressed into other programmes at NMIT or with other providers.
- In 2013 NMIT continued to drive a learner centred approach and inclusivity in learning through the learner journey philosophy. Priority focus continued around improving literacy & numeracy embedding, diagnostic assessment, and student induction.
- Online individual learning plans and/or hard copy journals continued to ensure students were having learning conversations around their progress and pathway decision making. Continual improvement of supports for both students and staff through a named contact was further enhanced by the amalgamation of pastoral support (Student Support) and academic support (Learning Support) into one Student Services Team. This included cultural supports for Māori & Pasifika as well as targeted supports for International students. This inclusive team was relocated into the Library Learning Centre providing a 'one stop shop' for learners.
- In late 2013, the Library staff team were amalgamated with the Student Services Team to create an all-inclusive Learner Services Team.
- The intention in 2014 is to provide efficient and effective supports to both on-campus and online students.
- Key achievement for 2013 included:
 - the embedding of literacy and numeracy across levels 1 to 4. Significant gains, as measured by the Assessment Tool, increased in 2013 compared to 2012: for numeracy 13.97% from 12.5% and for literacy 14.39% from 11.9%
 - the continuation of the use of the student induction check list, and the development of an

Equal Education Opportunities (EEdO) Report

online version was trialled, with the intention of further use in 2014. In 2013

- 84% of level 1-3 learners using an Individual Learning Plan (ILP).
- 71% of level 4 – 7 learners using an ILP
- 81% of learners with an agreed & signed learning contract.

1.3 Institutional/Administrative

- Equity funding is used to provide 1:1 support and assistance to students with identified needs
- In 2013:
 - 407 Students requested and received accessibility advice and support. Of these:
 - Fifteen students with medical diagnoses received 216 hours reader/writer support.
 - One student received 30 hours individual tutorial support in the workplace doing a distance automotive course.
 - 47 students accessed 145 hours of the contracted counselling service
- Student Support Services - Nelson campus, received a total of 5,209 inquiries, providing information and referral to community and Government services.

Of this total:

 - **1,739** were helped at the Student Support Services Helpdesk (plus an additional 262 were referred onto other team members)
 - **722** were referred to learning and study support
 - The Health Nurse provided clinic consultations for **459** students & staff
 - The Kaitakawaenga and Pacific Island Liaison positions provided in person support to **163** students, staff and links to ensure access, participation and achievement for Māori and Pacific Island students
- NMIT charges students a compulsory student services levy of \$240 (GST incl.) per EFTS. NMIT contracts SANITI to provide a range of services for the benefit of students, including independent advocacy and support, programme representation, representation on NMIT committees, recreation and cultural activities, employment information and international activities. Where the student services levy collected exceeds the annual services fee, NMIT and SANITI will agree on the student services to which the excess will be allocated. The excess student services levy is recorded as a liability by NMIT until it is spent.

	(\$000)
Student Services Levy Charged	289
Annual Services Fee	(279)
Excess Student Services Levy	10

Pursuant to sections 227A(1) and 235D(1) of the Education Act 1989, NMIT is required to show how the use of the compulsory fees for which student services is attributed.

	(\$000)
Fees Income	279
Applied to:	
Advocacy & Legal Advice	140
Sports, Recreation & Cultural Activities	121
Employment Information	18
Total Costs	279

2. AVOIDANCE OF CREATION OF UNNECESSARY BARRIERS TO THE PROGRESS OF STUDENTS (\$220.2A.d).

2.1. Physical

- Students have access to StudyLink advice from the Information and Enrolment staff. Students can also access the Self Service Kiosks and a dedicated Studylink phone line at both the Nelson and Blenheim campuses.

2.2. Academic

- 16 staff successfully completed Meeting Learner Needs (DTLT504-embedding literacy & numeracy)
- All NMIT staff engaged in PD days in 2013, one of which specifically explored further understanding of constructive alignment from Māori frameworks – Whare Tapa Wha and 21st century youth perspectives.
- 6 Staff successfully completed DTLT Cultural Contexts

2.3. Institutional/Administrative

- The combined Support Services team in 2013 enabled Cultural Advisors to be more explicitly promoted to students and staff. (Cultural Advisors: Kaitakawaenga, Maori & Pasifika Learner Journey Developer and Pacific Island Liaison positions). Together with Student Advisors; health services; and referral assistance to accessing community services.

Equal Education Opportunities (EEEdO) Report

- Pathways for students requiring learning support, has been reviewed and improvements made to provide seamless delivery to all students. Improvements included:
 - electronic booking system from one front end Helpdesk
 - expanded 'named contact' staff member allocation to include pastoral supports to each programme area as first port of call with a 'going out to' proactive approach
 - increase in in-class support and timely intervention. For example delivering academic writing session to whole programme group at issue of first assignment
 - improved seamlessness through combination of Student Support & Learning Support teams into one inclusive service
 - Library Learning Centre staff team also brought into Learner Services team in October 2013 for further improvement and combined 'one stop shop' service development moving into 2014.
 - In 2013 NMIT Counselling Service, delivered 352 sessions involving 70 individual clients along with OCP supporting a further 47 students through 150 (tbc) sessions.

3. DEVELOPMENTS TO ATTRACT UNDER-REPRESENTED GROUPS OR THOSE DISADVANTAGED IN TERMS OF ABILITY TO ATTEND (S220.2AE(ii)).

3.1. Academic

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

Directory

COUNCILLORS AND ORGANISATION REPRESENTATION

NMIT Council membership

Ross Butler	Chairperson, Ministerial Appointment
Andrew Rowe	Deputy Chairperson, Ministerial Appointment
Gabrielle Hervey	Ministerial Appointment
Paul Steere	Ministerial Appointment
Scott Tambisari	Council Appointment
Te Rehia Tapata-Stafford	Council Appointment
Virginia Watson	Council Appointment
Daryl Wehner	Council Appointment

Iwi Māori Kaunihera

Luke Katu (Chairperson)	Ngāti Toa Rangātira
Te Rehia Tapata-Stafford (Council Rep.)	Ngāti Rarua
Sue Buchanan	Te Atiawa Manawhenua ki te Tau Ihu
Moetu Stevens	Ngāti Tama Manawhenua ki te Tau Ihu
Paia Riwaka-Herbert	Ngāti Apa ki te Rā Tō
Kim Hippolite	Te Rūnanga o Ngāti Kuia
Melanie McGregor	Ngāti Koata no Rangitoto ki te Tonga
Susan Piket	Mātāwaka ki te Tai Aorere
Helen Joseph	Mātāwaka ki te Tauihu

Kaumatua & Kuia

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

Directorate

Tony Gray	Chief Executive
Graham Bell	Director - Planning, Quality and Learner Services
Vicki Bryson	Acting Director - Institute Information Services and Financial Controller
Kay Chapman	Director - HR/Employee Services
Carole Crawford	Acting Director - Learning Services
Takutu Ferris	Director - Māori Education
Chris Hubbard	Director - Service Industries and Learning Innovation
Sharon McGuire	Director - Regional Economic Development and Business Relationships
Jackie Rees	Acting Director - Curriculum and Quality
Martin Vanner	Chief Operating Officer
Sandra Williams	Director - Marketing and Customers Services

Programme Area Leaders

Ian Lister	Applied Business
Raewyn Haeta	Aviation
Mary Proctor	Business Services
David James	Creative Industries
Gertrud Weiss	Foundation Studies
Dale Bennett	Health
Stuart Campbell	(Acting) Hospitality and Wellbeing
Katherine Walker	Maritime
Jeff Wilson	Primary Industries
Takutu Ferris	Te Toki Pakohe
David White	Trades

OTHER INFORMATION

Auditor

Audit New Zealand (on behalf 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](tel:035469175)
[Phone 03 546 9175](tel:035469175)
 Fax 03 546 2440

Private Bag 19
 NELSON 7042

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

Glossary

AUT	Auckland University of Technology	NPES	Nelson Polytechnic Educational Society Incorporated
BAM	Bachelor of Arts and Media	NSOM	Nelson School of Music
BAppSocSci	Bachelor of Applied Social Sciences	NZDB	New Zealand Diploma in Business
BCom	Bachelor of Commerce	NZIM	New Zealand Institute of Management
BIT	Bachelor of Information Technology	NZOIA	New Zealand Outdoor Instructors Association
CAA	Civil Aviation Authority	NZPPC	New Zealand Polytechnic Programmes Committee
CCC	Community Computing Centres	OP	Open Polytechnic of New Zealand, The
CEAL	Certificate in English as an Additional Language	PAL	Programme Area Leader
CITRENZ	Computing and Information Technology Research and Education New Zealand	PD	Professional Development
CPIT	Christchurch Polytechnic Institute of Technology	PI	Pacific Islands
CTS	Certificate in Tertiary Studies	PINZ	Polytechnics International New Zealand Ltd
CVP	Certificate in Vineyard Practice	QMS	Quality Management System
DA&M	Diploma in Arts and Media	RCC	Recognition of Current Competence
EASA	European Aviation Safety Agency	RNZAF	Royal New Zealand Air Force
EEdO	Equal Education Opportunities	RPL	Recognition of Prior Learning
EFTS	Equivalent Full Time Student	SAC	Student Achievement Component
EIT	Eastern Institute of Technology	SANITI	Students Association of Nelson Marlborough Institute of Technology Incorporated
ELTO	English Language Training for Officials	SAR	Self-Assessment Report
ESOL	English for Speakers of Other Languages	SEED	Student Counselling service provider
GLH	Guided Learning Hours	SIT	Southern Institute of Technology
HITO	Hairdressing Industry Training Organisation	STAR	Secondary, Tertiary Alignment Resource
HR	Human Resources	STIC	Secondary Tertiary Industry Collaboration
HSI	Hospitality Standards Institute	SUTI	Skills Update Training Institute
ITO	Industry Training Organisation	TAMU	Tertiary Advisory Monitoring Unit
ITABS	Industry Training Advisory Bodies	TANZ	Tertiary Accord of New Zealand
ITPs	Institutes of Technology and Polytechnics	TEC	Tertiary Education Commission
KPI	Key Performance Indicator	TEI	Tertiary Education Institution
MAF	Ministry of Agriculture and Forestry	TEO	Tertiary Education Organisation
MEC3	Marine Engineer Class 3 (qualification)	TEOC	Tertiary Education Organisation Capacity
MITO	Motor Industry Training Organisation	TES	Tertiary Education Strategy
ML	Marlborough	TOP	Training Opportunities Programme
MNZ	Maritime New Zealand	TOS	Top of the South (Island)
NCNZ	Nursing Council of New Zealand	TRoQ	Targeted Review of Qualifications
NCMN	National Council of Māori Nurses	TTP	Te Toki Pakohe
NMIT	Nelson Marlborough Institute of Technology	WINTEC	Waikato Institute of Technology
NN	Nelson	YG	Youth Guarantee
NMDHB	Nelson Marlborough District Health Board		

NMIT'S INDUSTRY PARTNERSHIPS



Constellation Brands



OFFICIAL EDUCATION PROVIDER TO



Central Region Rowing Development Trust



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



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

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